

**2019-2020 Undergraduate and Graduate Catalog**



**DEGREES OF DIFFERENCE**

UNDERGRADUATE AND GRADUATE CATALOG  
2019-2020



NATIONAL LOUIS UNIVERSITY

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## ABOUT NATIONAL LOUIS UNIVERSITY

### Mission Statement

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

### A Brief History

More than 130 years ago National Louis University was founded on the principle that a quality education can transform lives, careers and communities.

Founder Elizabeth Harrison, an education pioneer and social reformer, opened a kindergarten training school to promote early childhood education, a radical idea at the time. Harrison's groundbreaking work helped launch the National Parent-Teacher Association and the Head Start program, and the National College of Education (NCE) became the first university in Illinois to offer a four-year teaching degree.

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

In 2015, NLU launched a new undergraduate experience offering students support services to overcome real-life barriers to college success. Designed to address cost barriers, it helps students attain the college degrees employers will require in the future.

In 2018, NLU closed on the transfer agreement of Kendall College's baking and pastry, business, culinary arts, early childhood education, and hospitality management, as well as general education programs and other assets.

Today, National Louis offers more than 60 degree programs through four colleges – National College of Education, College of Professional Studies and Advancement, Undergraduate College, and Kendall College of Culinary Arts and Hospitality Management. Bachelor's, master's, and doctoral degree programs are available in education, management, human services, counseling, public policy, culinary, hospitality and others concerned with career and professional development.

The University serves more than 9,000 students at seven locations in Illinois and Florida and is proud of the 80,000 living alumni using their NLU education

to serve others. Nivine Megahed, Ph.D. is the institution's eleventh president. For more information visit [www.NL.edu](http://www.NL.edu).

### A Note from the President

Dear National Louis Student,

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

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

For more than 130 years, NLU has been proudly delivering holistic professional preparation and contemporary academic experience. Our mission is to prepare students to lead in their professions and communities, and we encourage excellence in the pursuit of career and personal goals. NLU students and graduates inspire us every day with their passion and dedication to bringing innovative ideas to their workplaces, their communities, and anyplace they see an opportunity to make a positive difference.

At National Louis we are most proud that our students aspire to go out into the world and make it a better place, not only for themselves, but for those around them. They make an impact in their community, and provide leadership in the workforce. We welcome and encourage you to use our resources to achieve your goals within our programs.

We invite you to explore our catalog and our website at [www.nl.edu](http://www.nl.edu). Through these pages, you will learn about the richness of National Louis - its programs,

its people, and the diversity of experience and ideas that keep our community motivated and energized. Come join us for a National Louis University experience where you can build your success story.

Best wishes,

Nivine Megahed, Ph.D.

President

## Locations

Illinois Locations

**Downtown Chicago**  
122 South Michigan Avenue  
Chicago, IL 60603-3032  
888.658.8632

**Gage Building**  
18 South Michigan Avenue  
Chicago, IL 60603-3032

National Louis University's main campus in downtown Chicago consists of space in two historic landmark buildings at 122 S. Michigan Avenue and 18 S. Michigan Avenue. These buildings house campus classrooms, developmental skills laboratories, computer labs, a library and the NLU gift shop. The offices of the President, Provost and other academic and administrative personnel are also located on this campus.

Programs in the National College of Education, the College of Professional Studies and Advancement, the Undergraduate College and the Kendall College of Culinary Arts and Hospitality Management are offered on this campus with classes scheduled during the daytime, evening and weekends. The P.A.C.E. program at NLU is also housed on this campus.

**Elgin**  
620 Tollgate Rd.  
Elgin, IL 60123-9364  
888.658.8632

Conveniently located in a fast-growing business district off I-90 and Route 31. NLU Elgin features 10 classrooms with high-tech media equipment; a computer lab with high-speed Internet access; two conference rooms; and comfortable student

lounges. With classes offered late afternoons, evenings and weekends, working adults at the undergraduate or graduate level can easily attend classes.

### **Goose Island**

900 N. North Branch Steet  
Chicago, IL 60642

888.905.3632

The Goose Island location is home to all academic programs in the Kendall College of Culinary Arts and Hospitality Management at National Louis. The location houses state of the art kitchens and baking facilities, as well as classrooms and space for student services.

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

888.658.8632

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

**North Shore (Skokie)**  
5202 Old Orchard Road, Suite 300  
Skokie, Illinois 60077-4409

888.658.8632

The North Shore location serves undergraduate and graduate students in the National College of Education and the College of Professional Studies and Advancement. It offers classrooms, computer labs, a library, and group study areas. This site also houses the Reading Center and Lifelong Learning.

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

888.658.8632

Classes at the Wheeling location are easily accessible to adults who live and work in northwest Cook and Lake Counties. The Wheeling location offers classrooms, computer labs and student lounges. It also houses student records. Many university faculty, administrators and staff members have offices in Wheeling. The McCormick Center for Early Childhood Leadership is also located adjunct to the Wheeling site.

#### Other Locations

##### **Florida Regional Center**

5110 Sunforest Drive  
Suite 102  
Tampa, FL 33634  
888.658.8632

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

*Note: NLU also teaches courses at offsite locations but only with HLC approval and after a thorough review process to ensure that the facility meets the requirements for academic learning. Please contact an enrollment specialist to learn more about other locations.*

## Accreditation and Approvals

#### Accreditation

National Louis University is accredited by the Higher Learning Commission (HLC), one of six regional institutional accreditors recognized by the United States Department of Education and the Council for Higher Education Accreditation. National College of Education meets all standards of the National Council for the Accreditation of Teacher Education. Certain business programs in the College of Professional Studies and Advancement and the Undergraduate College have earned professional accreditation from the International Accreditation Council for Business Education. Selected programs in the National College of Education and the Undergraduate College are approved by the Illinois State Board of Education for licensure of education professionals.

#### Approvals

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

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

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

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

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

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

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

NLU is also a member of the National Council for State Authorization Reciprocity Agreements (**SARA**). As a SARA member, NLU is authorized to offer distance education to other SARA member states.

## ABOUT THE UNIVERSITY COURSE CATALOG

The University Course Catalog contains official statements on University programs and academic policies. It is each student's responsibility to become familiar with his or her program requirements as well as University and college policies. While every effort is made to provide accurate and current information,

National Louis University reserves the right to change without notice statements in the University Course Catalog concerning rules, policies, curricula, courses or other matters. Any academic unit may issue additional or more specific information that is consistent with approved policy.

## 2019–2020 ACADEMIC CALENDAR

For the five-year academic calendar, visit [www.nl.edu/academiccalendar](http://www.nl.edu/academiccalendar).

### 2019 Fall Quarter

#### September

16	Monday	Fall quarter classes begin
15	Sunday	Summer Degree date
23	Sunday	Last day to add/drop classes

#### October

20	Sunday	First 5-week classes end
27	Sunday	First 6-week classes end
28	Monday	Late start classes begin

#### November

3	Sunday	Last day to drop late start classes
15	Friday	December 31st degree date application deadline
24	Sunday	Fall 10-week classes end
28–29	Thursday–Friday	Thanksgiving holiday (University closed)

#### December

1	Sunday	Second 5- and 11-week classes end
8	Sunday	Second 6- and 12-week classes end
23–27	Monday–Friday	Winter holiday (University closed)
31	Tuesday	Fall term degree date

### 2020 Winter Quarter

#### January

1	Wednesday	New Year's Day holiday (University closed)
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13	Monday	Winter quarter classes begin
19	Sunday	Last day to add/drop classes
20	Monday	Martin Luther King Jr. holiday (University closed)

**February**

15	Saturday	April 15th degree date application deadline
16	Sunday	First 5-week classes end
23	Sunday	First 6-week classes end
24	Monday	Late start classes begin

**March**

1	Sunday	Last day to drop late start classes
22	Sunday	Winter 10-week classes end
29	Sunday	Second 5- and 11-week classes end

**April**

5	Sunday	Second 6- and 12-week classes end
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**2020 Spring Quarter****April**

6	Monday	Spring quarter classes begin
12	Sunday	Last day to add/drop classes
15	Wednesday	Winter term degree date
15	Sunday	June 30th degree date application, September 15th degree date application deadline for those who plan to march in commencement

**May**

10	Sunday	First 5-week classes end
17	Sunday	First 6-week classes end
18	Monday	Late start classes begin
24	Sunday	Last day to drop late start classes
25	Monday	Memorial Day holiday (University closed)

**June**

14	Sunday	Spring 10-week classes end
21	Sunday	Second 5- and 11-week classes end
28	Sunday	Second 6- and 12-week classes end
30	Tuesday	Spring term degree date
TBD		Chicago area commencement ceremony
TBD		Florida area commencement ceremony

## 2020 Summer Quarter

### July

3	Friday	Independence Day holiday (University closed)
6	Monday	Summer quarter classes begin
12	Sunday	Last day to add/drop classes
26	Sunday	First 3-week classes end
27	Monday	Second 3-week classes begin
31	Friday	September 15th degree date application deadline

### August

9	Sunday	First 5-week classes end
10	Monday	Second 5-week classes begin
16	Sunday	Second 3- and 6- week classes end

### September

7	Monday	Labor Day holiday (University closed)
13	Sunday	Second 5- and 10- week classes end



## TUITION AND FEES

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

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

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

### Tuition and Fees 2018–2019

#### Tuition 2019- 2020

This information is current as of the catalog publication date. NLU Tuition and Fees posted online will contain the most current fee information. They are effective for the summer 2019 term through the spring 2020 term for courses offered on the standard term calendar. Tuition rates and fees are subject to change.

#### **Kendall College of Culinary Arts and Hospitality Management**

**Click here.**

#### **Undergraduate Rates**

Full-time Flat (14-18 credits)	\$6,000/term
Less than 14 credits	\$430/credit hour
Full-time Plus (19+ credits)	\$6,000/term + \$430/credit hour above 18
Pathways at NLU (First-time freshman, full-time, day program)	\$10,260 per year

#### **Graduate Rates by College**

##### **Rate per semester hour**

<i>National College of Education</i>	
M.Ed. and M.A.T	\$685
Ed.S.	\$774
Ed.D.	\$774
Professional Development	\$380
Reading Recovery	\$380
ESL/Bilingual (On-site, per hour), LBS1 (Special Ed Endorsement)	\$450

<i>College of Professional Studies and Advancement</i>	
M.A. and M.S.	\$759
M.A. Clinical Psychology	\$1,162
Graduate Leadership Programs:	\$781
Human Resource Management and Development (M.S.)	
MBA: General, Entrepreneurship and Nonprofit Management	
Health Services Administration (M.H.A.)	
Ed.S. Applied Behavioral Analysis	\$774
Ph.D. Community Psychology	\$774
Psy.D. Clinical Psychology	\$1,162

Please note that tuition rates are applicable to the current academic year and are subject to an annual review.

#### **Exceptions**

##### **Florida**

<i>National College of Education</i>	
M.Ed. (all others)	\$650
Ed.D.	\$705

##### **Partnerships**

Contact the Office of Partnerships for specific rate information.

#### **Prior Learning Assessment**

##### **Rate per quarter hour**

ACL 301 Fees	
Tuition for the course (2QH)	\$860
Essay Reviews	
1st essay	\$0
2nd and all subsequent essays	\$400 per essay
Major Credit by Licensure/Certification	
Graduate level HRMD (\$100 per QH)	
PHR certification	\$300- 3QH elective credit
SPHR certification	\$600- 6QH elective credit
Major Credit by Portfolio	
UG Major Credit for BSM courses	\$645 per course
UG Major Credit for CSJ courses	\$645 per course

*(Fee recommendations are based on current tuition for UG of \$430 X 1.5 QHs)*

UG Licensure/Certification fees- Current program	
0.5- 2 elective hours	\$50
3- 5 elective hours	\$100
6- 8 elective hours	\$200
9 or more	\$300

Credit by Examination (CLEP and DSST)

Administrative fee to proctor exam \$25

Visit our Prior Learning Assessment (PLA) page to learn more about this program.

### **Fees**

Admission Application Fee FREE

#### *Testing Fees*

Criterion Writing Assessment \$55

edTPA fee\*\* (NCE students-one time fee) \$300

Miller Analogies Test \$80

School Psychology Testing \$350

Watson-Glaser Critical Thinking \$55

#### *All Other Fees*

Deferred Payment Plan\*\*\* \$35

Diploma Reorder \$35

Email Opt Out\*\*\* \$100

Late Payment per Month \$15

Live Text fee\*\* (NCE students-one time fee) \$115

Clinical/Field Experience Fee \$83.33

NLU ID first-time replacement FREE

second+replacements \$20/card

Office of Registrar Special Requests \$15

Print and Copy Charge\*\*\* first 200 sheets FREE

additional Black and White sheets \$0.05/sheet

additional Color copies \$0.10/sheet

Returned Check \$35

Student Fee: Full-time Enrollment (14+hours) \*\*\*

\$250

Student Fee: Full- or Half-time Enrollment \*\*\*

\$150

Student Fee: Less than Half-time Enrollment\*\*\*

\$50

Thesis/Dissertation/Exam Continuation\*\* \$774

Transcript \$14 (electronic \$11)

Tuition Reimbursement Plan\*\*\* \$35

U-Pass\*\*\*\*

Summer term \$90

Fall/Winter/Spring term \$120

\*\*Some exceptions apply. Please ask about details specific to your program of interest.

\*\*\*Denotes a per term charge.

\*\*\*\*Denotes a required per term fee for all Chicago campus full-time students.

## ADMISSIONS

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

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

Please note:

- Applications are accepted on a rolling basis. Some programs may have application deadlines. See specific program information for details.
- Many programs have specific admissions requirements. See degrees offered (p. 103) section for additional requirements. Undergraduate admission to the University does not guarantee admission to the program of your choice.
- All graduate students taking graduate courses at National Louis University should understand that credit toward a graduate degree at the University is awarded only upon formal admission to a program of graduate study
- Applicants can usually expect an admission decision within five to ten business days of receipt of all admission documents. Programs that include an interview or faculty review may require additional time. Admission notifications are emailed to applicants once an admission decision occurs.
- Financial assistance cannot be awarded prior to admission
- Incomplete applications are inactivated one year from the application date and may be reinstated by submitting written request via email
- Inactive and incomplete applications and supporting documents are destroyed three years from the original application date
- Documents submitted without an application are destroyed one year after receipt
- National Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.). A veteran who seeks admission should follow the regular admission policies. For more information visit the veterans benefits page.
- The decision to deny admission cannot be appealed

### Admissions Pending Students

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

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

### Returning to NLU

Re-entry

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

The following rules apply to re-entry:

- Students return with the same academic status (p. 45) as when they left
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 46). Petition for reinstatement should be directed to the Office of the Registrar who will forward the petition to the governance unit designated by the respective college to deal with student appeals.
- Students are subject to degree requirements in effect at the time of re-entry
- Students must submit official transcripts of any college work taken since leaving NLU
- Students must submit a statement concerning work, educational activities and any other information relevant to re-entry

#### Readmission

Students who have previously attended NLU, but have been away from the University for five calendar years or longer (excluding the summer session or an approved leave of absence), must submit a new Admissions Application, including all documents and transcripts required for admission.

The following rules apply to readmission:

- Students return with the same academic status (p. 45) as when they left
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 46). Petition for reinstatement should be the Office of the Registrar who will forward the petition to the governance unit designated by the respective college to deal with student appeals.
- Students are subject to degree requirements in effect at the time of readmission

## Undergraduate Admissions

### Undergraduate Admission Requirements

- Completed application available at [www.nl.edu/applyonline](http://www.nl.edu/applyonline)
- Appropriate transcripts:
  - High School or High School equivalency credential (GED or Hi-Set for Freshman Admission)
  - All college transcripts for Transfer Admission

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

### Freshman Admissions

- Freshman students are high school graduates who are first-time college attendees or have fewer than 15 quarter hours of transferable college credit
- Freshman applicants must request that their high schools send final transcripts including eighth semester grades and indication of high school graduation
- Freshman applicants must have a minimum high school GPA of 2.0 on a 4.0 scale (C average). Applicants with less than a 2.0 GPA may be considered for admission as high potential students (p. 12).

### Undergraduate Transfer Admissions

- Entering students who have earned 15 quarter hours or more of transferable credit at another accredited college or university are considered transfer students
- Transfer students are required to have a 2.0 GPA on a 4.0 scale (C average) and to be in good standing at the college previously attended. Applicants with less than a 2.0 GPA may be admitted as high potential students (p. 12).
- Applicants with coursework in progress at another college or university must submit official transcripts of the completed coursework.

### Undergraduate High Potential Students

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

Criteria used in determining whether or not students can be admitted on a high potential basis could include work experience, demonstrated leadership in their community, extracurricular activities, motivation and attitude toward learning or career

objectives. The applicant is required to submit a personal statement and two letters of support reflecting their academic work or ability. A personal interview may also be required. Some students may be asked to take a skills assessment prior to admission and the results will be used as a basis for the admission decision.

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

Admitted students should contact their academic advisors to review degree requirements.

## Graduate Admissions

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

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

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

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

Admitted students should contact their advisors to review degree requirements.

## International Students

Students Whose Previous Academic Work Was Not in the United States

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

- U.S. citizens or resident aliens whose previous academic work was from an institution outside the U.S. are required to have their high school transcripts and/or undergraduate transcripts evaluated by one of NLU's approved foreign credential evaluation agencies
- Graduate applicants with a baccalaureate degree or college coursework from an institution outside the U.S. are required to have their undergraduate transcripts evaluated by one of NLU's approved foreign credential evaluation agencies verifying degree equivalence to a U.S. regionally accredited baccalaureate degree
- The NLU Office of Admissions and Records will examine foreign transcript evaluations and make a determination of suitability for undergraduate and graduate admission

### Nonimmigrant International Students

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

- Complete and submit your NLU Application.
- Be certain that you meet the admission requirements for your program of study.

- You must have all of your secondary, college and university foreign transcripts evaluated by one of NLU's approved foreign credential evaluation agencies. The course-by-course evaluation must verify degree equivalency of a level of education equivalent of a baccalaureate from a regionally accredited institution of higher education in the U.S.
- Proof of English language proficiency is required if English is not the applicant's native language and /or high school degree was earned outside the United States. Applicants must have official results of a TOEFL or other University-approved examination sent to the Office of Admissions.
  - Official Test of English as a Foreign Language (TOEFL). Scores: Undergraduate applicants: A minimum score of 72 for the Internet-based test (iBT) or a minimum of 533 total for the TOEFL paper test (PBT). Graduate applicants: A minimum score of 80 for the Internet-based test (iBT) or a minimum of 550 total for the TOEFL paper test (PBT). TOEFL scores are only valid for two years.
  - International English Language Testing System (IELTS). Scores: Undergraduate applicants: 6.0, with no individual band below a 5.5. Graduate applicants: 6.5, with no individual band below a 6.0. IELTS scores are only valid for two years.
  - Pearson Test of English (PTE). Scores: Undergraduate applicants: A minimum score of 50. Graduate Applicants: A minimum score of 54. PTE scores are valid for two years.  
Please click [here](#) for more details concerning NLU-approved examinations.

The English Proficiency requirement may also be considered as met for students who satisfy any of the following criteria:

- Completed an accredited ESL program within the last 3 years
- Are a citizen of a country where English is an official language and have completed at least three years of high school or secondary education where English is the primary language of instruction
- Completed at least two years (48 semester hours) of education at a college or university where English is the primary language of instruction
- The person(s) paying your tuition and living expenses while you attend NLU must complete and sign an affidavit of support, or a letter of support, in the presence of a Notary Public or First Class Magistrate. You or your sponsor(s) must

also provide a financial statement, on business stationery, indicating the amount of funds available in U.S. currency. If the sponsor(s) are U.S. citizens, or self-employed resident(s), they will need to send NLU a copy of the latest income tax return they filed.

- You or your sponsors(s) must submit documented proof of sufficient funds to defray all living and school expenses during the first year that you anticipate studying in the U.S.
- You must submit a copy of your passport and, if you are currently residing in the U.S., a copy of your U.S. visa stamp and I-94 card as well, if you were issued one.
- For F-1 visa related questions, please contact Brisbane Rouzan, Principal Designated School Official, PDSO, at BRouzan@nl.edu or 312-261-3461.

## 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.). A veteran who seeks admission should follow the regular admission policies. For more information visit the [veterans benefits page](#).

NLU is in full compliance with the Higher Education Relief Opportunities For Students (HEROES) Act of 2003 (Public Law 108-76). The HEROES Act of 2003 is intended to ensure that service members who are receiving Federal student aid are not adversely affected because of their military status and to minimize the administrative burden placed on such individuals.

In full compliance with the US Department of Education's Readmission Requirements for Service Members (eCFR §668.18), NLU does not deny readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

NLU will promptly readmit to the institution an individual as described above with the same academic status as the student had when the student last attended the institution or was last admitted to the institution, but did not begin attendance because of that membership, application for membership,

performance of service, application for service, or obligation to perform service.

## TYPES OF CREDIT

### Dual Credit

As part of our shared missions in providing access to higher education, National Louis University, Township High School District 214, and Chicago Public Schools District 299 have signed a memorandum of understanding to offer dual credit to their high school students. Dual credit allows students to earn college credit while also applying the credit toward high school graduation, it improves college affordability and helps provide a seamless transition to college.

Students attending a participating high school can earn high school and college credit simultaneously by taking pre-selected college level courses.

NLU courses recognized for dual credit:

- ACC 201- Principles of Financial Accounting, 5 quarter hours
- BUS 101- Principles of Business, 5 quarter hours
- ENT 295- Intro to Entrepreneurship, 5 quarter hours
- ECE 220- Child, Family, and Community, 5 quarter hours
- EDU 210- History and Philosophy of Education, 5 quarter hours
- PSY 200- Applied Educational Psychology, 5 quarter hours

Please visit <http://www.nl.edu/admissions/d214/> for more detailed information. To register for classes, visit <https://www.nl.edu/colleges/undergraduatecoll/edu/dualcreditregistration/>.

### Transfer Credit

#### Undergraduate Transfer Credit

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

- The courses are normally applicable to a baccalaureate program
- The courses were taken at an institution with CHEA-recognized accreditation (note: Education Programs (p. 234) accept only credit from regionally accredited institutions)

- The student received a grade of "C" (GPA of 2.0/4.0) or better
- Note: The way in which credit may be applied toward the degree is at the discretion of the University. The transfer of NLU credit is subject to the policies and discretion of the receiving institution.

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

The following restrictions apply:

- Only up to three quarter hours of physical education credit may be accepted
- Up to 60 quarter hours of technical credit may be accepted by the Applied Behavioral Science (p. 109), Health Care Leadership (p. 111), and Management (p. 113) programs only
- Students planning to take a mathematics course at another institution must receive written approval from their academic advisors before enrolling to ensure the course will be accepted for transfer credit
- There may be additional limits to the acceptance of different kinds of credit according to the specific degree program

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

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

- Credit taken at any institution that is not located in the United States



- Study abroad credit that is not through an institution located in the United States

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

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

Per the University Undergraduate Residency Policy Requirement, a minimum of 60 QH must be taken at NLU, including the last 45 QH taken for the degree.

#### ***Articulation Agreements***

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

These agreements allow students who have earned associate's degrees from institutions with which NLU has current and verified articulation agreements to transfer all credits earned as part of their degrees to NLU. Accepted credits include all courses, even those transferred from other institutions and approved by the institution with which NLU has an articulation agreement. All transferring students will be assessed. Students continuing a sequence of courses at NLU will be assessed for placement into the sequence. This assessment may include a recommendation for additional assistance or tutoring through Learning Support or placement into appropriate NLU courses. Please consult the Transfer Articulation Guide.

#### ***Transfer Credit Policy for Satisfactory/No Credit and Pass/Fail Credit***

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

#### **Graduate Transfer Credit**

Transfer of graduate credit varies by college and program and must be approved by Office of the Registrar and the program director or faculty. For transfer credit to be considered, a student must contact his or her academic advisor and submit a completed Student Adjustment Form (signed by the

appropriate faculty) to the Registrar's Office. The Office of the Registrar must also have on file an official transcript reflecting the credit to be transferred.

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

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

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

#### ***College of Professional Studies and Advancement Graduate Transfer Credit***

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

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

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

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

#### ***National College of Education Graduate Transfer Credit***

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

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

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

#### Credit for Prior Learning

Credit for Prior Learning (CPL) embraces multiple articulated pathways to award credit to all students who can demonstrate that they have achieved specific learning outcomes gained from experiences outside post-secondary education.

Application of CPL may help more nontraditional students find smoother pathways in and through postsecondary programs. These pathways include:

- NLU's internal Prior Learning Portfolio Assessment (PLA) (p. 19)
- American Council on Education (ACE) - ACE credit recommendations for Military Experience and Professional Training (p. 19)
- Nationally recognized examinations such as DSST, CLEP, Excelsior College Exams, or Advanced Placement (AP) (p. 19)
- NLU's internal License/Certification program

Credit for Prior Learning may be accepted toward undergraduate and graduate programs in the College of Professional Studies and Advancement, National College of Education, and Undergraduate College upon approval of program faculty, college leadership, and the Provost Office. National Louis University policy sets the maximum allowable for prior learning credit that can be awarded by the institution to complete the student's program at 60 quarter hours. This requirement does not apply to courses/credit hours transferred from other institutions.

Student seeking to include a Credit for Prior Learning option must abide by the University Residency Requirement Policy:

- At least 60 quarter hours of the undergraduate degree program must be taken at NLU. This includes a maximum of 15 quarter hours that can be earned through CPL (including NLU's internal Prior Learning Portfolio Assessment, American Council on Education (ACE) credit recommendations for Military Experience and Professional Training, nationally recognized examinations such as DSST, CLEP, Excelsior College Exams (ECE), New York University Language Proficiency Exams, and Advanced Placement (AP) unless approved by the college Academic Standards Committee (CPSA) or Academic Policies Committee (NCE).

- The last 45 quarter hours taken for a degree must be taken at NLU. Credit for Prior Learning, including DSST, CLEP, NYU Proficiency Exams, Excelsior College Exams (ECE), Advanced Placement (AP), American Council on Education (ACE) credit recommendations, credit by portfolio and license/certification may count toward the last 45 quarter hours required to be taken at NLU.
- The last 9 semester hours taken for a graduate degree must be taken at NLU.

### ***Prior Learning Assessment (PLA)***

Prior Learning Assessment includes different options that can be applied towards undergraduate Elective and General Education Elective credits in a number of undergraduate programs. Some graduate programs also allow the award of credit for prior learning, please see program pages for details.

Credit by Portfolio is one of the options possible for some students seeking to fulfill General Education Elective and Elective credits by taking the ACL301, *Perspectives on Prior Learning* (p. 315) class. Throughout this course, students survey principles and practices of adult and experiential learning, recognize, document, and validate their college-level learning that took place outside of a structured college curriculum for possible undergraduate credit.

Credit by Portfolio for major courses is possible in a several programs, please see program pages for details.

The Portfolio program offered at NLU is in accordance with guidelines by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE).

The portfolio that is recommended by program faculty for assessment and award of prior learning credit as a CPL option must be vetted through the Provost Office for approval.

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

### ***Military Experience and Professional Training***

National Louis University recognizes that significant learning experiences may have occurred during the course of the United States Armed Forces military service and through non-collegiate training programs or examinations completed at nontraditional educational companies and other organizations such

as government agencies, unions, or businesses. NLU uses the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services and National Guide to College Credit to Workforce Training to evaluate military experience and professional workforce training. Credit will not be taken from another school's transcript unless it is listed as experiential learning credit. In that case, it will be accepted as such. Specific documents will be required in order to do a military or professional training evaluation.

All programs in the College of Professional Studies and Advancement may accept ACE credit. Programs in the National College of Education may also choose to accept ACE credit (pending any state mandated or regulations placed on licensure programs) upon approval of the program faculty, college leadership, and the Provost Office.

ACE approved credit for the military experience and professional training can be used to fulfill any requirements in a program including general education, major, minor, or concentration. Programs seeking to include CPL options into their major, minor and concentration coursework must consult with their program faculty, college leadership, and the Provost Office.

### ***Credit by Examination (Undergraduate)***

National Louis University awards credit to students who have achieved acceptable scores on the Advanced Placement (AP), the International Baccalaureate (IB), the College Board's College Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSSTs), Excelsior College Examinations, and NYU Language Proficiency exams. In addition, NLU grants college credit to students who were awarded the Seal of Biliteracy.

The University has determined required scores and credit awards for AP and adopted the American Council on Education's (ACE) recommendations for acceptable score requirements and credit awards for CLEP and DANTES. CLEP and DANTES exams may be taken at NLU and are scheduled on a regular basis. Fees are charged to cover the costs of tests and administration.

Visit our Credit by Examination webpage for more details and a breakdown of acceptable scores.

## Foreign Credit

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

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

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

## Guaranteed Transferability

National Louis University fully supports and aligns itself with the values articulated by the Servicemembers Opportunity Colleges (SOC) consortium and Degree Network System (DNS), and uses SOC criteria to structure institutional policies that acknowledge and respect the special challenges that military service creates for military students and their families.

Course credit earned through SOC-DNS designated programs are guaranteed to be accepted by NLU in transfer, just as they are at any institutions participating in the network. These guarantees are extended by NLU to active duty military, veterans, retired military, and adult family members of military personnel attending NLU classes either online or at any NLU campus or other location.

SOC-DNS courses are subject to the current NLU transfer credit policies. The way in which credit may be applied toward the degree is at the discretion of the University.

## FINANCIAL AID

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

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

Student eligibility for federal and state financial assistance is based on the annual completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed as early as January 1 (as early as October 1 beginning with the 2019-2020 academic year) at [www.fafsa.gov](http://www.fafsa.gov). National Louis University's school code is 001733.

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

To be eligible for financial aid, students must:

- Be enrolled at least half-time (six quarter hours for undergraduates and three semester hours for graduates in standard length terms). Undergraduate students enrolled in one-to-five quarter hours may qualify for partial awards from the Federal Pell Grant and/or the State of Illinois Monetary Award Program (MAP).
- Meet citizenship requirements
- Maintain Satisfactory Academic Progress (p. 22)
- Not be in default of a prior student loan nor owe a repayment on a federal grant
- Be fully admitted to a qualifying degree or certificate program at NLU

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

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

## Financial Aid Policies

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

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

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

### Policy on Course Non-Attendance

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

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

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

Please note that students who wish to drop a class during the add/drop week should still follow University policy and contact Academic Advising to

change their enrollment. Non-attendance is different from withdrawal. Please review the Withdrawal Policy (p. 39) for more details.

*Note: Tardiness policies and how they affect attendance are based upon individual course policy and are located in the course syllabus.*

#### Policy on Online Attendance and Participation

Federal regulations require that online students establish attendance/participation in coursework each term to be eligible for federal financial aid. National Louis University verifies student attendance in accordance with this regulation.

For online coursework, logging into the class in D2L is not sufficient, by itself, to demonstrate attendance by the student. Students must establish a record of participation in academically related activities in order to comply with this requirement. These activities include but are not limited to:

1. Physically attending a class where there is an opportunity for direct interaction between the instructor and students (on campus/blended courses only)
2. Submitting an academic assignment;
3. Taking an exam, an interactive tutorial or computer-assisted instruction;
4. Attending a study group that is assigned by the school;
5. Participating in an online discussion about academic matters;
6. Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Students who only do one of the following are not defined as establishing attendance:

1. Logging into an online class without active participation or
2. Participating in academic counseling or advisement

Students who have not established attendance/participation in online courses by the end of the second week of class will be dropped by the university by the based on the Policy on Course Non-Attendance, which may be found here (p. 21).

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

The Student Finance Office is required to recalculate the percentage of financial aid earned by a student who officially withdrew before completing more than 60% of the quarter or who failed to pass at least one

class in a term and ceased attendance at some point (unofficial withdrawal). The funds subject to this calculation include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Teacher Education Assistance for College and Higher Education Grant, Iraq Afghanistan Service Grant, Federal Perkins Loan, Direct Subsidized and Unsubsidized Loans, Direct Parent PLUS Loan, and Direct Graduate PLUS loan. We use a calculation that determines what percentage of the aid a student earned and what amounts may need to be returned. This calculation is called Return of Title IV and must be done within federally mandated timeframes.

Please note that the Return of Title IV calculation is separate from the National Louis University tuition refund policy. Students who withdraw from classes may end up having an account balance with the University after the required financial aid adjustments are made. Learn more about NLU's Withdrawal Policy.

The financial aid awarded was based on enrollment in the entire term and any unearned funds must be returned by National Louis University and/or the student. A portion of the refund received may need to be returned to the University.

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

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

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

[Click here to learn more about Consumer Information on Return of Title IV.](#)

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

Federal regulations require that a student receiving Title IV financial aid funds maintain specific standards in his or her academic program in order to remain eligible to receive these federal financial aid

resources. These standards are called Satisfactory Academic Progress (SAP). SAP is defined as passing a required number of hours and achieving a required grade point average during a reasonable period of time. Regulations require that a student's entire academic history be considered, including periods of time when he or she did not receive financial aid. These Standards of Satisfactory Academic Progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University.

Please see the Standards for Academic Review (p. 45) for University guidelines.

### **The SAP Components**

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

The three components of SAP are:

#### **1. Quantitative Standard – Pace**

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

#### **2. Qualitative Standard – GPA**

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

#### **3. Quantitative Standard – Maximum Time Frame**

A student is ineligible to receive financial aid after she or he has attempted 150% of the credit hours required to complete the degree program. The maximum time frame is one and a half times the degree program

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

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

### **Withdrawal and In-Progress Grades**

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

### **Repeated Courses**

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

Failure to Meet Satisfactory Academic Progress for Financial Aid Eligibility

### **Financial Aid Warning**

All students will be reviewed at the end of each academic term of enrollment to ensure they are meeting the SAP standards (p. 22). If a student does not meet all of the SAP criteria, the student will be placed on "Warning" status for the next term of enrollment. The student will be notified in writing of the financial aid warning status. While on Financial Aid Warning, the student will continue to receive financial aid for one additional term.

The criteria for Financial Aid Warning are:

- The Cumulative Grade Point Average (CGPA) falls below 2.0 CGPA undergraduate/3.0 CGPA graduate  
and/or

- The student's overall Pace (completion ratio) falls below 67%

### **Financial Aid Suspension**

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

#### ***Student Appeal and Academic Plan***

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

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

#### ***Good Standing***

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

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

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

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

### **Payment Plan Options**

This overview provides a general information about payment plans available to help students reach their educational goals. Completion of a Promissory Note is required for all options. The Promissory Note must be completed upon registration. NLU payment plans are calculated on a term basis.

#### **Term by Term Tuition Payment Plan**

Payment of a term's tuition/fees/room and board and other charges is made by the first day of the term.

#### **Deferred Tuition/Installment Plan**

There is a \$35 per term fee associated with this plan. Tuition/fees/room and board and other charges incurred for the term will be divided into three equal installments requiring a payment of one-third plus \$35 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.

#### **Direct Billing to a Third Party**

Under this plan, the third party pays the University directly for all or a portion of the tuition and fees. Payment from the third party or information regarding where to bill for the classes must accompany the registration. In addition, any amount not covered by the third party is due by the first day of class.

#### **Tuition Reimbursement**

Under this plan, a student who has a tuition reimbursement plan at work may defer up to 75% of the cost of a term. 25% of a term's tuition is due by the first day of class. In addition, a copy of the employer's reimbursement policy as well as the student's eligibility for the plan must accompany the Promissory Note. There is a \$35 handling fee per term in order to participate in this plan.

#### **Veterans Benefits**

Veterans and those entitled to Veteran benefits, should choose this option and provide proof of eligibility to NLU's school certifying official at [VAstudents@nl.edu](mailto:VAstudents@nl.edu).

### **Student Tuition Recovery Fund (STRF)**

The Student Tuition Recovery Fund (STRF) is a fund administered in the state of California by the Bureau



for Private Postsecondary Education (Bureau) that relieves or mitigates economic loss suffered by a student while enrolled in a qualifying institution – generally one that is approved or registered by the Bureau. At the time of his or her enrollment, the student must have been a California resident or enrolled in a California residency program, prepaid tuition, and suffered economic loss.

You must pay the state-imposed assessment for STRF if all of the following applies to you: 1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies: 1. You are not a California resident, or are not enrolled in a residency program, or 2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

## Veteran Education Benefits

National Louis University is proud to train and educate our Veterans of the U.S. Armed Services. Students eligible to utilize Veteran's Education Benefits may log into VA.gov to apply and monitor their education benefits.

Students utilizing Veteran's Education Benefits are required to submit a VA Certificate of Eligibility (COE) to the University before we are able to certify and disburse any VA funds. A student must notify the University's Student Finance Department of their eligibility. This can be done by providing either the Certificate of Eligibility or a written request to use their VA Education Benefits.

These students expecting Veteran's Education Benefits to cover their educational costs, and have completed all steps required to receive their funding, will have all required university ledger costs deferred without penalty until VA funding has been received. No late fees or penalties will be assessed.

The aforementioned veterans will continue to have access to all institution resources while the ledger costs are deferred and awaiting VA payment.

A veteran using VA Education Benefits will not be required to secure alternative funding while the University awaits payment from the U.S. Department of Veteran Affairs.

## STUDENT SERVICES

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

### Academic Advising

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

### Admissions and Records

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

### Alumni

NLU has an active Alumni Association.

### Assessment/Exams

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

### Bookstore

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

### Career Bridge

The Career Bridge at National Louis provides career services including career advising, workshops, networking events and employer engagement opportunities ranging from job fairs to job shadowing experiences. The Career Bridge focuses on employment advisory services, helping students to have the career readiness skills to lead a successful job search. Although NLU does not guarantee job placement, every effort is made to achieve the best possible results for students and alumni. Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Students are encouraged to attend on-campus employer engagement events to connect and network with employers and learn more about the organization and hiring practices.

### Commencement

Formal commencement exercises are held once each year.

### Counseling Services

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

### Degrees

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

### Diplomas

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

### Directory

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

### Emergency Notification

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

### Federal Work-Study

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

### Gift Shop

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

### Housing

Student housing is offered through the Office Housing. National Louis provides apartment-style student residences, located at The Infinite (28 E. Jackson Blvd), which promote academic and professional success in a rich, stimulating metropolitan environment. These secure, luxury high-rise residences are less than blocks from NLU's Michigan Avenue campus, and include many amenities. They are footsteps away from compelling job and internship opportunities at world-class restaurants, hotels, and businesses. Additionally, residential students take advantage of the numerous activities and programs sponsored by National Louis resident assistants (RAs) and community assistants (CAs). These events are designed to give students opportunities to create new friendships, expand their

horizons, strengthen their ties to the community, and ultimately enhance their college experience. All students living in student housing are required to follow the rules and policies that are listed in the National Louis Student Housing Resident Handbook. Copies of the resident handbook are available at the Office of Housing or by contacting [housing@nl.edu](mailto:housing@nl.edu).

### Learning Support

The Office of Learning Support offer proactive academic assistance for students by providing in-person/online tutoring in writing and math, cooperating with faculty to support student learning, and advocating for equitable educational access.

### Library

The University Library enriches the learning experience of students, educators, and researchers by providing quality resources and instructional services. Students may work with librarians in individual face-to-face or online sessions pertaining to information research and study skills. The Library also provides access to materials online and in print that support the academic programs and research interests of the NLU community. Library faculty are partners in teaching at the university and offer instruction, credit courses, and help and research guides on a variety of research topics.

### Licensure

NLU helps students earn Illinois Professional Educator Licences and endorsements.

### New Student Orientation

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

### Office of International Student Services

NLU is authorized under Federal law to enroll nonimmigrant students and is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B. The Office of International Student Services provides support to international students to facilitate a successful transition to the United States and assists National Louis students considering study-abroad opportunities. The department provides international student assistance with the basics of status maintenance, employment and internship regulations, and adjustment to academic life at NLU.

### Ombudsman

The University Student Ombudsman (USO) is a dispute resolution practitioner whose main function

is to assist NLU students in resolving their problems.

### Persons with Disabilities Academic Access Accommodations for Students

Learning Support is the primary support system for students with disabilities, coordinating accommodations in accordance with the Americans with Disabilities Act, Section 504, and University policy. All accommodations provided are based on individual need substantiated by medical documentation. For information on how to request accommodations, please email Learning Support or call 312-261-3329.

### Prior Learning Assessment

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

### Student Organizations

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

### Technology

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

### Transcripts

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

### Veterans Services

NLU's Veterans Program serves student veterans and eligible dependents.

### Volunteer and Service-Learning Opportunities

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

### Weather Alerts

Sign up to receive weather-related campus alerts.

## POLICIES

### Academic Policies and Procedures

#### 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.
4. The decision was substantially influenced by factors other than published criteria.

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

#### Introduction

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

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

This policy is limited to the review of academic decisions that are based on the application of established policies, procedures, or standards. It does not establish any individual rights to review

established policies, procedures, or standards, or limit any existing rights to individually or collectively petition individuals or groups responsible for University policy.

#### *Definitions and Concepts*

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

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

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

#### **Academic Policies and Procedures**

The Undergraduate and Graduate Catalog is the primary source of published academic and admissions standards. Additionally, institutional and college generated student guides and handbooks, program/course guides (which students have access to) and faculty generated course syllabi are also sources of documented academic standards.

Verifiable, in-class verbal instructions relative to grading criteria/assignments may be considered in an appeals process; however, faculty are cautioned that primary consideration will be given to documented instructions and that decisions influenced by other than published criteria are subject to review in accordance with this policy.

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

#### **An Academic Unit**

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

## Academic Administrators

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

## Academic Decisions

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

## Discriminatory Practices

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

For more information about protected classes, please go to [eeoc.gov/laws/types](http://eeoc.gov/laws/types).

Any student with questions, complaints or concerns about discrimination or harassment based on gender is encouraged to contact the Title IX Coordinator at [dlaban@nl.edu](mailto:dlaban@nl.edu). Any student with questions, complaints or concerns about discrimination or harassment on the basis of any classification other than gender is encouraged to contact the Ombudsman at [ombudsman@nl.edu](mailto:ombudsman@nl.edu).

### Procedure

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

Students must initiate the appeal process within 15 business days following formal (documented) notification of the decision by contacting the individual responsible for the decision (i.e., the instructor who assigned a grade or the administrator who informed the person of the decision) to attempt

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

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

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

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

If the individual responsible for the decision is unavailable or unresponsive within 15 business days of the date of the original appeal, the administrator responsible for the unit shall initiate Step II.

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

If a reasonable effort by the student and the individual who made the contested decision does not result in informal resolution of the complaint, the student may submit a written request for review to the responsible academic unit department head or administrator within 10 business days of the Step I decision.

The request for review must state:

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

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

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

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

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

If an agreement is not reached within the academic unit, the academic unit administrator will refer the appeal to the college governance unit responsible for hearing student appeals within 10 business days of the date of the Step II decision.

### **Step III. 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 10 business days of the date of the Step II decision.

The college governance units are:

- National College of Education - The Academic Policies Committee
- College of Professional Studies and Advancement - Committee on Admissions and Academic Standards
- Pathways Professional Program - Student Academic Conduct and Performance Committee
- University Library - Library Curriculum Council

There is an expectation that the faculty governance unit will review and make determinations regarding student appeals of academic administrators, faculty,

and staff decisions within their college within 10 business days following receipt of the written appeal.

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

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

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

If a student is not satisfied with the resolution/remedy of the complaint as determined at the college level, the student may submit a formal written appeal to the Senior Academic Officer or designee within 10 business days from the date of the Step III decision. The formal written appeal must include:

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

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

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

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

decision. In the event of a formal hearing, the Senior Academic Officer will:

1. Forward a copy of the petition to the individual whose decision is being appealed.
2. Appoint a hearing officer to conduct a formal hearing. The hearing officer shall be a full-time employee of the institution with appropriate experience in the type of decision under review, but not directly involved in the specific decision.
3. Request that the chair of the faculty senate (or in his/her absence the chair-elect) appoint two faculty members who were not directly involved in the original decision to serve with the hearing officer as members of the hearing committee.
4. The hearing committee procedures are as follows:
  - a. Within 5 business days following appointment, the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.
  - b. The hearing officer shall make a good faith effort to schedule the hearing at a time and place that is mutually agreeable to all persons involved.
  - c. The members of the hearing committee shall determine the number of meetings, as it deems necessary.
  - d. Any and all written materials which a party wishes to submit to the hearing committee shall be submitted at least three (3) business days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three (3) business days prior to the first hearing date, each party shall also provide the hearing committee with a list of anticipated witnesses.
  - e. Each party may be accompanied at the hearing by an advocate of his/her choice. Within three (3) business days prior to the hearing, each party shall provide the hearing committee with the name and relationship of any such advocate.
  - f. No verbatim transcript or tape recording will be made of the hearing or the hearing committee's deliberations.
  - g. The hearing committee may deliberate in 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.
5. The parties shall respond to any request of the hearing committee within three (3) business days. The hearing committee may extend the response period upon the request of a party for good cause shown.
6. 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.
7. 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.
8. The hearing committee shall make a good faith effort to provide a final written report within 10 business days of the first hearing date. The recommendation of the hearing committee shall be forwarded to the Senior Academic Officer for review/implementation.
9. Within 5 business days following notification of the decision of the hearing committee, either party may appeal to the Senior Academic Officer for final administrative review. The Senior Academic Officer will render a final decision within 10 business days. The involved parties shall be informed in writing of the final decision.

#### Academic Honesty

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

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

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

subject to disciplinary action and may be dismissed from the University.

Faculty has the right to analyze and evaluate students' coursework, including the electronic submission of student assignments to a third-party plagiarism detection service.

When evidence of academic dishonesty is discovered, an established procedure (see below) of resolution will be activated to bring the matter to closure. For additional guidance on how to apply these policies and procedures, faculty may contact their program administrator and/or the University Ombudsman.

#### ***Procedure for Handling Incidents of Academic Dishonesty***

1. A faculty member (or other University employee) who has reason to believe that a student has violated the University's Academic Honesty policy has an unequivocal obligation to confront the student for an explanation and resolution.
2. The faculty member (or other University employee) shall arrange a private meeting (online, by telephone, or in person) within fourteen (14) business days of the occurrence of the alleged incident of academic dishonesty or within fourteen (14) business days of the date s/he learned of the incident to: (1) explain the allegation(s) of violation of the Academic Honesty policy; (2) present the reasons or evidence to support such allegations; and, (3) provide a copy of the University's Academic Honesty policy. The desired outcome of this meeting shall be the identification of a satisfactory remedy (see below) by which to correct the breach of the Academic Honesty policy. The outcome of this meeting will be documented in the university's electronic student success system. If the faculty member and the student are unable to agree on an available remedy (see below), either party may petition for a formal hearing procedure to resolve the matter. In addition, if the electronic student success system reveals an incident to be a repeated violation of the academic honesty policy, the program administrator will be notified, and s/he may petition for a formal hearing procedure to resolve the matter.
3. The petitioning party shall file a petition for Hearing on Academic Dishonesty (hereinafter petition) within ten (10) business days of the private meeting described, above. Said petition shall be filed with the Senior Academic Officer of the University.
4. The Senior Academic Officer or designee, after determining that the petition falls within the

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

5. The Committee shall evaluate all available evidence and materials, including the direct personal statements of the parties in attendance, and others who have direct knowledge of the matters under review. The Committee shall then, in private session, decide upon the remedy (see below) to be applied. That decision shall be reported within five (5) business days to the Senior Academic Officer who shall inform both parties in writing of the decision and place a copy of said notification in the student's file maintained by the Office of the Registrar.
6. Either party shall have the right to file a written appeal of the committee's decision. Said appeal shall be received in the Senior Academic Officer's office within ten (10) business days of the council's decision.
7. The Senior Academic Officer shall act on said appeal within ten (10) business days of receipt, using whatever means of fact-finding that may be available. All parties shall be notified of his/her decision. This action shall be the final administrative remedy available to resolve matters concerning academic dishonesty. Any remedy requiring further action by the President or Board of Trustees shall be carried out within a reasonable period of time.

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

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

#### ***Remedies***

1. No further action after initial communication with student
2. Refer student to the Office of Learning Support : <https://www.nl.edu/learningsupport/>



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

*Note: Remedies 1-7 will be documented in the university's electronic student success system. Remedies 8- 11 shall be imposed only by the President.*

#### **Timelines**

- Day 1 Date of alleged incident of academic dishonesty or the date the accusing party learned of said incident
- Day 14 Deadline for private meeting between accusing party and student
- Day 24 Deadline to petition Senior Academic Officer for a hearing on academic dishonesty
- Day 34 Deadline for Senior Academic Officer to convene the Hearing Committee
- Day 39 Deadline to report committee's decision(s)
- Day 49 Deadline to file written appeal of committee's decision
- Day 59 Deadline for Senior Academic Officer to act on appeal

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

#### **Definitions and Guidelines**

##### **Plagiarism**

In general, plagiarism is commonly defined as using the words or ideas of another person without proper acknowledgment. The term *plagiarism* applies to taking improper credit for anyone's materials from any print or electronic source, whether or not that material has been previously published or copyrighted.

It is important to note that the definition of plagiarism does not apply only to extensive borrowing (e.g., a sentence or more). Using a few words, or even

one single word (if it is a key term or a freshly coined term), can be considered plagiarism, if not properly attributed to the original author. Moreover—and here is where many writers run into trouble—ideas contained in the work of another, even if they are rewritten into new words, must be attributed to their original author unless they fall into the category of *common knowledge*, a term which will be explained shortly.

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

By way of example, consider the passage below taken from the following source:

Source: Buelow, J. R., Barry, T., & Rich, L. E. (2018). Supporting learning engagement with online students. *Online Learning*, 12(4), 313–340. <https://doi.org/10.24059/olj.v22i4.1384>

In this passage, the authors are explaining what kinds of online discussions successfully foster connection and engagement:

"...as our findings illustrate, connection to others via discussions must be *authentic*, with questions or topics that are challenging and not rote, and must occur in an environment in which students feel able to express differing opinions and engage with one another about nuances and divergences. This places an onus on instructors not only to draw out experiences and opinions but also to ensure that students can do so in an appropriate and respectful manner."

Almost everybody knows that copying and pasting these exact words, without quotation marks and a reference to the original source, would be plagiarism. However, these following samples would also qualify as plagiarism.

##### **1. The use of key phrases:**

*Effective discussion questions must be challenging and not rote, and students must feel comfortable engaging with each other about nuances and divergences.*

##### **2. The patchwork of borrowed words and phrases:**

*Connections made during a discussion must be authentic, which requires questions or topics that are challenging and an environment in which students feel able to express differing opinions. This means instructors must not only draw out experience and opinions but also ensure that*

*students share their perspectives in an appropriate and respectful manner.*

### 3. The unattributed use of ideas:

*Online discussions will only foster student engagement if the connections students make in those conversations are truly authentic. To inspire this kind of connection, instructors must create a course environment in which students feel comfortable sharing and engaging with a wide range of differing perspectives on intellectually challenging topics.*

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

In cases #1 and #2, the writer must first decide whether the phrases copied from the original are valuable enough as quotations to be kept as such. If so, each word or phrase must be enclosed in quotation marks and a reference must be added to indicate the source. The reference should be formatted according to the specific style (e.g. APA style) indicated by the course instructor.

For example, case #1 may be rewritten as follows, using APA style:

*Effective discussion questions must be "challenging and not rote," and students must feel comfortable engaging with each other about "nuances and divergences" (Buelow, Barry & Rich, 2018, p. 328).*

In #3, the writer has decided not to use exact phrases and has instead paraphrased ideas from the original passage. In this case, no quotation marks are necessary. However, the source must still be cited, because even though the writer has not used Buelow, Barry and Rich's exact wording, the writer has still used their ideas.

There is one situation where ideas found in the work of another do not need to be documented as a source. That is the area of common knowledge. Common knowledge is information that's considered widely known or easily verified. It might be that there's no one person or entity who first developed the idea, or maybe it's something that everyone in your audience already knows. Information that would be considered common knowledge are facts such as "Water boils at 100°C or 212°F" or "Illinois became the 21st state in 1818." Remember to consider your audience when deciding if something is common knowledge. For example, American presidents would be considered

common knowledge in the United States but may not be so in other countries.

It may sometimes be difficult to determine whether or not an idea should be cited. In all cases, a general rule applies: WHEN IN DOUBT, CITE.

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

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

- Turning in an assignment (test, paper, presentation, or discussion post) that was written wholly or partly by another person or agency without so specifying (for example, turning in a paper purchased online)
- Turning in an assignment (test, paper, presentation, or discussion post) substantially edited or otherwise improved by another person without so specifying. (The relative or friend who retypes a paper and corrects all of its errors fits in here.)
- Turning in an assignment (test, paper, presentation, or discussion post) written wholly or partly for another course for which academic credit was received without so specifying.
- Cheating on an assignment (test, paper, presentation, or discussion post).
- Otherwise defeating the purpose of the course by dishonestly violating the NLU policies.

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

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

### Academic Program Review

A regular academic program review process allows the institution to demonstrate responsibility for the quality of its educational programs. Program faculty evaluate and reflect on an academic program's quality holistically, including health metrics (e.g., multi-year enrollment trends, graduation rates, employment outcomes, student satisfaction, persistence), assessment of student learning

(university common outcomes and program-specific outcomes), curricular connections and sequencing, and faculty. NLU employs a multi-year program review cycle managed through formal faculty governance processes operating in collaboration with university academic leadership, where annual data snapshots and program update reports are designed to ensure continuity and create a transparent and manageable process for continuous improvement, while also providing guideposts for review in the multi-year report. Results from this process contribute and can inform curriculum development, program admission standards, course prerequisites, faculty qualifications, strategic planning, budget requests, and resource allocation.

In addition to internal program responsibility, specific programs maintain specialized accreditation, adhering to standards and earning recognition from said organizations. An institutional effort is undertaken to collect data, author reports, and adhere to any other elements necessary to maintain good standing for college, program, or national accreditation and recognition.

#### Degree Requirements

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

#### **Residency Requirement**

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

- 60 QH of the degree program must be taken at NLU:
  - Maximum of 15 QH can be earned through Credit for Prior Learning (including NLU's internal Prior Learning Portfolio Assessment, American Council on Education (ACE) credit recommendations for Military Experience and Professional Training, nationally recognized examinations such as DSST, CLEP, Excelsior College Exams (ECE), and Advanced Placement (AP)) unless approved by the college Academic Standards Committee (CPSA) or Academic Policies Committee (NCE)
- Of the 45 QH minimum major, 25 QH must be upper-level and 15 QH of the upper-level coursework must be taken at NLU
- The last 45 QH taken for a degree must be taken at NLU:

- Credit for Prior Learning, including DSST, CLEP, Excelsior College Exams (ECE), Advanced Placement (AP), American Council on Education (ACE) credit recommendations, credit by portfolio and license/certification as well as NYU exams may count toward the last 45 QH required to be taken at NLU Note: Specific programs may have additional residency requirements.

#### **All Baccalaureate Degree Programs**

All students completing baccalaureate degree programs must:

- Be formally admitted to the program from which he or she is requesting a degree
- Complete a minimum of 180 quarter hours
- Have a minimum of a 2.0 grade point average (some programs require a higher grade point average)
- Fulfill the General Education Core Requirements (p. 107)
- Satisfy all the requirements and regulations of the individual college and program by the term completion date. Please see the program information related to degree requirements.
- Complete the residency requirement of his or her college and program (minimum 60 quarter hours)
- Take the last 45 quarter hours for his or her degree at NLU  
Note: Certain programs at NLU allow the completion of up to five courses (22.5 quarter hours/15 semester hours) of specifically designed graduate coursework and apply such coursework to both baccalaureate and master's degrees. The following criteria apply:
  - The student must be within 45 quarter hours of graduation
  - The student must have a cumulative GPA of 3.00 or higher through the academic term preceding the term in which the graduate course will be completed
  - The student must fulfill all pre-requisite and/or co-requisite requirements of the course
  - To earn undergraduate credit, the student must meet the minimum grade requirements established by their undergraduate major

- To be eligible to receive graduate credit for the course upon enrollment in the graduate program, the student must earn a grade of "B" or higher in the course

### ***Second Baccalaureate Degree Policy***

Students who wish to earn a second baccalaureate degree must fulfill all University and program requirements for the degree in a field unrelated to the first baccalaureate. The definition of an unrelated field will be determined by the program in which the second degree is earned. A minimum of 60 quarter hours of additional credit must be earned in residence after requirements of the first degree have been met.

### ***Students Receiving Dual Baccalaureate Degrees***

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

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

### ***Post-Baccalaureate Degrees***

All students completing post-baccalaureate degree programs must:

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

up to five courses (22.5 quarter hours/15 semester hours) of specifically designed doctoral coursework and apply such coursework to both master's and doctoral degrees. The following criteria apply:

- The student must fulfill all pre-requisite and/or co-requisite requirements of the course
- To earn graduate credit, the student must meet the minimum grade requirements established by their graduate degree program
- To be eligible to receive graduate credit for the course upon enrollment in the doctoral program, the student must earn a grade of "B" or higher in the course
- The student must request the application of credit toward more than one degree by filling out an appropriate form with the academic advisor. Note: Credit for a course may be applied to no more than two degree programs. The second degree must be substantially different from the first degree. The student must meet all requirements for the second degree and complete at least 25% of the coursework in order to earn a second degree.

### ***Application for Degree***

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

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

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

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

### ***Disruptive Classroom Behavior***

National Louis University recognizes a student's right to speak, inquire or dissent but requires that these freedoms be exercised in an orderly and responsible manner. The University, therefore, prohibits any student or group of students from interfering with the personal rights of another individual, the holding of

classes, the carrying out of University business or the progress of any authorized event on campus.

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

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

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

1. An instance of disruptive behavior may result in an immediate oral and public warning by the faculty member.
2. A subsequent instance may result in the expulsion of the student for the remainder of the class period by the faculty member.
3. Continued disruptive behavior may result in the expulsion of the student from the course or field/cluster group by the faculty member. A statement of the reason for expulsion shall be given in writing by the faculty member to the student, the chairperson of his/her major department or program, the chairperson of the department or program in which the course is offered and the Registrar.
4. The disciplinary actions listed in Paragraph (3), above, may be appealed by the student in accordance with the provisions of the Academic Appeals policy (p. 28).

In addition, disruptive behavior that constitutes a threat to persons and/or property will be immediately referred to the appropriate University official by filling an Incident Report at [nl.edu/letusknow](http://nl.edu/letusknow). Any sanctions imposed may be appealed only through the appeals process contained in that document. Cases of imminent danger to life and property shall be referred to appropriate law enforcement authorities.

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

## Enrollment and Registration

### *Catalog of Entrance*

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

### *Classifications*

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

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

The graduate unit of credit is the semester hour.

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

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

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

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

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

### ***Degree-Seeking Students***

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

### ***Non-Degree-Seeking Students***

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

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

Students enrolled with non-degree seeking status:

- Are subject to all regulations of the University
- Are not eligible for financial assistance
- Are not assured of admission to the University
- Who wish to be admitted to a degree or certificate program must apply through the Office of Admissions, at which time any credit accrued will be evaluated in accordance with prescribed limits. Coursework taken as a non-degree-seeking student is not automatically applied to degree programs at the University.
- Students wishing to enroll at NLU in a Non-Degree Seeking Endorsement program must meet university graduate admissions requirements in order to register for courses. Students applying for this program must hold a valid Illinois Professional Educator License (PEL) and will be required to submit an application and official transcript(s) from institutions where a degree was earned.
- Students can fill out the Non-Degree Seeking Registration form to get registered for classes.

### ***Audit***

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

### ***Registration Regulations***

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

Students may register:

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

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

### ***Enrollment Reporting and Loan Deferments***

National Louis University participates in the National Student Clearinghouse. The University submits reports of students' enrollment status to the Clearinghouse. The Clearinghouse supplies verification of enrollment to lending institution as well as to the Department of Education. Once a student is registered on at least a half-time basis, the student's outstanding student loans may be deferred. A deferment is the temporary postponement of payments of the loan principal, and in the case of a subsidized loan, the interest. Consolidated loans may be eligible for deferment as well.

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

### **Skills Assessment**

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

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

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

### **Academic Credit Load Policy**

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

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

### **Undergraduate Registration in Graduate Courses**

A graduate course may be taken for graduate credit by a junior or senior in good standing. It cannot apply toward the baccalaureate degree requirements and graduate tuition will be charged. A student must contact their academic advisor to obtain the appropriate approvals.

### **Transfer between Graduate Programs**

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

### **Registration for Thesis or Dissertation**

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

The thesis continuation (599X) or dissertation continuation (699X) non-credit course has a fee per each term. Please visit <http://www.nl.edu/financialaid/tuitionandfees/> for details.

### **Course by Arrangement/Independent Study**

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

### **Withdrawal Policy**

Dropping a Course

### **How to Drop a Course:**

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

### **Drop Deadlines:**

Students must drop classes prior to the start of the term or during the first week of the term in order to not incur any tuition charges for the course(s). For classes that begin during the second part of the term, students have the first week of class to drop without financial penalty. **For example, if the first week of the term begins on Monday, it ends on Sunday. Students must drop the course by Sunday night 11:59 PM of the first week of class in order to not be charged for the course.** Students who are enrolled in workshops must drop the class at least one day prior to its scheduled start date to receive a tuition refund. If the request to drop the workshop is received after the course start date the student will be charged the full tuition cost for the course.

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

**Tuition Refund Eligibility:**

After the first week of class, students who withdraw from a course(s) will receive a "W" grade and will not receive any tuition refund unless they completely withdraw from all courses in the term. Residents of Maryland are subject to a separate tuition refund policy which can be found here. Drop periods are set by University policy and are based on the student type and level. For more information regarding when a "W" grade applies, see the Grading (p. 41) section.

**Residents of Wisconsin Full Tuition Refund Eligibility**

Under the Wisconsin Admin Code SPS 408.03, students who notify the school within 3 business days to drop all their courses or are administratively dropped by the school will receive a full tuition refund. Within 10 business days after receiving notice of cancellation from the student, the school will process any refund owed as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum.

**Residents of Wisconsin Partial Tuition Refund Eligibility**

After the first week of the term, a student must withdraw from all of his/her courses to be eligible for a tuition refund. The tuition refund amount will be prorated based on the date of the withdrawal and the week of the term. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless supplies have been used or cannot be returned by the school. No refund will be calculated for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances. All Refunds shall be paid within 40 days after the effective date of termination

**Withdrawal from the University and Refund Policy**

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

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

Please note that a student may have courses in a term

that fit more than one of the policies noted below. Proration policies are specific to the length of each course.

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

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

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

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

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

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

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

**Non-standard length terms:**

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



**Tuition Refund Appeal**

This policy pertains only to a course or courses from which a student withdrew and appeal is being made for a refund beyond the established university refund policy (p. 39).

Note that all appeals where a grade (A, B, C, D, F, N) has already been submitted must go through the academic appeals policy (p. 28).

**Appeals Process:**

Students may submit an appeal for a refund beyond the university refund policy by submitting a request in writing. The appeal must be submitted within 90 days of the withdrawal date noted in the Student Information System (Banner). Appeals for charges for withdrawals of courses older than 90 days cannot be considered and all charges apply.

Appeals should be submitted in writing or via email to the Director of Advising.

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

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

The Refund Appeal Committee will notify the student via their NLU and personal email address of the outcome within one business day of the meeting. Students dissatisfied with the decision may appeal by submitting their request in writing, within 60 days after the appeal committee decision, to the Vice Provost of Advising and University Registrar.

**Grading****Undergraduate**

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

A	Outstanding performance
B	Above satisfactory performance
C	Satisfactory performance
D	Marginal performance
F	Unsatisfactory performance
P	Pass ("C" level or better)

N	No credit
I	Course in-progress (Incomplete)
IE	"I" grade extended beyond the time normally allowed for completion
X	Deferred course designed to extend over a longer period than one term
WW	Withdrawal
AU	Audit

**Graduate**

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

Grade	Definition	Quality Points
A	Outstanding performance	4
B	Above satisfactory performance	3
C	Satisfactory performance	2
D	Marginal performance	1
F	Unsatisfactory performance	0
I	Course in progress (Incomplete)	N/A
IE	I grade extended beyond time normally allowed	N/A
W	Withdrawal	N/A
N	No credit	N/A
X	Deferred course extending beyond one term	N/A
AU	Audit	N/A
P	Pass ("B" level or better)	N/A

Grades of "D" are not accepted toward completion of degree requirements. The pass/no credit option is available only in designated courses.

**Grade Point Average****Quality Points**

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

A	Four times as many quality points as the credit hours assigned to the course
B	Three times the number of credit hours

C	Two times the number of credit hours
D	One quality point for each credit hour in the course
F	No quality points
P, N, I, X	Not calculated
W, WW, IE	Not calculated

**Calculation**

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

**Repeat Course Policy**

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

**Grade Report**

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

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

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

- The final decision about what constitutes 75% rests with the instructor
- No student automatically qualifies for an "I" grade — the decision is made by the instructor on an individual basis
- Some programs prohibit the use of "I" grades in Term I and for students on "high potential," "one

term review" and "four-course review" admission statuses

- Before an "I" grade can be issued, an in-progress contract must be completed by the instructor to document the details for completion of the course requirements and sent by the registrar to the student's NLU email account
- The student is expected to complete the work in-progress no later than 90 days following the last day of the in-progress course
- All "I" grades will be lapsed to a grade of "F" for undergraduate students and a grade of "N" (no credit) for graduate students if the coursework is not completed within the specified 90 days
- "I" grades are prohibited in the following teacher preparation courses, if the Student Teaching experience must be repeated: ECE470 (p. 353), ECE 590, ELE 470A, ELE 470B, ELE 590, ELE 597, MGE 590, MGE 597, SEC 590A (p. 478)-F, SEC 597A-F, SPE 470, SPE587 (p. 490) and SPE 592C
- If candidates need to repeat the Student Teaching Experience, they will be required to withdraw from the Student Teaching Course in which they are registered and register for a new experience, when ready, with the approval of the program faculty and Director of Teacher Preparation

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

- It is the student's responsibility to contact the instructor (or the associate dean, should the instructor be unavailable) who granted the "I" grade at least 30 days prior to the end of the 90-day time limit
- With the instructor's or associate dean's signature and support, the student must make a formal request to the appropriate college academic appeals committee, including a letter and documentation of the exceptional circumstances that may warrant an extension
- The college academic appeals committee makes their decision and the chair of the committee informs the Registrar in writing of the decision
- If an extension is to be granted, it must be formalized before the end of the 90-day time limit

*Note: Assigning and grading of the make-up work due to absences is up to the individual instructor discretion based on the course policy as stated in the syllabus.*

### Leave of Absence for Graduate and Doctoral Students

A leave of absence (LOA) is a temporary interruption in a student's program of study. When unforeseen circumstances (e.g. personal, family, financial) require a student to temporarily withdraw from his/her studies, the student must submit a Leave of Absence form in advance of becoming inactive.

#### **Continuous Registration and Leave of Absence:**

When unforeseen circumstances require a student to temporarily withdraw from their studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see Appendix A). When applying for a leave of absence, the student must meet with his/her academic advisor to develop a plan that includes when the student intends to re-enter the program. Further, the advisor must attach to the Request of Leave of Absence form, a brief statement that indicates the student has developed an appropriate plan to return and that the leave is approved by the program. A subsequent leave of absence may be granted for the same student due to an unforeseen circumstance such as military duty, jury duty or a circumstance covered under the Family and Medical Leave Act of 1993 (FMLA). Any additional leaves of absence request may not exceed a total of 180 days in a 12-month period. This 12-month period begins with the first day of the initial leave of absence. There must be a reasonable expectation that a student will return from a leave of absence to continue enrollment at NLU.

All documentation related to the leave of absence must be submitted for approval to the Director or Chair of the program. Doctoral candidates must also contact and receive approval from their dissertation committee chair (if one has been assigned). Once all approval signatures are acquired the Academic Advisor must submit the completed LOA form to the University Registrar's Office for filing and to apply the LOA hold to the student's record. NCE students who have not been enrolled for one or more academic year, must consult with their academic or faculty advisor and submit a petition to the Academic Policies Committee (or respective college review unit if warranted by the program) stating the reason for the inactivity, and file a re-entry form with the Office of Admissions and Records.

#### **For Doctoral Students:**

Doctoral students who were granted a leave of absence must still complete the program requirements within the original eight-year time limit. Students who have been away from the University for more than 1 year but fewer than five,

upon re-entry, must meet the degree requirements of the catalog in effect at the time of their re-entry. Students who have been away from the university for 5 calendar years or longer (excluding the summer session or an approved leave of absence), must apply for readmission.

#### **For Teacher Candidates/Education Students:**

The Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Teacher candidates will be bound by the requirements in place when applying for licensure, not by the licensure requirements in place when beginning their program. That is, the state may specify that a new regulation is immediately applicable to all candidates with no provisions made for candidates who began their work on licensure under different regulations.

#### **University Leave of Absence (LOA) Policy Requirements:**

- Students should first contact their Academic Advisor and/or Faculty Advisor to create a plan for their smooth return to studies at National Louis.
- To qualify, students must be actively enrolled in a program and in good standing.
- Time on an approved LOA will not count towards a student's time limitations for degree completion and advancement to candidacy (6 years for Masters; 8 years for Doctorate).
- If a student has finished his/her program requirements but is working on his/her thesis or dissertation, the student must be registered for continuation courses until such time the thesis or dissertation is complete. (Doctoral students are required to be registered for continuation until such time they successfully defend their dissertation.) If the student has finished his/her program requirements but is unable to begin work on his/her thesis or dissertation, the student must request a leave of absence. Once the leave of absence is approved, the student will not be required to register for continuation while the leave of absence is active.
- Students with an "I" grade on their transcript should consult their Academic Advisor and refer to the in-progress (incomplete) grade policy before requesting an LOA.
- If a student does not return from an approved LOA, he or she will be considered as having withdrawn from the University. To be reconsidered for their program of study, he or she will need to return to the University under the

conditions stated in the Reentry or Readmission policies.

- Students with NLU student loans should be aware that their loans will go into repayment six months after they drop below half-time student status. Students with loans prior to those received at NLU should contact their loan servicer as their payments may resume sooner than six months. Leave of absence status has no bearing on their student loans.
- Additional documentation may be required for the approval of the Leave of Absence

#### Observance of Religious Holidays

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

#### **Procedure**

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

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

*"If religious observance will cause a student to be absent from class or otherwise affect his or her ability to complete academic assignments, he or she*

*must notify the instructor in advance and make necessary arrangements to complete the entire course."*

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

#### Protests and Demonstrations

While National Louis University respects the freedoms and rights of every individual, there remains an expectation for all who interact on campus that their behavior be guided by University policies. The right to freedom of expression at NLU includes peaceful protests and orderly demonstrations. At the same time, the University recognizes that the right to protest and demonstrate does not include the right to engage in conduct that disrupts the University's operations or endangers the safety of others.

#### Recording of Synchronous Classroom Activity

Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with the Learning Support Specialist (LSS) and recording of class sessions has been deemed a reasonable accommodation for that student. For more information visit the full policy here: <http://www.nl.edu/studentrightsandinformatio>  
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#### **ADA/Section 504 Exception**

A student approved for reasonable academic access accommodations, is allowed to record, if an audio and/or video recording of classroom activity will specifically address the student's need for equal access to the learning environment. The Office of Learning Support must approve this request in advance. This policy addresses the intellectual property rights of faculty; the recording of human conversations without all party's knowledge of the recording as allowed by Illinois State Law (Illinois Compiled Statutes: 720 ILCS 5/26-4a); and complying with student academic accommodations under federal law (Section 504 of the Rehabilitation Act of 1973. 29 U.S.C. § 701 et seq.; 34 C.F.R. § 104.44.).

<https://www.nl.edu/learningsupport/adaaccommodations/>

Students in violation of the University Policy on Recording of Synchronous Classroom Activity should

be addressed directly by the course instructor through the University Policy on Disruptive Classroom Behavior.

#### Research Involving Human Participants

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

#### Standards for Academic Review

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

All students will have their academic progress reviewed at the end of each quarter. If a student's review warrants a change in standing, as described below (p. 45), it will be communicated to the student in writing.

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

Eligibility for financial aid is governed by the Satisfactory Academic Progress Policy (p. 22).

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

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

#### **Failure to Meet Academic Standards**

##### Academic Warning

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

##### Academic Suspension

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

If the plan is accepted, the student will be placed on **Academic Probation** (p. 45). If the student meets academic standards the following term, s/he will return to good academic standing.

##### Academic Probation

A student on Academic Probation must meet the terms of his or her academic plan to remain on Academic Probation. If s/he does not meet the terms of the plan, s/he will be subject to Academic Dismissal (p. 45).

##### Academic Dismissal

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

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

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

Please note that students receiving financial aid are also required to meet the terms of Satisfactory Academic Progress (p. 22), which is a separate policy governed by federal financial aid regulations.

#### **Academic Review Criteria**

There are two criteria for measuring academic progress at NLU.

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

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

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

### ***Appeal Procedures***

#### **Academic Dismissal Appeal Procedures**

A student dismissed for reasons of academic ineligibility may be permitted to return to NLU after two terms of nonenrollment. The student must submit a written appeal documenting any exceptional circumstances to the University Registrar during the second term of nonenrollment, at least two weeks prior to the start of the third term. If the request is submitted after one year of nonenrollment, the request will be subject to the Policy on Returning to NLU (p. 11).

#### **Financial Aid Appeal Procedures**

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

#### **Other Appeals**

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

## **University Policies and Procedures**

### **Policy on Acceptable Use of Information Systems**

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

Systems and services adequate to support the goals and objectives of the University.

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

The NLU Acceptable Use policy outlines those responsibilities and provides a framework for accountability for appropriate use of the University Information Systems and services.

### **Responsibilities of NLU Community Members**

NLU community members are responsible for the following:

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

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

#### **Policy Definitions**

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

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

Deans and vice presidents with the assistance of LITS (Learning and Information Technology Services) system administrators will determine who is permitted access to a particular system. LITS system administrators and other designated system users hold responsibility for the maintenance and security of NLU Information Systems as a part of their stated responsibilities as academic or non-academic employees. LITS system administrators report directly to the NLU technical director. The NLU Technical Director directly reports to the NLU Chief Information Officer who reports directly to the University President. The NLU Chief Information Officer holds ultimate responsibility for the maintenance and security of NLU Information Systems.

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

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

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

Users shall not place copyrighted material (software, images, music, movies, etc.) on any NLU computer without prior permission from the copyright holder or as granted in a license agreement or other contract defining uses.

#### **Peer-to-peer File Sharing**

Peer-to-Peer (P2P) file sharing is the use of a P2P application that shares files with other users across the internet, making the computer act as a client and server simultaneously. P2P applications such as BitTorrent, Kazaa, Bearshare, Morpheus, Gnutella, LimeWire and others, are used to download files, as well as to make them available for others to download. When using P2P applications, be aware that the content of the "shared" folder on your machine will be available to other P2P users. As a result, a P2P user can download music, movies, games or other digital files directly from someone else's machine, without knowing if the material is copyright protected. This process of file sharing can be a source of illegal distribution of copyright protected material, which may result in civil and criminal penalties. Further, users of P2P software may inadvertently share sensitive files like tax returns, bank statements, or confidential business files.

National Louis University raises awareness about copyright law and takes appropriate action in support of enforcement as required by policy and law. The

University's Acceptable Use of Information Systems Policy states that all members of the University must comply with US copyright law and it explains the fair use standards for using and duplicating copyrighted material. In addition, the policy prohibits the duplication of software for multiple uses, meeting the Digital Millennium Copyright Act (DMCA) requirements.

### **2. Authorized Use**

Individuals using NLU Information Systems and services must be identified either through the physical location of an office or instructional computer or through an authorized NLU computer account, as with multiple user systems. System users may not access or use another user's computer account or allow another person to use his or her account.

LITS system administrators create accounts and regulate access to NLU Information Systems by authorized system users. System administration privileges are granted only for official purposes and under the authority of designated academic and administrative officers. Unauthorized usage or assignment of administrative privileges is expressly prohibited.

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

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

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

### **3. Privacy**

All access to protected information stored in NLU records systems will be in strict compliance with the provisions of federal and state laws. The Family Educational Rights and Privacy Act (FERPA) or "Buckley Amendment" (34 C.F.R. Part 99, as amended by 61 Fed. Reg. 59291 Nov. 21, 1996) provides for protection against unwarranted disclosure of private information contained in "official" University records. FERPA guarantees all postsecondary students the right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure [www.edlaw.net](http://www.edlaw.net).

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

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

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

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

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

- Use of computer programs to decode passwords or access control information
- Attempts to circumvent or subvert system or network security measures
- Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to University data
- Wasting computing resources or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain-letters or unsolicited mass mailings
- Using mail or messaging services to harass, libel, intimidate, or distribute misinformation, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else's name or user ID
- Users must not access or attempt to access data on any system they are not authorized to use. Users must not make or attempt to make any deliberate, unauthorized changes to data on an NLU system.

- Users must not intercept or attempt to intercept data communications not intended for that user's access, for example, by "promiscuous" bus monitoring or wiretapping.

#### **5. Enforcement**

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

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

#### **6. Due Process**

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

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

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

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

*Note: National Louis University supports the EDUCAUSE Code of Software and Intellectual Rights. Users should consider the EDUCAUSE Code*



as a standard to guide their ethical use of electronic resources and information:

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

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

*(See: "Using Software: A Guide to the Legal and Ethical Use of Software for Members of the Academic Community," Educom/TTAA, 1987. [net.educause.edu/ir/library/html/code.html](http://net.educause.edu/ir/library/html/code.html)).*

#### Policy on Access to Student Records

NLU prohibits the release of any personally identifiable information, other than directory information, regarding any of its students without first receiving the consent of the student. Students may examine and enter a statement about the content of their own records. Details are described in the section, The Family Education Rights and Privacy Act of 1974, found in the Undergraduate and Graduate Catalog and at [nl.edu/ferpa](http://nl.edu/ferpa).

#### Policy on Animals on Campus

National Louis University has a general no pet policy campus wide, including university housing, but recognizes that service and assistance animals provide individuals with disabilities enhanced independence and support.

#### **Animal Guidelines**

The guidelines ensure that students with disabilities who require the use of a service animal are accommodated, and that animals are cared for in a manner that is consistent with community standards. Animals that are ill or in poor health should not be brought to campus. It is the responsibility of the animal's owner, referred to as a Partner, to ensure the

animal's behavior is appropriate and to arrange for any necessary cleaning. National Louis reserves the right to require an unclean or unruly animal to be removed from campus.

#### **Animals in Campus Housing**

For health & sanitation reasons, pets are not allowed in student housing, except for a certified service animal if required and approved in advance by the Residence Life & Housing Manager and the appointed ADA Office representative.

#### **Service Animals**

National Louis complies with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Among other things, the ADA and Section 504 require the University to make reasonable modifications to its policies, practices, or procedures to permit the use of a Service Animal by a student, faculty, staff or visitor with a disability.

The ADA defines a Service Animal as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." Importantly, other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of the ADA. However, under certain conditions, NLU will make reasonable modifications for a miniature horse that has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

The work or task a service animal has been trained to provide must be directly related to the person's disability.

#### **Assistance Animals**

"Assistance Animals" are a category of animals that may work, provide assistance, or perform physical tasks, for an individual with a disability and/or provide necessary emotional support to an individual with a mental or psychiatric disability that alleviates one or more identified symptoms of an individual's disability, but which are not considered Service Animals under the ADAAA and NLU's Service Animal Policy. Assistance Animals may also be known as Emotional Support Animals (ESA). Some Assistance Animals are professionally trained, but in other cases Assistance Animals provide the necessary support to individuals with disabilities without any formal training or certification.

**Verification of Service Animal**

The University will not ask about the nature or extent of an individual's disability. However, when it is not readily apparent that the dog identified by the individual with a disability is trained to do work or perform tasks for him or her, the Office of Learning Support's Representative for ADA compliance may ask the individual with the disability if the dog is required because of a disability and what work or task the dog has been trained to perform. However, the University will not require documentation, such as proof that the dog has been certified, trained, or licensed as a Service Animal.

**Animals and Campus Events**

Animals may be allowed on campus for events sponsored by the Office of Student Experience or other university departments with the approval of the Vice Provost and Registrar.

**Policy on Appeals for Refund of Tuition Charges**

This policy pertains only to a course or courses from which a student withdrew and appeal is being made for a refund beyond the established University refund policy. The tuition refund policy can be found at [nl.edu/financialaid/studentaccounts/withdrawalrefundpolicy/](http://nl.edu/financialaid/studentaccounts/withdrawalrefundpolicy/).

Note that all appeals where a grade (A, B, C, D, F, N) has already been submitted must go through the Academic Appeals policy found in this Guidebook under Academic Policies and Procedures. Appeals Process: Students may submit an appeal for a refund beyond the University refund policy by submitting a request in writing. The appeal must be submitted within 30 calendar days of the withdrawal date noted in the Student Information System (Banner). Appeals for charges for withdrawals of courses older than 30 business days cannot be considered and all charges apply. Appeals should be submitted in writing or via email to Courtney Bondi, Executive Director of Advising & Learning Support at [Courtney.Bondi@nl.edu](mailto:Courtney.Bondi@nl.edu) or by fax to 630.874.403.

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

circumstances, documentation must be included with the request for appeal.

The Refund Appeal Committee will notify the student via their NLU and personal email address of the outcome within one business day of the meeting. Students dissatisfied with the decision may appeal by submitting their request in writing within 60 calendar days to the Vice Provost of Advising and University Registrar or designee.

**Policy on Conflict Resolution**

National Louis University strives to make the institutional environment for its students, faculty and staff protective of human dignity and trust, effective in fostering communication, and respectful of the value of conflict as a normal aspect of human interaction and student development. The goal of the Conflict Resolution Policy is to achieve timely, equitable and satisfactory resolutions to conflict that interrupts the learning and experiences of NLU students.

**Definitions:**

- Conflict Resolution as defined in this policy is a non-binding and voluntary mediation process for disputes involving two or more students.
- Mediation is defined as the experience of two or more students who are experiencing conflict or disagreement, mediation brings them together to work through concerns to bring them to an agreed compromise that addresses their concerns.
- Mediation Agreement outlines the outcome of the mediation and the agreed upon standards of interaction for all involved parties.

**Policy Scope:**

The Conflict Resolution Policy does not apply to complaints covered under the Sexual Misconduct Policy. Such complaints should be reported to the Title IX Coordinator and handled under the procedures outlined in the Sexual Misconduct Policy.

The Conflict Resolution Policy will be implemented when one of the following circumstances are met:

1. Students request a mediation and all students involved in the conflict volunteer to participate.

2. The Office of Student Experience receives an incident report that does not violate the Standards of Student Conduct, however the behavior indicates conflict between two or more students and the conflict is impacting a student's experience or learning environment.
3. As a result of an investigation through the Standards of Student Conduct process, the Student Conduct Officer determines that mediation as outlined within this policy is a requirement for all involved parties.

#### **Procedure for Conflict Resolution:**

Upon a request for conflict resolution or a qualifying incident, the Office of Student Experience (OSE) will review the request to determine whether the dispute is within the scope of this policy.

If the OSE determines that the dispute does not qualify for the conflict resolution process, the OSE will inform that parties to the dispute of any other process applicable to that dispute as outlined within the Student Guidebook.

After the OSE has evaluated and determined that the dispute qualifies for conflict resolution, the OSE will schedule a mediation using a trained mediator to hear the dispute. The OSE will schedule the mediation and inform the parties to the dispute of the date, time and location. The mediator will facilitate the discussion to assist the parties in reaching a mutually agreeable solution. At the conclusion of the conflict resolution process, the mediator will recommend a resolution to the parties and to the Director of Student Experience. The Director will review the recommended resolution and may reject a resolution that is not consistent with the policies and procedures of National Louis University, impractical and/or financially imprudent.

If the parties cannot agree on a satisfactory resolution, the parties must complete a second mediation and come to a satisfactory resolution agreement. Failure to reach a satisfactory resolution or upholding the agreed upon resolutions outlined during the mediation process will violate the Requests of University Officials policy and parties will be subject to discipline through the Standards of Student Conduct Policy.

**Prohibition of Retaliatory Action:** Any party to conflict resolution shall not be harassed, intimidated or otherwise penalized for using the procedure. If, as a result of using conflict resolution, a party believes that retaliatory actions have been made, the party should report retaliation through an incident report at <https://www.nl.edu/legalpages/letusknow/>.

#### Policy on Contact Information

##### **Students**

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

##### **Faculty**

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.

#### Policy on Damage, Liability, Loss or Theft

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

Students may file official complaints against other individuals suspected of theft or believed to be responsible for damage to property, with a University administrator, with the civil authorities, or with both. In addition, an Incident Report of the theft should be completed at [nl.edu/letusknow](http://nl.edu/letusknow).

#### Policy on Dependents and Visitors on Campus

Dependents, defined as a qualifying child or relative for whom an individual has responsibility for care and Visitors, defined as any individual brought to campus by a student that is not affiliated with the University are allowed on campus for short periods of time and while accompanying students conducting University business. Dependents/Visitors must remain supervised to prevent disruption to University operations, programs and activities, as well as for the safety of the dependent/visitor. Dependents/Visitors are not allowed in classrooms including other learning spaces while classes, lectures or other academic events are in session as well as community learning spaces (e.g. - library, computer labs, study rooms, kitchens, etc.) except in rare pre-approved instances for which the advance prior consent of the instructor and the college dean is required and notification is provided to the applicable campus facilities manager. Use of University facilities, equipment and resources by dependents/visitors is also not permitted, including recreational equipment.

The University does not permit students to bring dependents/visitors onto the property who will not be supervised during work or class hours, unsupervised guests pose a risk of liability to the institution. Residents of university housing are also subject to the housing visitor policy.

Should a student's dependent/visitor fail to comply with this policy or reasonable requests of University officials, the dependent/visitor will be asked to leave the premises and will not be permitted on the property again as a guest of any student. Students who sign in a dependent or visitor are responsible for compliance with this policy. Failure to comply will result in disciplinary action to responsible student as outlined in the Student Conduct Process.

On the Chicago campus, any visitor that is over the age of 18 must check in at the front desk and verify their identity by showing a state-issued photo ID and signing into the campus guest log before receiving a visitor's pass. Visitors under 18 who do not have a state-issued photo ID are not required to show an ID but must still check in with the front desk and sign into the campus visitor log to receive their visitor's pass. Failure to sign in at the front desk will result in immediate removal from the property and the guest will not be permitted to return.

#### Policy on Faculty Availability

It is important for faculty who teach to establish reasonable expectations of availability, and for students to be able to find and communicate with faculty in a reasonable time-frame. Therefore, faculty members who are currently teaching will make themselves available to students at least one hour per week for each course taught (face-to-face, online or blended). To qualify as an "available hour," during a regularly scheduled time period faculty must be immediately available to their students either through office visits, phone, video chat, group chat or other medium of consultation. Faculty availability must be posted in the course syllabi. If faculty need to change their scheduled times for weekly consultation they will notify their students at least 24 hours in advance and provide alternative dates and times.

#### Policy on Field Trip and Off-Campus Sponsored Activity

National Louis University encourages its students to participate in off-campus programs that provide valuable learning opportunities. Off-campus programs and activities may include student life events, field trips, or academic-related activities. Field trips and off-campus sponsored activities are any events that take place off-campus with the purpose of extending and supplementing learning

opportunities in a way not possible on campus that is organized, supported, or financed by an office, department, division, or a student organization of the University.

All field trips or off-campus activities must be sanctioned by the University and held under the direction of an authorized University employee. Students participating on a field trip that involves an overnight stay or inherent danger in any activities involved in the trip must complete a release waiver provided by the University. If a release waiver is required, it must be completed prior to the trip or activity.

Examples of activities and events that fall within this policy include University sponsored field trips, playing club sports at off-site facilities, activities of recognized student organizations, academic association funded travel, course-related field trips, and situations in which a student or recognized student organization officially represents the University (e.g., conferences).

University sponsored field-trips and off-campus sponsored activities must meet the following requirements:

- a. The purpose of the travel must be consistent with the University's mission, academic learning objectives, and/or student organization's mission statement and constitution
- b. Travel must be planned so as not to create an undue interference with academic responsibilities. Should travel or off-campus activity conflict with a student's academic responsibility, it is the student's responsibility to make arrangements with their faculty and ensure they still meet academic requirements and deadlines.
- c. Prior approval is required for all field trips and off-campus programs from the University Dean, Program Chair, or Office of Student Experience.
- d. All field trips must have a sponsor who has overall accountability for development and implementation of the event or activity. The sponsor is the faculty or staff member responsible for handling the logistics of the trip, collecting the required information and waivers from the participants, pre-departure orientation delivery, overseeing the health and safety of students, designating a trip chaperone, and conducting follow-up activities.
- e. No Friends or Family. Except with the explicit prior written permission of the Chief Academic Officer or Chief Student Affairs Officer, friends and family of faculty, staff, and students are not eligible to participate in sponsored trips.

#### **Insurance**

National Louis University does not provide travel insurance. Each individual student is responsible for securing travel insurance for any overnight trip at their own expense. The University does not currently mandate health insurance for all students. All trip participants shall be responsible for any medical costs they incur during and/or as a result of the trip.

### **Sponsor's Role**

The role of the field trip and off-campus activity sponsor is to execute proper planning and preparation to achieve a successful experience for all participants. Sponsors shall conduct thorough research about the destination to be visited, local transportation, overnight accommodations (if applicable), and dining options; creation of a detailed itinerary; and clear communication of plans and expectations with student participants. Of paramount importance in all aspects of the planning must be the health and safety of all participants. Sponsors must follow field trip and off-campus activity emergency procedures and safety planning as outlined in the Sponsor Procedure Manual.

### **Transportation**

Whenever possible, private third party-provided transportation or University-owned vehicles should be used for transportation to any field trip or off-campus activity. Public transportation (e.g., regularly scheduled trains or buses) is also an appropriate means of transportation to any field trip or off-campus activity. Anyone who chooses to take alternative transportation does so at their own risk. See also Student Transportation Policy (p. 67).

### **Policy on Identification Cards**

The NLU Identification card (NLU ID card) is the official University identification and entitles students to admission to the University's buildings, use of its libraries, use of open computer labs, printing and use of other University facilities and services. The card (1) is not transferable, (2) is the property of the University and (3) must be surrendered upon request by a University official.

Students, faculty, and staff are required to carry an NLU ID card when present on one of the campuses, academic centers or at a class function sponsored by the University. Your NLU ID card is also required to gain access into various University campus areas and classrooms, and must be scanned upon entering the Chicago

NLU ID cards may be obtained at the Facilities Management office of each campus, more details on obtaining an ID card can be found in the Student Planner. The fee to replace lost NLU ID cards is \$25.00. ID cards have an expiration date, please allow yourself time to renew your ID card annually based on the date printed on your card. Failure to renew your ID card could result in revoked on campus printing privileges or delayed access to the building(s).

Individuals must meet one of the following criteria to be eligible for an NLU Student ID card:

1. The student must be registered for a class in the current term, the card is only active during terms in which a student is registered
2. The student currently has an I-Grade in place (Incomplete Grade).
3. The student graduated NLU in the past and does not have a restriction (including but not limited to financial, student conduct) on their student record.

### **Policy on Health and Immunization**

It is the policy of NLU to follow the Center for Disease Control and Prevention guidelines. The Illinois and Florida Departments of Public Health have requirements for reporting the occurrence of infectious diseases. A listing of diseases, how to report an incident, and the timelines during which they are required to be reported can be found here:

#### Illinois Department of Public Health

<http://www.dph.illinois.gov/topics-services/diseases-and-conditions/infectious-diseases/infectious-disease-reporting>

#### Florida Department of Public Health

<http://www.floridahealth.gov/diseases-and-conditions/disease-reporting-and-management/index.html>

In the case that an infectious disease occurs for one of our students, the Behavioral Intervention Team (BIT) will assess the situation and create a plan of action for managing the incident and reporting to appropriate authorities. Confidentiality will be maintained as much as possible in reporting and sharing information with the campus population. Illinois law mandates the following information be reported to the Illinois Department of Public Health:

- the disease or condition being reported
- patient's name, date of birth, age, sex, race, ethnicity address and telephone number

- physician's name, address and telephone number
- significant lab results, if available

The BIT will seek to respect the confidentiality of any individuals involved and will determine if anyone has a "need to know" before sharing out information. Individuals that may be considered for "need to know" are listed below:

- Director of Student Experience (BIT Chair)
- Vice Provost of Advising and University Registrar
- Appropriate Academic Official (Dean, Program Director, or Faculty)
- University Legal Representation
- Facilities Personnel
- Ombudsman

#### ***Tuberculosis and Background Checks***

All School of Education students are required to read the "Guidelines for Tuberculosis (TB) Clearance and Background Checks for School of Education Students."

#### ***Clinical Practice***

Illinois State law requires that all student teachers have a current tuberculosis (TB) test for student teaching. Candidates will be required to obtain and submit an updated TB clearance after applying for Clinical Practice, if a TB clearance has not been administered within 1 year of the first Clinical Practice experience. Keep in mind that each site/school may have slightly different requirements for student teachers and may require a more recent TB test. Student teachers should discuss this with the site/school as soon as possible in the placement process.

#### ***Field Experience***

Each site/school may have slightly different requirements for classroom observers/volunteers regarding proof of immunizations, TB clearance, and background checks. It is important to discuss this with the site/school early in the placement process. Specifically, students should ensure that they:

- Understand the site's/school's rules for what an observer/volunteer is required to provide regarding proof of immunization, TB clearance, and background checks
- Have records to prove immunization to the diseases the site/school requires

- Have proof of immunization and TB clearance records that show the correct type(s) of immunization for each disease required
- Have up-to-date TB clearance (some sites/schools require clearance within the past year, others require clearance within the past 6 months)
- Have the required background check

**Student Allergies** Students must alert the college regarding any food allergies. It is recommended that the student utilize the Americans with Disabilities Act portion of the Academic Advising services. Depending on the severity, Kendall may not be able to accommodate the student for all coursework that interferes with the allergy.

#### ***Mandatory Health Insurance Policy***

National Louis University is committed to the health and welfare of all its students and, consequently, all students in the following programs are required to obtain health insurance:

- Any student enrolled in an academic program in the Kendall College of Culinary and Hospitality at National Louis University taking 6 or more quarter hours
- Any student living in university housing

Students are automatically included in this insurance plan and the premium for coverage is added to the tuition billing unless proof of comparable coverage is furnished prior to the waiver deadline. Students who have their own health insurance and wish to opt out must complete a Student Health Insurance Waiver Statement by the established deadlines.

Insurance details and rates are located on the National Louis University website at [www.nl.edu](http://www.nl.edu). Students that do not meet the criteria above are not eligible to obtain the student health insurance.

The deadline to waive out of this plan is September 20, 2019. For students beginning their studies in the Winter, the deadline is January 17, 2020. For students beginning their studies in the Spring, the deadline is April 10, 2020. The deadline for Summer is July 3, 2020. No exceptions will be made to the waiver deadline.

Waivers will be reviewed by the Office of Student Experience upon receipt and students will be notified of the decision within five business days. In order for the waiver to be accepted, the Student Health Insurance Waiver Statement must be completed in its entirety. Submit waivers to [studentexperience@nl.edu](mailto:studentexperience@nl.edu).

### Policy on Inspection, Search and Seizure

National Louis University reserves the right to routinely inspection of student property on campus or in residence hall facilities for the purpose of maintaining compliance with regulations and standards described in the Undergraduate and Graduate Catalog and the Student Guidebook.

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

#### **Procedure**

When there is cause to believe that such a violation has occurred or is about to occur, University staff members will use any reasonable means to terminate the violation or render the situation harmless. Whenever possible, the University staff members shall request assistance of one or more additional staff.

The University staff members will request entrance or access to the property. The staff members will attempt to persuade the student to surrender whatever evidence pertains to the violation. Upon refusal by the student to cooperate with the inspection, the room, locker, or other property will be locked or otherwise secured until such time as two or more members of University authorized staff can assist. All materials that violate University policies, local, state, or federal laws will be seized and, at the discretion of the Director of Student Experience, the proper authorities will be notified.

### Policy on Intellectual Property

The National Louis University Policy on Intellectual Property and Confidential Information (the "Policy ") is intended to meet both the shared and the separate, but complementary, interests of Creators (defined below) and the University, namely:

1. Ensure clarity in the matters of ownership of Intellectual Property;
2. Provide an incentive for creative intellectual effort;
3. Advance knowledge for the public benefit;

4. Enhance the reputation of the University and its faculty;
5. Improve the standing of the University in the higher education community;
6. Promote academic freedom;
7. Allow Creators to exercise reasonable use of and control over the Intellectual Property they create;
8. Protect the University against unwarranted competition from colleges, universities, publishers, licensing agents and other like entities;
9. Assist the Creators and the University to realize tangible benefits from Intellectual Property; and
10. Encourage further research and creation within the University.

#### **General Assumptions and Principles**

A significant goal of this Policy is to establish the University's policies regarding Intellectual Property to be comparable to those policies adopted by other institutions of higher learning so that the University can remain competitive in the marketplace. Another goal of this Policy is to balance the desire of and incentive for Creators to explore ideas and develop new Intellectual Property with the legitimate right of the University to benefit from any such efforts. In all cases, all parties are encouraged to consult with each other during the creative process to help ensure that the rights of all parties are protected.

The rights of Creators to publish results of their research shall not be limited or restricted by this Policy, subject to reasonable delays or alterations to preserve and/or protect University Intellectual Property rights to potentially patentable products and to ensure that the University name and trademark are not compromised.

The Policy deliberately does not provide for joint ownership of intellectual property between Creators and the University, but designates ownership wholly to one or the other party, although certain specified rights of use are granted to a party other than the intellectual property owner in this Policy. Generally, absent a written agreement to the contrary, when a Creator owns the Intellectual Property, income will not be shared with the University. Also generally, when the University owns the intellectual property, income will not be shared with the Creator absent a written agreement to the contrary.

Finally, although newer genres such as on-line courses and digital courseware make these issues more urgent than in the past, traditional and technology-based Intellectual Property are treated the same way in this Policy.

This Policy applies to all persons who provide services to the University or use the University's facilities and equipment, including (but not limited to) Employees and Students. Compliance with this policy is required for all such persons as part of the terms of their employment with the University. Further, Creators must comply with all applicable laws and University policies relating to conflicts of interest.

### **Categories of Intellectual Property**

#### *A. Traditional Works of Scholarship*

1. The University shall assert no claims to copyright ownership in or distribution of revenue from Traditional Works of Scholarship.
2. The University will have the right to free and unlimited use of Traditional Works of Scholarship for academic and administrative purposes, which may include such things as: internal assessments, faculty evaluations, accreditation agency reviews, and/or other functions that allow the University to fulfill its responsibilities.
3. While employed by the University or if a Creator leaves the University, he or she hereby grants the University a non-exclusive, royalty-free, worldwide, unlimited license to use scholarly work (including Traditional Works of Scholarship) produced while an employee of the University, unless the Creator has entered into a publishing agreement that precludes such access at all times.

#### *B. University Sponsored Work*

1. The University owns and retains all rights to use and commercialize University Sponsored Work.
2. Upon becoming subject to this policy through employment hire, appointment, admission, contract, or use of University resources, Creators will assign and hereby do presently assign all right, title, and interest in University Sponsored Work to the University. The University may choose to forego or modify its ownership of a University Sponsored Work and associated rights, through a written agreement with the Creators of the work.
3. In the absence of contractual or legal restrictions to the contrary, and with the exceptions noted below, the University grants Creators who are academic appointees or students, non-exclusive rights to non-commercial use and distribution of University Sponsored Works they have authored. Such Creators who leave the University may continue to use such works at another non-profit institution for teaching, research, and other non-commercial purposes, so long as they abide by the Confidentiality, Patent, and Trademark stipulations of this policy. The rights granted

Creators under this subsection shall not extend to the following University Sponsored Works: a) recordings of performances, presentations, talks, or other educational or extracurricular activities by or involving Creators; or b) software authored by Creators.

4. If a University Sponsored Work product is marketed for external sale or use, the University shall acknowledge all Creators who have made a substantial contribution, unless those individuals request otherwise. Creators may request to have their names removed from works.
  5. Copyright in University Sponsored Works is held solely by the University in the sole name of the Trustees of National Louis University.
  6. Any unit that commissioned University Sponsored Work which is copyrightable and which may have commercial potential, shall report that work to the Chief Financial Officer (CFO) of the University to assess its commercial value and a determine whether the University wishes to manage commercialization of the work and management of the copyright. If the CFO does not deem the work marketable, management responsibilities will be transferred to the Provost's Office to manage the granting of any non-royalty bearing licenses or other agreements pertaining to permissions for use.
- #### *C. Externally Funded Works*
1. Externally Funded Works are a special case in which the terms of their respective sponsorship agreements or applicable laws shall take priority over this policy. Externally Funded Works shall be considered University Sponsored Works for all other purposes. Rights in Intellectual Property developed during the course of sponsored research are often determined in accordance with the applicable grant or contract. Therefore, it is the responsibility of each participant to understand and abide by any specific allocation of Intellectual Property rights within a contract or grant.
- #### *D. Intellectual Property Subject to Patents*
1. Inventions (and any Patent resulting from such invention) created in whole or in part by a Creator are owned by the University where such inventions: (1) result from research carried on by or under the direction of a University Employee and having all or part of the attendant costs paid for from University funds or funds under the control of or administered by the University; (2) are a direct result of the Creator's duties with the University or in the Course and Scope of Employment with the University; and/or (3) are developed in whole or in part by a Creator through an effort that uses Exceptional University Support.



2. The University releases to the Creator ownership of any Patents not within the scope of the above paragraph; however, any such Patents may not be used in activities involving the University without prior written approval of the University.
3. The University owns and shall have the sole right to determine the disposition of inventions and any resulting Patents under this Policy, including decisions concerning patent licensing and sale. Determination of those dispositions shall take into account the interests of the University, the public, and the Creator.
4. Upon becoming subject to this policy, Creators will assign and hereby do presently assign all right, title, and interest in inventions and any resulting Patents, created during employment by the University, to the University. Creators shall disclose promptly to NLU any potentially inventions and any resulting Patents on forms made available by NLU's CFO. The CFO shall report all disclosures to the relevant Dean, the Provost and the President.
5. The office of the CFO shall assess all disclosures submitted to it in a timely fashion, normally within sixty days, to determine whether the University should seek patent protection for the invention. The Creator shall be notified promptly of the results of this assessment.
  - E. Intellectual Property Subject to Trademarks*
  1. The University owns all rights, title and interest, whether registered or unregistered, including all common law rights thereto and all goodwill associated thereof, in Trademarks that relate to any University owned Intellectual Property or relate to a program of education, service, public relations, research, or training by the University.
  2. The University has the right and obligation to exert sole control over the NATIONAL LOUIS UNIVERSITY name and trademark, as well as other Trademarks owned by the University.
  3. Employees, Staff, Students, and Creators are required to comply with the National Louis University Graphics Standards Manual (available at: <http://www.nl.edu/identity/>) when using any University owned Trademarks and generally may use University owned Trademarks only with the express written permission of the University.
    - F. Student Works*
    1. Intellectual Property created by a Student as part of the requirements for completing a course, degree, or academic program of the University are the property of the student but are subject to the following provisions and exceptions:
      2. The Student grants the University a nonexclusive, noncommercial, royalty-free license to mark, modify, publicize, archive, and retain the work as may be required by the faculty, department, or the University.
      3. The Student does not use the University's name in any commercial context involving the Intellectual Property without written consent of the Chief Academic Officer.
      4. If the Student is employed by the University and the work falls within the scope of their employment, then the University, or the Faculty member in cases where the student is hired specifically to work on a project for which a faculty member holds the intellectual property rights, (and not the Student) owns the Intellectual Property rights of the work.
      5. If the Student receives Exceptional University Support for the creation of the work, the University (and not the Student) owns the Intellectual Property rights of the work.
      6. If the Student participates in a sponsored project or consents to a special intellectual Property agreement and the work falls within the scope of the project or agreement, then the Student is bound by the written agreement governing the allocation of Intellectual Property rights of the work.

### **General Policy Features**

#### *A. Confidential Information*

1. Employees shall not disclose, permit access to, publish or otherwise reveal any Confidential Information owned by the University to any other party (including, but not limited to, consultants, contractors, vendors, and suppliers of Employee or University) whatsoever, except with the specific prior written authorization of the University. The provisions of this paragraph shall apply during and after the period when an Employee is employed by or otherwise associated with the University.
2. The Creator has the responsibility to not disclose any Confidential Information and has the responsibility to prevent unauthorized disclosure of Intellectual Property. The Creator shall appropriately delay public disclosure of Intellectual Property to comply with the Creator's obligations to the University. Such delay is intended to provide the University with sufficient time to complete an internal review process and opportunity to protect the Intellectual Property.
  - B.*

*Supporting Evidence for University Owned Patents, Copyrights, and Trademarked materials*

1. Patents, Copyrights, and Trademarked materials owned by the University sometimes depend upon data, analyses, writings or other research that led to but are not part of the actual intellectual property. In such cases, the Creator shall grant the University the right to access and use any data, analyses, writings or other research related materials commonly accepted in the research and scholarly communities as necessary to validate research findings related to University supported research and related patents, copyrights, and trademarked materials. (See Appendix 2 for a full version of the NLU Copyright Policy). *C. Consortia*

1. Consortium agreements involve multiple sponsors, and often multiple Creators. Intellectual Property rights under such agreements must be carefully structured to comply with this Policy and may not be made in contravention of any provision of the Policy, without Prior Written Consent of the University. *D. Contracts and Agreements*

1. There may be occasions when a written supplemental agreement is extended by the University to a Creator, or a written contract is extended by the University to an external entity, for work that results in the creation of Intellectual Property. In such cases, the Intellectual Property created pursuant to the agreement will (in the absence of a contemporaneous or subsequent writing to the contrary) be owned by the University (please see model agreement language in Appendix 3). The University may relinquish its ownership of such contracted Intellectual Property only by written provision in the agreement or an amendment thereto. Unless otherwise specified in the agreement or subsequent amendment, the University will retain all income from the sale, license, or other commercialization of such contracted Intellectual Property.

2. This provision shall not govern any agreements between a Creator and a party other than the University (unless the University is also a party to that same agreement). However, with the exception of agreements related to Traditional Works of Scholarship, the Creator must notify the University in writing and in advance of any such agreements, to the extent they relate to Intellectual Property.

**Implementation and Dispute Resolution**

*A. Duty to Disclose*

1. Creators of Intellectual Property that falls into Category III, Sections B or C (University Sponsored or Externally Funded Works) that they

believe may have commercial value, shall promptly communicate and disclose in writing all such Intellectual Property to the NLU Office of the Provost and the CFO for review. All Intellectual Property and Confidential Information must be disclosed to the University prior to any third party and/or public disclosure, including, but not limited to, disclosure at non-University lectures, conferences, or consulting projects. Creators may not independently pursue commercial use of that property unless the University has reviewed the property and, in writing, has chosen to grant the Creator sole right to commercialization (generally in cases where the University has decided not to pursue commercialization).

2. All Creators of Intellectual Property that may fall into Category III, Sections D or E (Patentable Property or Property Subject or Trademark) above shall promptly communicate and disclose in writing all such Intellectual Property to the University by disclosing the information to the Office of the Provost and the CFO for review. All Intellectual Property and Confidential Information must be disclosed to the University prior to any third party and/or public disclosure, including, but not limited to, disclosure at non-University lectures, conferences, or consulting projects.

3. After disclosure of the Intellectual Property, the University shall determine whether to file a patent application, a trademark application, or a copyright registration application, or to maintain such property or information as a Trade Secret or Confidential Information. The University will determine who is to prepare, submit and prosecute any applications and related matters. *B. Implementation Process*

1. This policy is to be implemented so as to avoid infringement on academic freedom or restrictions on the ability of researchers to publish and present the results of their research.

2. To facilitate the implementation of this Policy, the offices of the CFO and the Provost shall prepare and distribute, within the University, model agreements and recommended procedures appropriate for the implementation of the provisions of this Policy, including forms for use in notification of creation of intellectual property. Further, these offices shall endeavor to provide resources to guide Creators in Intellectual Property matters.

3. Creators shall cooperate fully with the University both during and after the term of employment or other association with the University, including, without limitation, the review, execution, and

delivery of any such assignments, declarations, patent applications, powers of attorney and other documents as the University may deem necessary to secure, enforce, defend and maintain rights in said Intellectual Property in any and all countries.

4. This policy shall not preclude the President and the Creator(s) from executing a written agreement to modify the terms of ownership and/or distribution of revenues. However, all exceptions to the terms of this policy shall require written consent of the President, after consultation with any directly affected units/colleges, and the Creator(s). Individual agreements among parties concerning the distribution and relinquishing of rights or revenues are not exceptions to this policy.
5. Written agreements related to revenue distributions, licenses, and exceptions that were executed prior to the effective date of this policy shall not be affected by this policy.
6. This policy takes effect on \_\_\_\_\_, 2017 and replaces the intellectual property policy adopted by the Board of Trustees and made effective on March 2, 2012. For Copyrightable Intellectual Property, the effective date shall be determined as the date of the creation of the work in its final form. For inventions and any resulting Patents, the effective dates shall be determined as the date that the work was or should have been disclosed as required by this policy. *C. Dispute Resolution*
  1. All appeals of decisions of the University under this policy will be referred to an Intellectual Property Committee, which shall meet as necessary and shall consist of:
    - a. A faculty member from each college and from the Library. These members will be appointed for a three-year term by the Faculty Senate Executive Committee and will meet on an "as needed" basis.
    - b. A designee appointed by the Provost.
    - c. A designee appointed by the CFO.
  2. Creators may appeal actions or decisions of the University within thirty (30) days after the action or decision, unless good cause is shown for delay. The Committee shall make a decision within sixty (60) days of the appeal. The University or the Creators may appeal the Committee's decision to the President, whose decision will be final. The President shall inform the Intellectual Property Committee of her/his decision and explain the basis for the decision, if it overturns the Committee finding.

## **APPENDIX 1: Full Definitions and Terms Utilized in this Policy**

### *A. Confidential Information*

"Confidential Information" means information concerning the University's operations, activities, business affairs, employees, students, customers, vendors and suppliers which is not readily accessible to the general public and any other information which is private to the University, has not been released to the public, and/or would not be in the best interest of the University if disclosed to competitors or others. Confidential Information includes all Trade Secrets, unpublished material and information developed by an Employee, either alone or in concert with other Employees, in the Course and Scope of Employment, other unpublished Intellectual Property, and other information as deemed confidential by the University, whether orally or in writing.

Outside consulting may be performed by University Employees subject to University policies. The obligations of this Policy take precedence over the Employee's obligations to the consulting entity. University-owned Intellectual Property shall not be transferred by an Employee through a consulting agreement with a third party unless previously authorized in writing by the University. Transfers in violation of this paragraph shall be void and unenforceable.

Notwithstanding the foregoing and in compliance with the Defend Trade Secrets Act of 2016 (the "DTSA") (codified at 18 U.S.C. § 1833), all confidentiality obligations of this agreement are limited by the DTSA's section titled "Immunity from Liability for Confidential Disclosure of a Trade Secret to the Government or in a Court Filing" found at 18 U.S.C. § 1833(b).

### *B. Copyright*

"Copyright" means any copyright, whether or not registered and whether domestic, foreign, or international, and registrations and applications for registration thereof, including all common law rights thereto, the right to make derivative works, and all other associated statutory rights. Under federal copyright law, copyright protects "original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of machine or device " (17 U.S.C. § 102). Copyright protection exists from the moment of creation of the work. Although registration is not required to perfect rights in a copyright, obtaining a registration may significantly increase and aid in the recovery of

damages against an infringer and is required to initiate a lawsuit.

The following categories of materials, whether published or unpublished, may be subject to copyright protection:

- a. Literary works, such as books, journal articles, textbooks, dissertations, essays, monographs, laboratory manuals, written lectures or lecture outlines, computer programs (code), bibliographies, study guides, glossaries, surveys, and unpublished manuscripts;
- b. Musical works, including any accompanying words;
- c. Dramatic works, including any accompanying music;
- d. Pantomimes and choreographic works;
- e. Motion pictures and other audiovisual works, such as films, video-tapes, videodiscs or multimedia works, filmstrips, charts, transparencies and other visual aids;
- f. Live or recorded digital, video and audio broadcasts;
- g. Programmed instruction materials, such as web-based or software tutorials and multimedia instructional materials;
- h. Drawings, paintings, sculptures, photographs and other pictorial, graphic and sculptural works of art;
- i. Sound recordings, such as audiotapes, audio cassettes, digital sound files, phonorecords or compact discs; and
- j. Architectural works, including blueprints and design documentation. *C. Course and Scope of Employment*

“Course and Scope of Employment” means any activity that is listed or described in the Employee’s job description or is within the Employee’s field of employment. Course and Scope of Employment includes activities such as research, instruction, curricular design, and other assigned activities.

#### *D. Creator*

A "Creator" means any Employee who creates any Intellectual Property in the Course and Scope of Employment and/or in affiliation with the University.

#### *E. Employee*

“Employee” means tenured faculty, non-tenured faculty, adjunct faculty, visiting faculty, Staff, administrators, visiting and non-visiting researchers, visiting and non-visiting principle investigators, independent contractors, consultants, advisors, students paid by the University, and any others who are paid by the University, who provide services to the University, and/or who use the University’s facilities and equipment.

#### *F. Exceptional University Support*

Exceptional University Support is financial or other support for research and teaching activities that exceeds the norm for a faculty member or student’s research or for teaching in his or her field or department. Examples of Exceptional University Support include, but are not limited to:

- use of research funding (with the exceptions listed below) ,
- use of funding allocated for curriculum development,
- use of University paid time or Employees, including the assistance of Staff, or
- use of University telecommunication services beyond ordinary telephone services.

Exceptional Support does not include:

- Ordinary university services, clerical, or administrative support,
- Ordinarily provided supplies, equipment, software platforms or servers,
- Sabbatical funding,
- Internally awarded teaching or research grants,
- Funding associated with an endowed chair appointment,
- Teaching assignments that involve enhanced technology or resource use, or
- Basic and widely available professional development. *G. Externally Funded Work*

Externally Funded Works are works resulting from funds given to the University by external sources. These works are usually in the form of grants and contracts.

### *H. Intellectual Property*

"Intellectual Property" means all forms of intellectual property, whether domestic (state and federal), foreign, or international, including any Trademarks, Copyrights, Patents, Trade Secrets and other Confidential Information, or other similar proprietary right, as further defined below, together with any associated or supporting goodwill, technology, or know-how, including research tools, prototypes, and records used to produce the intellectual property.

### *I. Intellectual Property Committee*

The "Intellectual Property Committee" is the body designated to consider all appeals of decisions made by the University under this policy.

### *J. Outside Consulting*

Outside consulting may be performed by University Employees subject to University policies. The obligations of this Policy take precedence over the Employee's obligations to the consulting entity. University-owned Intellectual Property shall not be transferred by an Employee through a consulting agreement with a third party unless previously authorized in writing by the University. Transfers in violation of this paragraph shall be void and unenforceable.

### *K. Patent*

"Patent" means all utility patents, utility patent applications, utility models, utility model applications, design patents, design patent applications, statutory invention registrations, and any and all comparable variations throughout the world including continuations, continuations-in part, continued prosecution, requests-for-continued-examination, divisions, provisional and non-provisional applications, any and all patents (whether domestic, foreign, or international) to issue from any of the foregoing or any post-grant review, reexaminations, reissues, renewals, and extensions, and patent disclosures and inventions (whether patentable or not, whether reduced to practice or not, and whether patented or not). The Patent Act provides that in order to be patentable, an invention must:

- a. Constitute a new and useful process, machine, manufacture or composition of matter, or any new or useful improvement thereof (35 U.S.C. § 101);
- b. Possess novelty with relation to "prior art," meaning that, among other things, the invention must not have been known, used, disclosed or described by others before invention by the patent applicant (35 U.S.C. § 102); and
- c. Be a non-obvious improvement over the prior art. This determination is made by deciding whether the invention sought to be patented would have been obvious "to one of ordinary skill in the art." In other words, the invention is compared to the prior art and a determination is made whether the differences in the new invention would have been obvious to a person having ordinary skill in the type of technology used in the invention (35 U.S.C. § 103).

Rights in an issued United States patent do not vest until the United States Patent Office issues the patent.

### *L. Prior Written Consent*

Prior Written Consent is provided only by the President, Provost, or Chief Financial Officer of the University and requires the signature of one or more of those individuals. In instances within the policy where a specific individual is referenced for written consent, the signature of that specific individual is required.

### *M. Staff*

"Staff" means all non-faculty and non-administration employees of the University.

### *N. Student*

"Student" means a person who is/was registered or enrolled in one or more graduate and/or undergraduate classes at the University and who is/was not an Employee at the time the Intellectual Property was created.

### *O. Trade Secret*

“Trade Secret” means any Confidential Information, proprietary information, and know-how, including, without limitation, ideas, formulas, compositions, research and development information, drawings, specifications, designs, plans, proposals, technical data, and unpublished manuscripts and other unpublished Copyrights belonging to the University, including unpublished patent applications.

#### *P. Trademark*

“Trademark” means any trademark, service mark, trade dress, trade name, internet domain name, brand name, logo, corporate name, slogan, or any other indicia of source of origin, whether or not registered and whether domestic, foreign, or international, and registrations and applications for registration thereof, including all common law rights thereto and all goodwill associated thereof. Trademarks are distinctive words, designs, sounds and other indicia that providers of goods and services use to distinguish and identify the origin of their goods or services. In addition to the examples provided above, other examples of Trademarks include insignias, brand names, taglines, distinctive and unique packaging, color combinations, product designs, and combinations thereof. It is possible to receive trademark protection for a mark that is not on its face distinct or unique, but that has developed secondary meaning over time that identifies it uniquely with the mark owner. Within this country, Trademarks can be registered at the federal and state level, although Trademarks also can be protected as soon as they are used even if no registration is obtained (“common law trademarks”). The owner of a trademark has the exclusive right to use it on the product or service it was intended to identify, and often can be used on related products or services.

#### *Q. Traditional Works of Scholarship*

“Traditional Works of Scholarship” include published or unpublished scholarly writing such as journal articles, book chapters, books, theses, dissertations, conference presentations, conference papers, plays, poetry, fiction, films, music, and research monographs. Curricula developed by employees for use by the University are not considered to be traditional works of scholarship. All such curricular products are owned exclusively by the University. Informal materials developed by a faculty member for use exclusively in a single section of a course such as quizzes, PowerPoint presentations, or special assignments will be considered to be the property of the Creator. The Creator hereby grants the University a non-exclusive, royalty-free, worldwide, unlimited license to use such materials.

#### *R. University*

“University” means National Louis University.

#### *S. University Sponsored Work*

“University Sponsored Work” refers to any work that:

- a. has been commissioned by the University;
- b. has been created as a part of employee assigned duties (with the exception of Traditional Works of Scholarship);
- c. has been created by University employees who are not academic appointees;
- d. has been developed with Exceptional University Support; or
- e. is Externally Funded Work.

### **APPENDIX 2: Copyright Policy**

#### *A. Ownership and Rights of Use*

As a matter of University policy, there is no joint ownership of a Copyright between the Creator and the University, and only one party is designated as the named copyright owner. Ownership is assigned either wholly to the Creator or the University, although certain specified rights of use are granted to a party other than the copyright owner in this Policy.

Ownership of a Copyright under this Policy is unrelated to use or provision of resources or the locus of initiation of creation. Instead, ownership is determined by the nature of the Copyright itself.

This Policy distinguishes between those properties owned by the University and the Creator(s) as follows:

1. Subject to the stipulations of the Intellectual Property policy above, Creators own the copyright to various works including but not limited to: traditional products of scholarship such as books, articles, art works, music, and plays and non-employee Student Works. Subject to the stipulations of the Intellectual Property policy above, a Creator is the owner of any Copyright that was never part of the University's curriculum offerings, research offerings, or other products and services or that was created prior to the first date of the Creator's employment or affiliation with the University. However, Creators are encouraged to offer such properties to the University prior to offering them to other entities.
2. The University owns the copyright to courses, programs, University course outlines, instructor guides, instructional materials, institutional reports, surveys and other research materials, and other works related to products and/or services offered by or through the University or any of its

Centers (Reading Recovery Center, McCormick Center for Early Childhood Leadership, etc.). Instructional materials include but are not limited to: syllabi, test questions, assignments, handouts, lecture notes, on-line courseware and content, and guidelines for on-line discussion and cases. The University grants permission to Creators to use instructional materials for the purposes of teaching and scholarship (intellectual pursuits). When a course or program is initiated with the mutual knowledge and approval of the Creator(s) and the University, the parties must agree upon a clear process of timelines and deliverables. Any instructional materials delivered in this process may be used by the University for any purpose.

Subject to the stipulations of the Intellectual Property policy above, any Creator will have the right to use his or her individual contributions to University-owned Copyrights in teaching courses at the University. For other activities, such as preparing textbooks, articles, conference presentations, consulting projects, and other scholarly works or professional activities, the Creator must inform the University of his or her intent to use University-owned Copyrights and receive written approval from the University prior to outside use. Materials that have been made public (e.g. published on University website, marketing materials, etc.) do not require written approval prior to use in traditional forms of scholarship, absent a written agreement to the contrary.

All University-owned Copyrights shall be marked as follows: "Copyright 'Year' National Louis University. All Rights Reserved."

### *B. Copyrights: Staff*

Any Copyright created wholly by Staff in the Course and Scope of Employment are considered work-for-hire and as such are owned by the University. Upon request of the University, Employees, Creators, and Staff shall acknowledge in writing the work-for-hire nature of a Copyright.

All Staff work that supports a Creator's creation of a Copyright is considered a resource provided by the University to the Creator. Therefore, Staff do not share in any revenues disbursed to Creators.

All University-owned Copyrights shall be marked as follows: "Copyright 'Year' National Louis University. All Rights Reserved."

### *C. Copyrights: Credit*

The University shall endeavor, where possible, to designate a Creator with full credit as an author on all copies of University-owned Intellectual Property used by University. A Creator has the right to request removal his or her name from any such copies by notifying the Provost.

### *D. Copyrights: Rights to Modify, Sell and License*

The University may choose to revise, alter or modify any University-owned Copyright, at its sole discretion. In instances of significant modification to a University-owned Copyright, the University will endeavor to notify the Creator(s), where practical, of its desire to modify the University-owned Copyright and offer the Creator(s) an opportunity to participate in such modifications. The University retains the ultimate discretion on whether or not to make any modifications and the nature of the modifications

### *Policy on NLU Student Email Account and Communication*

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

Individuals with documented disabilities that prevent them from using a computer may request accommodation through NLU's Office of Learning Support at [ada@nl.edu](mailto:ada@nl.edu) or 312.261.3329. Other individuals who prefer paper communications may obtain them by completing a request form and paying a fee. Forms are available on each campus. Use of the Student Email system is governed by the Acceptable

Use of Information Systems policy, found in this catalog under Standards of Student Conduct.

For assistance with student email, contact the Help Desk at 866.813.1177 or visit the NLU website at [nl.edu](http://nl.edu).

#### Sales and Soliciting

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

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

#### Policy on Sex Offender Registration

National Louis University considers the protection of our community to be a matter of significant importance and intends to keep the community informed about sex offenders.

The Victims of Trafficking and Violence Prevention Act of 2000 requires colleges and universities to inform students and employees about how to learn the identity of registered sex offenders on or near campus. This protocol is updated to comply with the Campus Sex Crimes Prevention Act, which took effect in October 2002.

#### **Sex Offender Searches**

Sex offender information is compiled and maintained by each state. For NLU campuses in:

#### **Illinois**

The Illinois State Police maintains a website that allows searching their sex offender database online by city, county, or zip code. This database can be found at [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor).

The NLU Illinois campuses are located in the following jurisdictions:

- Chicago: Cook County, zip code 60603.
- Elgin: Kane County, zip code 60123.
- Goose Island: Cook County, zip code 60642.
- Lisle: DuPage County, zip code 60532.
- North Shore: Cook County, zip code 60077.
- Wheeling: Cook County, zip code 60090.

#### **Florida**

- The Florida Department of Law Enforcement maintains a website that allows searching their sex offender database online by offender name, address/zip code, University (to see offenders enrolled or employed at), or email address. This database can be found at <https://offender.fdle.state.fl.us/offender/Search.jsp>.
- The NLU Florida Regional Center is located at 5110 Eisenhower Boulevard, Suite 102, Tampa, FL 33633.

National Louis University will also maintain records of all sex offender students, employees and faculty members registered with the University. This information will be available for review by any person requesting information on registered sex offenders enrolled at or employed by the University.

#### **Sex Offender Registration**

Pursuant to the Campus Sex Crimes Prevention Act individuals are required to register as a sex offender with law enforcement agencies in the jurisdiction where their residence is located and in the jurisdiction where the college or university they attend is located, as well as registering with the college or university. Students who fail to register their status as a sex offender will face Student Conduct action for falsifying University records. Employees who fail to register their status as a sex offender will face employment action through the Office of Human Resources. The University may also contact local law enforcement authorities and offenders may face arrest.

**If you are a student:** You must, within three (3) business days of registration at NLU, notify in person the law enforcement agency of jurisdiction in which you reside and the law enforcement agency of jurisdiction where you are enrolled at NLU. **You must also register with the NLU Student Conduct Officer by completing and submitting the form at [nl.edu/sorf](http://nl.edu/sorf) within the three (3)**



**business day period.** You will be contacted for follow up once your form is received.

**If you are an employee:** You must, within three (3) business days of the first day of employment at NLU, notify in person the law enforcement agency of jurisdiction in which you reside and the law enforcement agency of jurisdiction where you are employed at NLU. **You must also register with the NLU Office of Human Resources by completing and submitting the form at [nl.edu/sorf](http://nl.edu/sorf) within the three (3) business day period.** You will be contacted for follow up once your form is received.

**If you are already enrolled at/employed by NLU at the time you become required to register as a sex offender,** you must, within three (3) business days of the registration requirement, notify in person the law enforcement agency of jurisdiction in which you reside and the law enforcement agency of jurisdiction where you are enrolled at/are employed by NLU. **You must also register with NLU by completing and submitting the form at [nl.edu/sorf](http://nl.edu/sorf) within the three (3) business day period.** You will be contacted for follow up once your form is received.

**You must,** within three (3) business days of changing your enrollment status/employment at NLU (commencement, termination, etc.) notify in person the law enforcement agency of jurisdiction in which you reside and the law enforcement agency of jurisdiction where you are enrolled at/are employed by NLU. **You must also update your registration with NLU by completing and submitting the form at [nl.edu/sorf](http://nl.edu/sorf) within the three (3) business day period.** You will be contacted for follow up once your form is received.

**You must** renew your registration annually in person with the law enforcement agency of jurisdiction in which you reside and the law enforcement agency of jurisdiction where you are enrolled at/are employed by NLU. **You must also renew your registration with NLU by completing and submitting the form at [nl.edu/sorf](http://nl.edu/sorf) within the three (3) business day period.** You will be contacted for follow up once your form is received. This renewal form should be submitted within one year from the date of your most recent registration and should be repeated annually until you complete your registration requirement.

#### Policy for Students Deployed Under Military Orders

National Louis University is in full compliance with the Higher Education Relief Opportunities For Students (HEROES) Act of 2003 (Public Law 108-76). The HEROES Act of 2003 is intended to ensure

that service members who are receiving Federal student aid are not adversely affected because of their military status and to minimize the administrative burden placed on such individuals.

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

#### Options for Students Deployed Under Military Orders

A student, or the spouse of a member if the member has a dependent child, who is deployed under military orders as an active duty military member or by the national guard or reserve forces of the United States and who is ordered to duty has the following options:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

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

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

undergraduate students and “N” for graduate students.

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

1. Students will be required to submit a letter to Academic Advising, advising@nl.edu, indicating their intent to withdraw from their program along with orders confirming deployment. This should be done prior to the time of deployment.
2. Once the letter of withdrawal and orders have been confirmed, Academic Advising, advising@nl.edu, will drop the student from the program and remove them from the course in which they are presently registered and any future courses.

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

In full compliance with the US Department of Education’s Readmission Requirements for Service Members (eCFR §668.18), National Louis University does not deny readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

NLU will promptly readmit to the institution an individual as described above with the same academic status as the student had when the student last attended the institution or was last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to perform service.

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

receive a grade prior to being reinstated into the program.

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

Policy on Student Right to Know and Campus Security Act

**Overview**

A federal law went into effect in 1990 entitled the Student Right to Know and Campus Security Act, Title II, Public Law 1012-542. Under the provisions of Title II of the act, known as the Campus Crime Awareness and Campus Security Act of 1990, colleges and universities are required to publish and distribute information on campus security policies and procedures and campus crime statistics.

**Policy**

NLU seeks to position and maintain its facilities in convenient, safe locations. This is a prime consideration the University considers when leasing and purchasing space. In addition, policies and safety procedures are established to ensure that the possibility of criminal offense is diminished and public safety is enhanced.

The University has an Emergency Response Team which is charged with the regular review of and adjustment to all policies and practices related to public safety and security, including student and employee publications of related material. The Undergraduate and Graduate Catalog, Student Guidebook and Student Planner contain information and policies for students of the University.

**Compliance**

In addition to publishing and providing access to campus security policies and procedures as indicated in the above policy, and in compliance with this federal requirement, National Louis University annually collects information regarding any criminal offenses that have occurred at all University locations. The University publishes these campus crime statistics along with related information on campus security policies and procedures.

For specific information or clarification on campus security policies or procedures contact the University Ombudsman at ombudsman@nl.edu.

### **Incident Reporting**

If anyone should know of or see a violation of University policy, local, state or federal law taking place, an Incident Report must be completed at [nl.edu/letusknow](http://nl.edu/letusknow). Additionally, incidents involving criminal offenses should be the local police as well as to Facilities Management.

### **Policy on Student Transportation**

The University is not obligated to provide transportation to its students for any reason. Transportation may be provided at the discretion of the institution, and may be provided for academic purposes, student personal needs, or student activities. Students may need to consider available transportation options when selecting activities.

The University may provide personal transportation for students using private third party-provided transportation including without limitation by:

- Hiring and paying for or reimbursing costs for commercial private vehicles such as Uber, Lyft, taxis or similar services; or
- Paying for the cost of Public transportation; or
- Reimbursing students for the costs of using personal private transportation

### **Definitions**

- **Personal transportation:** is any transportation that is not in a University vehicle, regardless of purpose. Personal transportation may include but is not limited to personal faculty or staff vehicles.
- **University business:** is any activity where an individual is participating as a student, is any activity that is sponsored by the University, or is an academic requirement as part of a student's degree program.

### **University's Role**

- Personal transportation may be provided at the discretion of the University for academic, urgent or school-related personal needs. The University is not responsible for any bodily injury, personal injury or loss of or damage to personal property that may occur as a result of using personal transportation.
- The University is not an agent of, and has no responsibility for any third party that may provide transportation services. The University is not responsible for any bodily injury, personal injury or loss of or damage to personal property that may occur as a result of using any third-party provided transportation services.

- Provision of payment or reimbursement for travel expenses does not create a University business purpose for the travel. University insurance does apply to personal vehicles, Zipcars, Uber, Lyft, taxis or any other vehicle that is not a University Vehicle. Students assume the risk of traveling in personal vehicles driven by or with other persons including by not limited to commercial vehicles such as Zipcars, transportation services such as Uber, Lyft, or taxis.

### **Student's Role**

- Students driving personal vehicles for academic, athletics, community service, student club or any other purposes are deemed to be driving for their personal pleasure and convenience. Such travel is not considered University transportation or University business.
- Students driving or riding in Zipcars or in other vehicles rented or owned by students for academic, athletics, community service, student club or other purposes are deemed to be driving or riding for their personal pleasure and convenience. Such travel is not considered University transportation or University business.

### **Procedure**

The Office of Student Experience provides oversight to the enforcement and compliance of the Student Transportation Policy. Students should contact [studentexperience@nl.edu](mailto:studentexperience@nl.edu) or 312.261.3162 x3568 to inquire about available student transportation options or eligible reimbursement.

Submission of Fraudulent, Incorrect, Plagiarized, 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, plagiarized or misleading information is subject to denial of admission to, or dismissal from the University.

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

Any University faculty or staff member who discovers that this policy has been violated by a currently enrolled student shall bring the matter to the

attention of the Senior Academic Officer. The student shall be presented with the evidence. In situations where the student does not assume Responsibility for the violation, the case is handled within the Student Conduct Process.

Policy on University Initiated Administrative Withdrawals

### **Administrative Withdrawals with No Academic or Financial Penalty**

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

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

### **Administrative Withdrawals with Academic Record and Financial Obligation**

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

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

Policy on Whistleblower (Disclosure of Wrongful Conduct)

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

All employees, students and faculty are encouraged to report any University-related misconduct, including, but not limited to bribery, theft of NLU property, fraud, discrimination, unlawful harassment, violation of NLU policies, and other misconduct. Reports can be made at [WhistleblowerAct3820@nl.edu](mailto:WhistleblowerAct3820@nl.edu) or the WhistleBlower Hotline at (312) 261-3820. Faculty and staff are encouraged to report University-related

misconduct to their immediate supervisor; or if they are reluctant to report the misconduct to their supervisor, they can raise the issue with the department chair, dean, or the Office of Human Resources. Students may report misconduct to the department head, Director of Student Experience, the University Ombudsman or the Office of Human Resources.

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

**Whistleblower Hotline: 312.261.3820**

### **Definitions**

1. "Good Faith Disclosure" means disclosure of University-related misconduct made with a belief in the truth of the disclosure which a reasonable person in the whistle-blower's position could hold based upon the facts. A disclosure is not in good faith if made with reckless disregard for or willful ignorance of facts that would disprove the disclosure.
2. "University-related misconduct" or "misconduct" includes any activity by an NLU department or by an employee that is undertaken in the performance of the employee's official duties, whether or not such action is within the scope of the individual's employment, and that is in violation of any state or federal law or regulation or NLU regulation or policy, including but not limited to corruption, bribery, theft of NLU property, fraudulent claims, fraud, coercion, conversation, discrimination, sexual or other unlawful harassment, civil rights violations, misuse of NLU property and facilities or willful failure to perform one's job duties.
3. "Whistleblowing" means good faith reporting of real or perceived University-related misconduct.
4. "Whistleblower" means any student, staff or faculty who in good faith reports real or perceived University-related misconduct.
5. "Retaliation" means any adverse action or credible threat of any adverse action taken by NLU or member thereof, in response to a whistleblower's good faith disclosure of University-related misconduct. It does not include NLU's decision to investigate a good faith disclosure of University-related misconduct.

### **Policy**

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

### **Guidelines**

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

faculty or staff member which does not rise to the level of University-related misconduct (e.g., concern about the style or manner in which the faculty or staff member is performing his/her job duties) are encouraged to discuss these concerns with the person whose conduct is the subject of concern. If a student, faculty or staff member does not feel comfortable talking directly with the faculty or staff member whose conduct is the subject of concern, the concerned party is encouraged to talk with University Ombudsman or Office of Human Resources.

### **Students**

Students are encouraged to report misconduct to a Department Head, the Director of Student Experience or University Ombudsman.

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

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

### **Anti-Retaliation**

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

Actions are considered retaliatory if they are in response to a good faith disclosure of real or perceived University-related misconduct and the actions have a materially adverse effect on the working or academic conditions of the whistleblower or if the whistleblower, as a result of the actions, can no longer effectively carry out his or her NLU responsibilities.

NLU will make every reasonable effort to stop retaliation immediately, to conduct a complete and thorough investigation of alleged acts of retaliation in a timely manner, to provide remedies to victims of retaliation, and to sanction the perpetrators of retaliation as appropriate.

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

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

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

## Student Rights and Responsibilities

A University community requires an environment conducive to the intellectual and personal growth of its students. Since the actions of each individual affect this climate, National Louis University expects responsible conduct on the part of every student who is a member of this University community. As a private institution, National Louis University reserves the right to create policies that regulate student conduct and access to campus facilities and resources. While students enjoy the rights below, the exercise of these rights may not interfere with the rights of others in the University community:

1. Applicants who meet specifically stated requirements will be eligible for admission to the University and for participation in all of its programs without regard for race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, unfavorable military discharge other than dishonorable and all other classifications protected by federal, state or local laws, rules or regulations.
2. Students have the freedom to express reasoned exception to the data or views offered in any courses of study for which they are enrolled but are responsible for learning the content of the courses.
3. For purposes of gaining academic credit, students shall be evaluated in terms of stated course competencies and requirements and not on personal or political beliefs.
4. Disclosure of a student's personal or political beliefs confidentially expressed in connection with coursework will not be made public without explicit permission of the student.
5. Students will be informed of all rules, rates and regulations deriving from contractual arrangements with the University before signing any such contracts.
6. Students on campus or residing in University-owned housing will be secure against any unreasonable invasion of privacy, search or seizure but are responsible for compliance with all University regulations.
7. Students are free to form, join, and participate in campus organizations for educational, religious, social, political, cultural or other purposes.
8. Students are free to use campus facilities for meetings of registered and officially recognized organizations, subject to uniform regulations as to time and manner governing the facilities.
9. Students' records may be released only in accordance with provisions of the Family Educational Rights and Privacy Act of 1974.
10. Students are free, individually or in association with other individuals, to engage in activities not sponsored by the University, exercising their rights as citizens of the community, state and nation, provided they do not purport to represent the University.
11. As appropriate, students will have their views and welfare considered in the formation of University policy and will be consulted by, or represented on, University councils and committees that affect students as members of the University community.
12. Students are free to assemble, demonstrate, communicate and protest, recognizing that freedom requires order, discipline and responsibility, and further recognizing the right of faculty and other students to pursue their legitimate goals without interference.
13. Students will only face disciplinary action or dismissal from the University:
  - a. Academic ineptness or lack of reasonable progress.
  - b. Failure to pay University Debts.

- c. Violation of student or University rules and regulations.
14. It is recognized that all members of the community have the responsibility to conduct themselves in a manner that does not violate the rights, property, and freedoms of others.
  15. Editorial freedom in student publications and media shall be given under the following guidelines:
    - a. Students shall be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
    - b. All University published and/or financed student publications should explicitly state on the editorial page that, "the opinions expressed are not necessarily those of the University or of the student body."
    - c. Editors shall be protected from arbitrary suspension and removal because of student, administrative or public disapproval, and editorial policy or content. Only for proper and stated causes shall editors be removed by the proper agency responsible for their appointment.

#### Access to Higher Education

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

1. The institution will publish in the Student Guidebook or the University Course Catalog the characteristics and expectations of students that it considers relevant to its programs.
2. Under no circumstances will an applicant be denied admission because of race, religion, gender, sexual orientation, ethnic background or disability.

#### Compliance with Federal Nondiscrimination Regulations

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

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

2. **Title IX:** National Louis University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendments, in its Educational programs, Admission Policies, Activities or Employment Policies. This Legislation provides that no person in the United States shall, on the basis of Gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment. Inquiries regarding compliance may be directed to the Title IX Coordinator, Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.
3. **Section 504 of the Rehabilitation Act:** National Louis University does not discriminate against Individuals with Disabilities in its Educational programs, Admissions Policies, Activities, or Employment Policies. Section 504 of the Rehabilitation Act of 1973, as amended, provides that no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of or be subjected to discrimination solely because of their disability, under any program or activity that receives federal financial assistance. The American with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to individuals with disabilities and prohibits discrimination on the basis of disability in employment, places of public accommodations, state and local government services and telecommunications. Inquiries regarding compliance may be directed to the University Ombudsman or the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.
4. **On-campus grievance procedures** for alleged violations of the non-discrimination regulations are the same as those employed for challenging violations of the Family Education Rights and Privacy Act of 1974.

#### Equal Opportunity and Nondiscrimination

National Louis University prohibits discrimination and affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, and unfavorable military discharge other than dishonorable and all other classifications protected by federal, state or local laws, rules and regulations. Harassment on the basis of a protected classification

can be a form of discrimination prohibited by this policy.

Any student with questions, complaints or concerns about any type of discrimination or harassment based on gender is encouraged to contact the Title IX Coordinator at [dlaban@nl.edu](mailto:dlaban@nl.edu). In particular, the University has adopted the Comprehensive Sexual Misconduct and Relationship Violence policy which has been included in this Catalog. The Comprehensive Sexual Misconduct and Relationship Violence policy addresses the role of the Title IX Coordinator, how investigations are conducted, and the services and options available to students who have experienced sexual misconduct or relationship violence.

Any student with questions, complaints or concerns about discrimination or harassment on the basis of any classification other than gender is encouraged to contact the Ombudsman at [ombudsman@nl.edu](mailto:ombudsman@nl.edu).

Students can raise concerns and make reports without fear of reprisal. Retaliation against anyone who reports or assists in the investigation of a complaint of discrimination or harassment is prohibited.

Alternatively, students may contact the U.S. Department of Education's Office for Civil Rights to report discrimination based on the listed above:

**Illinois Regional Office** 500 W. Madison St.  
Chicago, IL 60661

**Florida Regional Office**, 61 Forsyth St. S.W, Ste.  
19T10, Atlanta, GA 30303

Anyone found to be engaging in any type of unlawful discrimination or retaliation against anyone who brings a complaint or assists in the investigation of a complaint may be subject to disciplinary action, up to and including permanent dismissal from the University.

When a complaint about unlawful discrimination or retaliation involves conduct by University faculty or staff, Vice President of Human Resources or designee, will conduct the investigation in coordination with the Title IX Coordinator or the University Ombudsman, depending on the nature of the alleged conduct.

Family Educational Rights and Privacy Act of 1974 (FERPA)

### **Basic Policy**

In compliance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley

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

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



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

### **Release Policy**

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

The University has designated as directory information the following categories:

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

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

No other personally identifiable information about a current or former student may be released to any person or agency outside the University except by the written, signed, and dated request of the student (or parent where appropriate) specifying the information to be released and to whom it is to be released. National Louis University is not required, however, to provide a third party access to education records even when the student has provided consent. Parents and spouses of students may obtain non-directory information only at the discretion of the university and after the consent form has been received. The University reserves the right to deny direct access to

student records to other third parties without providing explanation. At the request of the student (or parent), a copy of the information to be released will be provided when he or she consents to the release. (\*The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) In situations in which confidential records are being discussed, the University reserves the right to restrict third-party participants. Within the University, certain information within a student's record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.

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

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

*\*When is Consent not Required? (FERPA Privacy Act Regulations, Section 34 CFR 99.31)*

34 CFR 99.31 states that an educational institution may disclose personally identifiable information without consent required by 34 CFR 99.30 if it meets one of the following exceptions:

1. Disclosure to School Officials
2. Disclosure to Schools in which student intends to enroll
3. Disclosure to Federal and State Authorities for Audit

4. Disclosure in connection with Financial Aid
5. Disclosure to State and Local Authorities
6. Disclosure for Studies for educational institutions
7. Disclosure to Accrediting Agency
8. Disclosure to parents of Dependent Student
9. Disclosure to comply with judicial order or subpoena
10. Disclosure in connection with health and safety emergency
11. Disclosure of Directory Information
12. Disclosure to the Student
13. Disclosure to comply with The Patriot Act, Public Law 107-56

#### ***Maintenance of Records***

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

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

This information is kept by various offices and departments:

- Admissions
- Alumni Relations
- Career Services
- Diversity, Equity, and Access
- Financial Aid

- Provost
- Registrar
- School College Relations (National College of Education)
- Student Accounts
- Student Affairs
- Student Counseling
- Student Health
- University Ombudsman

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

1. The Office of Admissions and Records maintains student files until six years after the last date of attendance or degree date. Transcripts of all academic credit earned at the University are maintained permanently.
2. The Alumni Relations Office maintains directory information on all graduates.
3. The Financial Aid Office maintains financial aid and student account records for a minimum of three years from the date the student last attended.
4. The Student Accounts Office retains quarterly financial summaries of student fee payments and individual student files concerning Perkins Loans necessary to meet statutory requirements.
5. The Office of School College Relations (NCE) permanently retains information files related to professional study: evaluation, notation, etc.
6. The Office of Student Experience and the Office of the Provost maintain disciplinary records for five years.

#### ***Student Right to Access***

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

1. Medical and psychological reports and records are not open for review, although the University nurse or other recognized professional may act as a student's agent and review the record for him/her upon the student's request.
2. Confidential letters and statements of recommendation, written before January 1, 1975

and used only for the purpose for which they were obtained are not open for review.

3. Parent's Confidential Statements and eligibility reports are not open for student's review without parental written consent.

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

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

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

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

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

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

#### ***Procedure for Access***

To obtain access to any part of a student's educational record, the student (or parent where appropriate) shall be required to submit a written request to the

individual in charge of the office that keeps the records in question. An opportunity to examine the student's file shall be provided as soon as possible and no later than 45 business days after the date of the initial request. The file must be examined within the office and in the presence of the administrator in charge of the office.

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

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

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

#### ***Formal Hearing***

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

Under such circumstances, the objections shall be heard by a group of three representatives of the University, to be appointed by the President or by a designated substitute—none of the representatives to be directly involved with the information under objection. The hearing shall be conducted by one of the representatives appointed to chair the hearing. The student may bring to the hearing another person who may advise but who may not represent him/her. The chairperson shall present the information being

questioned and shall give the student (or parent) requesting the hearing a full and fair opportunity to state the objections being made. The student shall, at this time, present any evidence to substantiate his/her objections. The chair shall then request the individual responsible for the information about which the objection has been made to state the rationale for the existing information and defend its validity. The chair shall then give the members of the hearing committee the opportunity to question both parties. The chair shall then invite concluding statements from each party. The objector shall be notified in writing as soon as possible of the committee's decision.

#### ***Record of Hearing***

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

#### ***Confidentiality Request Form***

Please consider very carefully the consequences of deciding to withhold Directory Information. A "Request to Prevent Disclosure of Directory Information" will prevent the release of any information to all inquiries from non-University entities without prior written consent by the student. Identification of the individual as a past or current student at the University will not be acknowledged in any way, including degree verification.

Request to Prevent Disclosure of Directory Information

<http://www.nl.edu/admissions/oar/ferpa/>

#### ***HIPAA and FERPA***

For additional information regarding HIPAA & FERPA, please reference the U.S. Department of Health and Human Services Regulation Text 45 CFR Part 160; 45 CFR Part 162; 45 CFR Part 164.

#### **Financial Obligations**

Students voluntarily accept the services of the University with full responsibility for the payment of all tuition, fees and other charges as scheduled in the Undergraduate and Graduate Catalog, listed on the University website and in other official notices. Electronic Statements of Account are posted to the NLU Student Portal on a monthly basis. It is the student's responsibility to review the Statement of Account, verify that financial aid is disbursed and payments have been received, and contact the Office of Student Finance with questions regarding charges within 30 days of posting. Satisfactory payment arrangements must be made with the Office of Student Finance for the settlement of all accounts balances before a student may register, receive a diploma, obtain a transcript, or have enrollment or degrees confirmed. The cancellation of a student's enrollment may result if bills are past due or payment obligations have not been met.

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

#### **Student Complaint System**

##### ***California DCA Complaint System***

The Department of Consumer Affairs (DCA) promotes and protects the interests of California consumers while ensuring a competent and fair marketplace. DCA helps consumers learn how to protect themselves from unscrupulous and unqualified individuals. The department also protects professionals (licensees) from unfair competition by unlicensed practitioners. Consumers can file complaints against licensees by contacting DCA at (800) 952-5210. Consumers can also file a complaint online at <https://www.dca.ca.gov/>.

**Department of Consumer Affairs  
Consumer Information Division**  
1625 North Market Blvd., Suite N 112  
Sacramento, CA 95834

##### ***IBHE Institutional Complaint System***

National Louis University is regulated by and has degree-granting authority from the Illinois Board of Higher Education (IBHE). Students with complaints that are unresolved through NLU's Issue Resolution process may contact the Illinois Board of Higher Education.

#### **Illinois Board of Higher Education**

1 N. Old State Capitol Plaza,  
Suite 333  
Springfield, Illinois 62701-1377

**Phone:** (217) 782-2551

**Fax:** (217) 782-8548

**General Information:** [info@ibhe.org](mailto:info@ibhe.org)

**Institutional Complaint Hotline:** (217) 557-7359

**Website:** <http://complaints.ibhe.org/>

### ***Wisconsin EAP Complaint System***

National Louis University is regulated by and has degree-granting authority from the Educational Approval Program (EAP) in the state of Wisconsin. Students with complaints that are unresolved through NLU's Issue Resolution process may contact the Department of Safety and Professional Services.

### **Department of Safety and Professional Services**

#### **Educational Approval Program**

P.O. Box 8366

4822 Madison Yards Way

Madison, WI 53705

**General Information:** [dspseap@wisconsin.gov](mailto:dspseap@wisconsin.gov)

**Website:** <https://dsps.wi.gov/Pages/SelfService/FileAComplaint.aspx>

**Email:** [dsps@wisconsin.gov](mailto:dsps@wisconsin.gov)

**Phone:** (630) 266 1966

### Students with Disabilities

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

### ***Academic Accommodations for Persons with Disabilities***

The Office of Learning Support is the primary support system for students with disabilities, with the responsibility of coordinating academic accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and NLU Academic Policy 306 (Policy on Students with Disabilities). All academic accommodations provided are based on individual need and may need to be substantiated by supporting documentation. For information on how to request accommodations, please contact the Office of Learning Support at [ADA.Section504@nl.edu](mailto:ADA.Section504@nl.edu) or 312.261.3329.

### ***Informal Complaint Procedure***

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

An applicant who feels s/he has been discriminated against because of a disability and is uncertain about filing a formal complaint may wish to discuss the question informally with the designated Learning Support Specialist at 312.261.3329. This informal discussion may result in the development of an approach enabling the student or applicant to deal with the situation or the complaint may be taken under formal review.

### ***Formal Grievance Procedure***

A student or applicant who decides to file a formal complaint should contact the University Ombudsman, 312.261.3461. If the grievance concerns the actions of the University Ombudsman, contact the Vice Provost of Advising and University Registrar at 312.261.3031. All other grievances will be promptly investigated and reviewed by the University Ombudsman. The purpose of the review is to determine if University policy and applicable federal and local law have been followed and, if not, to address the consequences that may have resulted and take appropriate corrective action. Information relevant to the matter may be requested from the involved parties. The University Ombudsman will provide a response notifying the student or applicant of the findings and recommendations.

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

student or applicant who finds that a complaint is not resolved to his or her satisfaction may appeal to the Director of Student Experience or Vice Provost of Advising and University Registrar. The finding and response from either of these officers is the final response for the University. Additionally, a student or applicant who believes that s/he has been harassed or discriminated against because of a disability can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. The Illinois regional office is located at 500 W. Madison St., Suite 1475, Chicago, IL, 60661. The Florida regional office is located at 61 Forsyth St. W, Ste. 19T10, Atlanta, GA 30303.

## Standards of Student Conduct

The University requires an environment conducive to intellectual and personal growth of its students. National Louis University seeks to cultivate a sense of personal integrity in each of its students. Students are expected, therefore, to strive toward this objective and to develop as individuals in a manner that is consistent with the educational purposes of the University. A student is subject to the Conduct Process for allegations of misconduct in violation of the following policies:

- Acceptable Use of Information Systems (p. 46)
- Comprehensive Sexual Misconduct and Relationship Violence (p. 78)
- Conceal and Carry (p. 92)
- Disruption of University Business or Events (p. 92)
- Falsification of Records (p. 93)
- Gambling (p. 93)
- Hazing, Bullying and Cyber-Bullying (p. 93)
- NLU Property (p. 94)
- Requests by Officials of the University (p. 95)
- Substance Use/Abuse (p. 96)
- Violations of University Policy, Local, State or Federal Laws (p. 98)
- Violence and Threats of Violence (p. 98)

### Policy on Comprehensive Sexual Misconduct and Relationship Violence

National Louis University is committed to maintaining a learning environment for all students that supports educational advancement on the basis

of academic performance. Sexual misconduct and relationship violence are not tolerated at National Louis University.

The University will respond to complaints, reports or information about incidents of sexual misconduct and relationship violence by stopping the prohibited conduct, eliminating hostile environments, taking steps to prevent the recurrence of prohibited conduct, and addressing its effects on campus or in any University programs and activities regardless of location.

The purpose of this policy is to define sexual misconduct and relationship violence and describe the process for reporting violations of the policy, investigating alleged violations of policy, and identifying resources available to students who are involved in an incident of sexual misconduct or relationship violence.

### *Scope of Policy*

This policy applies to all members of the University community - faculty, staff, and students – regardless of gender, sexual orientation, or gender identity. Members of the University community shall not engage in sexual misconduct or relationship violence against students. Persons who do so are subject to disciplinary action, up to and including discharge for employees and dismissal for students. The University also prohibits sexual misconduct by third parties.

This policy applies to all forms of sexual misconduct and relationship violence committed by or against a student when:

- The conduct occurs on campus;
- The conduct occurs off-campus in the context of University programs or activities, including but not limited to University sponsored internships, graduate/professional programs, or other University affiliated programs; and/or
- The conduct occurs off-campus outside the context of a University program or activity but has continuing adverse effects on campus or in any University program or activity.

For the purposes of this policy, the Complainant is any person who submits a complaint or report of sexual misconduct or relationship violence or any other violation of this policy. In many cases, the Complainant also will be the victim of the alleged sexual misconduct or relationship violence, but persons other than the alleged victim who are aware of acts of sexual misconduct or relationship violence are authorized to submit complaints or reports to the

**Title IX Coordinator.** When used in this policy, Complainant refers to both the person making the complaint or report and the victim. The services and supports to Complainants described in this policy are available to the victim, even if the victim is not the Complainant.

The Respondent is any person who is accused of sexual misconduct or relationship violence, including a University student, employee or a third party. Respondents who are University students are referred to as Responding Students. The University's Student Conduct Process also refers to the student as the Responding Student.

This policy also confirms NLU's obligation to provide survivors of sexual violence with concise information, written in plain language, concerning the survivor's rights and options, upon receiving a report of an alleged violation of this policy. A copy of NLU's student notification of rights and options can be obtained by contacting the Title IX Coordinator or on [nl.edu/sexualrespectandTitleIX](http://nl.edu/sexualrespectandTitleIX).

### ***Jurisdiction***

The University's Title IX Coordinator will investigate complaints that students engaged in prohibited conduct or any other form of gender or sex discrimination, including complaints by students, employees and third-parties. The Title IX Coordinator will also investigate complaints by students that other students, University employees and third-parties engaged in prohibited conduct or any other form of gender or sex discrimination. The Title IX Coordinator is responsible for making available to Complainants the interventions and other supports available to students as described in this policy. When the Respondent is a University Employee, Vice President of Human Resources or designee will support the investigation and ensure that the investigation complies with University policies and procedures regarding the investigation and discipline of employees.

The University's Vice President of Human Resources will investigate complaints that University employees engaged in prohibited conduct or any other form of gender or sex discrimination. In cases where a University employee is the Respondent, the Title IX Coordinator shall support the investigation and insure that the procedural safeguards, interventions and accommodations provided to students in this policy are available to the Complainant.

If the Complainant is a student-employee and the Respondent is a student, the complaint will be

investigated by the Title IX Coordinator. If the Complainant is a student-employee and the Respondent is an employee, the complaint will be investigated by the Vice President of Human Resources if the Respondent is an employee.

The procedures for investigating complaints by employees about other employees and third-parties and the supports available to Complainant employees are beyond the scope of this policy. For information regarding procedures and policies related to complaints by University employees, please contact the Vice President of Human Resources or designee or consult the employment policies posted on the University's website.

When a student or employee reports they have been a victim of dating violence, domestic violence, sexual assault, or stalking, whether the offense occurred on or off-campus, the University will provide the student or employee interim measures and accommodations. The Title IX Coordinator will complete an investigation into any allegation of gender discrimination as defined within this policy to remedy and prevent future occurrences of the misconduct no matter where the incident occurred.

### ***Gender Discrimination***

Title IX of the Educational Amendments of 1972 prohibits gender discrimination at institutions of higher education. The University prohibits gender discrimination in any of its programs or activities. Sexual harassment, sexual assault and other kinds of sexual violence, are forms of gender discrimination. This policy and its related procedures apply to complaints alleging all forms of gender discrimination (including sexual harassment, sexual assault, and sexual violence) against and by students. For the purposes of this policy, references to sexual misconduct include sexual and gender-based harassment, assault, and violence.

### ***Title IX Coordinator***

The University's Title IX Coordinator is responsible for the University's compliance with federal and state laws and University policies and procedures regarding gender discrimination, harassment, relationship violence, stalking, and other forms of sexual misconduct. The Title IX Coordinator is responsible for investigating all allegations of prohibited discrimination and harassment, relationship violence, stalking, and sexual misconduct, and provides training to recognize and prevent such incidents. The Title IX Coordinator also collaborates with other campus offices to encourage best practices to promote a culture of inclusion. The Title IX Coordinator is available to advise any

individual, including the Complainant and the Respondent, about University and community resources and reporting options and is available to provide assistance to any University employee regarding how to respond appropriately to a report of sexual misconduct or relationship violence. The Title IX Coordinator cooperates with and assists the Vice President of Human Resources or designee in the investigation of complaints alleging that University employees have engaged in conduct prohibited by this policy and other University policies that prohibit sexual harassment.

### Contact Information

Danielle Laban, Title IX Coordinator

By e-mail at [dlaban@nl.edu](mailto:dlaban@nl.edu)

By phone or fax at 312.261.3162.

File an incident report: [nl.edu/letusknow](http://nl.edu/letusknow)

Resources: [www.nl.edu/sexualrespectandtitleix](http://www.nl.edu/sexualrespectandtitleix)

### Faculty and Staff Reporting Obligations

If any member of the NLU faculty or staff learns of sexual misconduct prohibited by this policy, he or she is obligated to immediately report that information to the Title IX Coordinator. Employees who receive information about sexual misconduct in confidential relationships as defined in this policy, including Confidential Advisors and employees authorized to receive confidential disclosures, are not subject to this reporting obligation.

### Prohibited Conduct

Prohibited Conduct

### Relationship Violence and Sexual Misconduct

Relationship violence and sexual misconduct are broad terms that encompass sexual harassment, sexual violence, domestic violence, dating violence, and stalking. Definitions for each of these terms are provided below.

1. **Relationship Violence** encompasses domestic violence, dating violence, and stalking. Definitions for each of these terms are provided below.
  - a. **Domestic Violence** is defined as an act of violence committed by any of the following individuals:
    - i. A current or former spouse or intimate partner of the victim
    - ii. A person with whom the victim shares a child in common

- iii. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner

- iiiii. A resident or former resident of the victim's household

- iiiii. An incident of domestic violence can consist of a single act of violence or a pattern of violent acts that includes, but is not limited to, sexual or physical abuse.

- b. **Dating Violence** is defined as an act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim that does not fall within the definition of "domestic violence." For the purposes of this definition:

- i. Whether the relationship is of a romantic or intimate nature is determined by a variety of factors, including the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- ii. A relationship of a romantic or intimate nature means a relationship that is characterized by the expectation of affection or sexual involvement between the parties.

- iii. An incident of dating violence can be a single act of violence or a pattern of violent acts that includes, but is not limited to, sexual or physical abuse, or the threat to engage in such abuse.

- c. **Stalking** is defined as engaging in a course of conduct that is directed at a specific person that would cause a reasonable person to feel fear for herself or himself or for the safety of others, or to suffer substantial emotional distress.

- i. A course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

- ii. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical treatment or professional counseling.

- iii. A reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.



- iii. Stalking includes cyber-stalking, a form of stalking in which electronic media such as the internet, social networks, blogs, texts, cell phones, or other similar devices or forms of contact are used. This policy prohibits all stalking, not just stalking that occurs within the context of a relationship.
  - 2. **Sexual Misconduct** encompasses sexual harassment, sexual violence, and sexual exploitation. Definitions of relevant terms and a discussion of First Amendment protections are included below.
    - a. **Sexual Harassment** is a form of discrimination on the basis of gender or sex. "Sexual harassment" means unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome behavior of a sexual nature.
      - i. Sexual harassment can occur in the following situations:
        - 1. Submission to such behavior is made, explicitly or implicitly, a term or condition of an individual's employment or status in a course, program, or activity; or
        - 2. Submission to or rejection of such behavior is used as a basis for a decision affecting an individual's employment or participation in a course, program, or activity; or
        - 3. The conduct creates a hostile, intimidating or offensive education environment that has the effect of unreasonably interfering with a student's academic or work performance or limits a student's ability to participate in educational programs or activities.
      - ii. In determining whether behavior is sexual harassment, the totality of the circumstances, including the nature of the behavior and the context in which it occurred, must be considered. Sexual harassment often involves a pattern of offensive behavior. A single incident may also constitute sexual harassment, depending on the severity of the conduct and on factors such as the degree to which the conduct affected the student's education; the type of conduct; and the relationship between the alleged harasser and the student. The conduct does not have to be directed at a specific person or persons to constitute harassment.
  - iii. All forms of sexual misconduct and relationship violence described in this policy are also prohibited forms of sexual harassment.
    - iiii. Examples of Sexual Harassment (non-exhaustive list);
      - 1. Threats or insinuations that lead the student reasonably to believe that granting or denying sexual favors will affect the student's reputation, education, advancement, or standing at NLU.
      - 2. Sexual advances, sexual propositions, or sexual demands that are not agreeable to the recipient.
      - 3. Unwelcome sexually explicit material sent by email, text message, or other electronically transmitted communication.
      - 4. Sexual misconduct such as stalking, cyberstalking, recording or transmitting sexual images without an individual's permission, and voyeurism.
      - 5. Unwelcome and persistent sexually explicit statements or stories that are not legitimately related to employment duties, course content, research, or other University programs or activities.
      - 6. Repeatedly using sexually degrading words or sounds to a person or to describe a person.
      - 7. Unwanted and unnecessary touching, patting, hugging, kissing or other physical contact.
      - 8. Recurring comments or questions about an individual's sexual prowess, sexual deficiencies, or sexual behavior.
      - 9. Remarks about an individual's gender, nonconformity with gender stereotypes or actual or perceived sexual orientation.
3. **Sexual Violence** is defined as a physical sexual act attempted or perpetrated against a person's will or when a person is incapable of giving consent, including without limitation, sexual assault, sexual battery, sexual abuse, and sexual coercion. A number of different acts can fall within the definition of sexual violence, including rape and sexual assault.
  - a. **Sexual Assault** is defined as having or attempting to have sexual intercourse or sexual

contact with another individual by force or threat of force, without consent, or where that person is incapacitated.

- i. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand) or object, or oral penetration involving mouth to genital contact.
  - ii. Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth or any other part of the body that is touched in a sexual manner.
- b. **Rape** is defined as sexual penetration, however slight, of another person without that person's consent. Penetration can be of the mouth, vagina, or anus, and can be with a penis, tongue, finger, or foreign object.
- c. **Sexual Exploitation** occurs when an individual takes non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples of sexual exploitation include:
- i. Surreptitiously observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved or, in which the person observed or induced to perform such act has not attained 18 years of age;
  - ii. Non-consensual sharing or streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved, or in which the person recorded or viewed or induced to perform such act has not attained 18 years of age;
  - iii. Exposing one's genitals or inducing another to expose their own genitals in non-consensual circumstances, or in which the person induced to perform such act has not attained 18 years of age;
  - iiii. Knowingly exposing another individual to a sexually transmitted disease or virus without their knowledge;
  - iiiiii. Inducing incapacitation for the purpose of making another person

vulnerable to non-consensual sexual activity;

- iiiiiii. Arranging for others to have non-consensual sexual contact with a victim; and
- iiiiiiii. The recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act where such an act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

### ***Retaliation***

Persons who report sexual misconduct or relationship violence, file a complaint or participate in the University's investigation and handling of such reports or complaints, shall not be subject to retaliation (including retaliatory harassment) for reporting or participating, even if the University finds that no sexual misconduct or relationship violence occurred. The University will take strong responsive action if retaliation occurs.

Retaliation is defined as an adverse action or adverse treatment against an individual involved in an investigation by an individual who knew of the individual's participation in the investigation.

If a Complainant or witness believes that she or he is being subjected to retaliation (including retaliatory harassment), he or she should promptly contact the Title IX Coordinator.

Individuals who engage in retaliation in violation of this policy are subject to the full range of sanctions that can be imposed against them under applicable policies, including termination of employment or administrative withdrawal from the University.

### ***Consent***

Consent means the voluntary, willful, unambiguous and freely given agreement to engage in a specific sexual activity during a sexual encounter. Consent cannot be given by someone who is:

- Under 18 years of age;
- Sleeping or unconscious;
- Unconscious, unaware, or otherwise mentally or physically incapacitated due to the use of drugs or alcohol ("incapacitated");
- Unable to understand the nature of the sexual activity due to a mental disability or condition ("mentally incapable"); or

- Under duress, threat, deception, coercion, misuse of professional authority/status, or force.

Consent must be clear and communicated by mutually understandable words or actions. Silence, passivity, or the absence of physical or verbal resistance, (for example, the absence of a verbal “no” or “stop”) does not constitute consent, and relying solely on non-verbal communications may result in a violation of this policy. A person’s manner of dress does not constitute consent. It is important not to make assumptions. If confusion or ambiguity arises during a sexual interaction, it is essential that each participant stops and verbally clarifies the other’s willingness to continue. Prior consent does not imply current consent or future consent; even in the context of a prior or current relationship, consent must be sought and freely given for each instance of sexual contact.

Consent to any one form of sexual activity does not constitute consent to other forms of sexual activity. Consent can be withdrawn at any time during a sexual encounter. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.

#### ***Incapacitation***

Incapacitation is a state where an individual cannot consent to make an informed and rational decision to engage in sexual activity because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the “who, what, where, when, why or how” of the sexual interaction) and/or is physically helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual activity is occurring.

Incapacitation may result from the use of alcohol and/or other drugs. Consumption of alcohol or other drugs, inebriation or intoxication are insufficient to establish incapacitation. The impact of alcohol and drugs varies from person to person, and evaluating incapacitation requires an assessment of how the consumption of alcohol and/or drugs impacts an individual’s:

- Decision making ability;
- Awareness of consequences;
- Ability to make informed judgments; or
- Capacity to appreciate the nature and circumstances of the act.

Evaluating incapacitation also requires an assessment of whether a Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person.

In general, sexual contact while under the influence of alcohol or other drugs poses a risk to all parties. Alcohol and drugs impair a person’s decision-making capacity, awareness of the consequences, and ability to make informed judgments. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person’s level of intoxication. If there is any doubt as to the level or extent of the other person’s intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.

Signs of incapacitation may include:

- Slurred speech
- Bloodshot eyes
- Smell of alcohol on breath
- Clumsiness
- Inability to focus
- Confusion
- Shaky balance
- Stumbling or falling down
- Vomiting
- Poor judgment
- Difficulty concentrating
- Combativeness or emotional volatility
- Outrageous or unusual behavior
- Unconsciousness

Being intoxicated or impaired by drugs or alcohol is never an excuse for misconduct and does not diminish one’s responsibility to obtain consent.

#### ***Immediate Victim Assistance and Interim Protective Measures***

##### ***Medical Care and Crisis Center Services***

The University has established formal partnerships with local sexual assault and domestic violence crisis centers near each NLU Campus. These centers provide confidential services for a range of sexual misconduct and relationship violence issues and have agreed to work with NLU to serve members of the NLU community. The following centers are available to NLU students:

Chicago/Goose Island Between Friends, (800) 603.4357 [betweenfriendschicago.org](http://betweenfriendschicago.org)

Latinas en Accion, (312) 738.5358 [mujereslatinasenaccion.org](http://mujereslatinasenaccion.org)

Mujeres

Elgin: Community Crisis Center, (847) 697.2380, crisiscenter.org

Ave Evanston, IL 60202 355 Ridge

Lisle: Family Shelter Service, (630) 469.5650, familyshelterservice.org

847.316.4000

North Shore: YWCA Evanston/North Shore, (847) 864.8780, ywca.org

Wheeling: Glenbrook Hospital 2100 Pfingsten Rd Glenview, IL 60026

Wheeling: Northwest CASA, (888) 802.8890, nwcasa.org

847.657.5800

Florida: The Spring of Tampa Bay Hotline, (813) 275.SAFE (7233), thespring.org

Additionally, there are many local health care sites that can provide treatment for injuries or sexually transmitted diseases, as well as perform rape kits in order to preserve evidence should a victim want to pursue charges at a later point. Several of these resources staff Sexual Assault Nurse Examiners (SANE) who hold specialized training in providing rape kits in a victim-sensitive manner.

Florida: Tampa General Hospital

1 Tampa

General Cir Tampa, FL 33606

813.844.7000

The following medical facilities are nearest to each campus of NLU. The facilities nearest to NLU's Illinois campuses may provide medical forensic examinations at no cost to the victim pursuant to the Illinois Sexual Assault Survivors Emergency Treatment Act.

For more information on ways to receive immediate assistance after an incident, please visit [nl.edu/sexualrespectandTitleIX](http://nl.edu/sexualrespectandTitleIX) or contact the Office of Student Experience at 888.658.8632 x3568.

Chicago/ Goose Island Northwestern Memorial Hospital  
251 E Huron  
St Chicago, IL 60611  
312.  
926.2000

**Preservation of Evidence**

Whether a Complainant files a complaint under this policy or with a local law enforcement agency, any person who has experienced sexual misconduct, and in particular persons who have experienced sexual or relationship violence or sexual assault, should preserve to the extent possible any evidence that may assist investigators in determining whether the alleged misconduct occurred or might be relevant to the issuance of an order or protection. Actions to preserve evidence include, but are not limited to, the following:

Elgin: Presence Saint Joseph Hospital  
77 N Airlite  
St Elgin, IL 60123  
847.695.3200

- Do not dispose of or destroy or alter any physical evidence, including clothing.
- If you suspect that a drink has been drugged or tampered with, inform a medical care provider or law enforcement official immediately so they can attempt to collect physical evidence, including the drink and urine or blood samples.
- Preserve any electronic communications related to the misconduct, including voice mail messages, text messages, e-mails, instant messages, social media pages, digital photographs or videos, etc.

Lisle: Advocate Good Samaritan Hospital  
3815  
Highland Ave Downers Grove, IL 60515  
630.275.5900

If you need any assistance in preserving evidence related to the misconduct, you should contact

North Shore: Presence Saint Francis Hospital

emergency medical personnel, law enforcement and/or the Title IX Coordinator.

#### ***Appointment of Confidential Advisor and Victim Support***

Pursuant to the Illinois Preventing Sexual Violence in Higher Education Act, survivors of sexual violence have access to Confidential Advisors who can provide emergency and ongoing support to survivors of violence. Under the act, “sexual violence” means physical sexual acts attempted or perpetrated against a person’s will or when a person is incapable of giving consent, including without limitation, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. A survivor of sexual violence is a student who has experienced sexual violence, domestic violence, dating violence or stalking while enrolled at NLU. NLU, however, provides access to Confidential Advisors for all Complainants.

Confidential Advisors are authorized and trained to provide the following services:

- Inform the Complainant of the Complainant’s choice of possible next steps regarding the Complainant’s reporting options and possible outcomes, including without limitation, reporting pursuant to this policy and notifying local law enforcement.
- Notify the Complainant of resources and services for survivors of sexual violence, including, but not limited to, student services available on campus and through community-based resources, including without limitation sexual assault crisis centers, medical treatment facilities, counselling services, legal resources, medical forensic services, and mental health services.
- Inform the Complainant of the Complainant’s rights and NLU’s responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by NLU or a criminal or civil court.
- Provide confidential services to and have privileged, confidential communications with Complainant in accordance with Illinois law.
- Upon the Complainant’s request and as appropriate, liaise with campus officials, community-based sexual assault crisis centers, or local law enforcement and, if requested, assist the Complainant with contacting and reporting to campus officials or local law enforcement.
- Upon the Complainant’s request, liaise with the necessary campus authorities to secure interim protective measures and accommodations for the Complainant.

NLU has entered into agreements with the following agencies to provide individuals to serve as Confidential Advisors:

#### **24/7 Confidential Advisor**

Mujeres Latinas en Accion - Chicago

Crisis Hotline: (312) 738.5358

[www.mujereslatinasenaccion.org](http://www.mujereslatinasenaccion.org)

#### **University Confidential Advisor**

Rolanda Brown

Skylight Counseling Center

[rolanda@skylightcounselingcenter.com](mailto:rolanda@skylightcounselingcenter.com)

(312) 631-3775

(847) 529-8300

[counseling@nl.edu](mailto:counseling@nl.edu)

For an updated list of Confidential Advisor agencies, please consult NLU’s website at [nl.edu/sexualrespectandTitleIX](http://nl.edu/sexualrespectandTitleIX) or contact the Title IX Coordinator at [dlaban@nl.edu](mailto:dlaban@nl.edu), or **312.261.3162**.

#### **Counseling**

In addition to the services described above, the University also can provide counseling referrals and resources to anyone affected by an incident of sexual misconduct or relationship violence. Students seeking counseling referrals for licensed mental health professionals should contact the Office of Student Experience at 888.658.8632 x3568 or email [counseling@nl.edu](mailto:counseling@nl.edu).

#### **Academic Accommodations**

Immediately following a reported incident and while investigation is ongoing, the University reserves the right to take whatever measures it deems necessary to protect a student’s rights and personal safety. These efforts may include changes to academic, living, dining, transportation, and working situations, obtaining and enforcing impact course/work schedules, class assignments, presence on NLU campuses and other measures. The University may provide accommodations and take other protective measures regardless of whether the student pursues a complaint pursuant to this policy or reports the incident to local law enforcement.

#### **Complaint Procedures**

The University has an obligation to promptly take steps to investigate or otherwise determine what occurred and then to address instances of relationship violence and sexual misconduct when it

knows or should have known about such instances, regardless of Complainant cooperation and involvement. Therefore, the University encourages persons who believe that they have experienced sexual misconduct or relationship violence to contact the University. The University will accept anonymous reports.

### **Reporting Sexual Misconduct or Relationship Violence**

All individuals are encouraged to promptly report conduct that may violate this policy to the University. In addition, all individuals are encouraged to report conduct that may also violate criminal law to both the University and to local law enforcement. These processes are not mutually exclusive.

Any University student who seeks to make a complaint or report may:

- Make an internal report to the NLU Title IX Coordinator.
- File a University incident report at [nl.edu/letusknow](http://nl.edu/letusknow)
- Contact local law enforcement to file a criminal complaint.

Complainants may pursue an internal NLU complaint **and** a criminal complaint. When talking to the Title IX Coordinator, a student does not need to know whether they wish to request any particular course of action. Complainants do not need to know how to label what happened. Choosing to make a complaint and deciding how to proceed after making the complaint, can be a process that unfolds over time. The University also encourages individuals who have been sexually assaulted to undergo a health assessment by a Sexual Assault Nurse Examiner (SANE) as soon as possible. A SANE is a registered nurse specially trained to provide care to sexual assault patients. The SANE conducts medical forensic examinations and can serve as an expert witness in a court of law. If you decide to have a SANE exam you can choose whether or not to make a police report.

The University can most effectively investigate and respond to allegations of sexual misconduct or relationship violence if the complaint is made as promptly as possible after the alleged violence or misconduct occurs. The University does not, however, limit the time frame for reporting. If the Respondent is not a member of the NLU community at the time of the report, the University will still seek to meet its legal obligations by providing reasonably available support for a Complainant, but its ability to investigate and/or take action may be limited. The University will, however, assist a Complainant in identifying external reporting options.

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

### **Reporting Incidents to NLU**

A victim or witness has the right to file a written complaint making the University aware of a sexual misconduct incident by submitting an Incident Report at [nl.edu/letusknow](http://nl.edu/letusknow). Complaints can also be made to NLU's Title IX Coordinator, Danielle Laban, by email at [dlaban@nl.edu](mailto:dlaban@nl.edu) or by phone/ fax at 312.261.3162. NLU will make every effort to safeguard the identities of students who seek help and/or report sexual misconduct.

#### **Contact Information: Filing NLU Complaints**

Danielle Laban

Title IX Coordinator

By e-mail at [dlaban@nl.edu](mailto:dlaban@nl.edu)

By phone or fax at 312.261.3162.

- **Disclosures to Responsible Employees** - Most University officials are considered Responsible Employees, which means they are required by law to report to the Title IX Coordinator all details shared with them regarding incidents of sexual misconduct or relationship violence. To ensure a prompt response to a complaint, the University strongly encourages students to submit reports directly to the Title IX Coordinator through [nl.edu/letusknow](http://nl.edu/letusknow). If a student reports to a Responsible Employee, that employee is obligated to submit the student's report to the Title IX Coordinator.
- **Confidential Disclosures** - A victim or witness who wishes to keep the incident completely confidential can speak to someone at a local crisis and support center or contact the university confidential advisor. Any information shared with an advocate or counselor at these agencies will not be shared or discussed with NLU officials and will not constitute a complaint or formal report. For a complete list of fully confidential sources where NLU has established a formal partnership please see [nl.edu/sexualrespectandTitleIX](http://nl.edu/sexualrespectandTitleIX).

**Reporting Incidents to Law Enforcement Agencies**

Whether or not a victim chooses to make an official report to the Title IX Coordinator or law enforcement, he or she is encouraged to seek appropriate help, which includes medical attention, obtaining information, support and counseling. The University cannot file a criminal complaint on behalf of the student. The student must make this decision and initiate this complaint with the local police department.

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

**Chicago/Goose Island**

Chicago Police Department  
1718 South State St Chicago, IL 60616

Non-Emergency: 312.745.4290

**Elgin:**

Elgin Police Department  
151 Douglas Ave Elgin, IL 60120  
Non-Emergency: 847.289.2700

**Lisle:**

Lisle Police Department  
5040 Lincoln Ave Lisle, IL 60532  
Non-emergency: 630.271.4200

**North Shore:**

Skokie Police Department

7300 Niles Center Rd Skokie, IL 60077

Non-emergency: 847.982.5900

**Wheeling:**

Wheeling Police Department  
1 Community Blvd Wheeling, IL 60090  
Non-emergency: 847.459.2632

**Florida:**

Tampa Police Department  
411 N. Franklin St Tampa, FL 33602  
Non-emergency: 813.276.3200

- **No Contact Orders** - Victims of domestic violence, sexual assault or stalking also have the right to obtain an Order of Protection or No Contact Order through the county court where either the victim or Responding Party resides, or the county in which the allegations occurred.

**Explanation of Rights and Options**

Upon receipt of a report of sexual misconduct or relationship violence, the Title IX Coordinator will provide a written explanation to the Complainant and Responding Student summarizing their respective rights and options. This written explanation will include information about reporting procedures, investigation procedures, law enforcement, legal options, confidentiality protections, campus resources, interim measures, and campus disciplinary procedures. Notices to University employees who are Respondents shall follow applicable University Human Resources procedures.

**Requests for Confidentiality or Anonymity**

While steps are taken to protect victims' privacy and empower victims to pursue their chosen course of action, the University may be legally required to investigate an incident and take action to ensure the safety of the victim and the NLU community, whether or not a victim chooses to pursue a complaint. In cases indicating pattern, predation, threat, weapons and/or violence, the University will likely be unable to honor a request for confidentiality. In cases where the victim requests confidentiality and the circumstances allow the University to honor that request, the University will offer interim support and remedies to the victim and the community, but will not otherwise pursue formal action.

Formal reporting still affords privacy to the Complainant, and only a small group of University

officials who need to know will be told, including but not limited to: Title IX Coordinator, Student Conduct Officer, Behavioral Intervention Team and security personnel if needed. The circle of people with this knowledge will be kept as tight as possible in each case in order to preserve a reporting party's rights and privacy.

Victims of sexual misconduct relationship violence may request confidentiality or anonymity, including that their name not be shared with the Respondent, that the Respondent not be notified of the report, or that no investigation occur. If the victim wants to tell the Title IX Coordinator or a Responsible Employee what happened, but also wants to maintain confidentiality or anonymity, the employee should tell the victim that the University will consider the request but cannot guarantee confidentiality or anonymity. The incident will be disclosed only to those officials with a legitimate institutional interest in knowing the information. In reporting the details of the incident to the Title IX Coordinator, the Responsible Employee will inform the Title IX Coordinator of the victim's request for confidentiality or anonymity. Every effort will be made to maintain confidentiality of any accommodations or interim protective measures that are arranged for the reporting party unless such confidentiality prevents the institution from providing those accommodations or protective measures.

The Title IX Coordinator will weigh the victim's request for confidentiality or anonymity against the University's obligation to provide a safe, non-discriminatory environment for all students and employees, including the victim. The Title IX Coordinator will consider a range of factors in weighing the request, including:

- The associated risk that the Respondent will commit additional acts of relationship violence or sexual misconduct, such as:
  - Whether there have been other sexual misconduct or relationship violence complaints about the same Respondent;
  - Whether the Respondent has a history of arrests or records from a prior school indicating a history of violence;
  - Whether the Respondent threatened further sexual misconduct or relationship violence against the victim or others;
  - Whether the sexual misconduct or relationship violence was committed by multiple Respondents;
  - Whether there have been threats to kill or harm the victim; and/or

- Whether the sexual misconduct or relationship violence was perpetrated with a weapon;
- Whether the victim is a minor;
- Whether the University possesses other means to obtain relevant evidence of the sexual misconduct or relationship violence (e.g., security cameras or personnel, physical evidence);
- Whether the victim's report reveals a pattern of sexual misconduct or relationship violence at a specific location or by a particular group

If the University honors the request for confidentiality, the Title IX Coordinator will explain to the victim that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited.

The Title IX Coordinator will also explain that the University prohibits retaliation for filing a complaint and will take steps to prevent retaliation and take strong responsive action if any retaliation occurs. If the Complainant continues to ask that his or her name not be revealed, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not prevent the University from responding effectively to harassment and preventing harassment of others.

At times, in order to provide a safe, non-discriminatory environment for members of the campus community, the University may not be able to honor a victim's request for confidentiality. In such circumstances, the Title IX Coordinator will inform the victim prior to starting an investigation and will share information only with people involved in the University's investigation. The victim is not required to participate in the investigation. Should the victim choose not to participate in an investigation, the Title IX Coordinator will explain that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited.

Regardless of whether the request for confidentiality is honored, the University will take steps to limit the effects of the alleged sexual misconduct or relationship violence and prevent its recurrence when possible. Such steps might include providing increased security of supervision at locations or activities where a pattern of sexual misconduct or relationship violence exists; providing education and training materials for students, student groups, or employees; reviewing applicable sexual misconduct and relationship violence disciplinary policies; and



conducting climate survey's regarding relationship violence and sexual misconduct.

### **Reports from Witnesses & Bystander Intervention**

Students, employees and third parties who witness acts of sexual misconduct or relationship violence perpetrated by a member of the University community (faculty, staff, or student) or occurring during a University program or event or on University property are strongly encouraged to report the misconduct to the Title IX Coordinator.

The University encourages all witnesses of sexual misconduct or relationship violence to engage in bystander intervention when safe to do so. As explained on the notalone.gov website, "the bystander role includes interrupting situations that could lead to assault before it happens or during an incident; speaking out against social norms that support sexual assault, domestic violence, dating violence, and stalking; and having skills to be an effective and supportive ally to survivors."

### **Amnesty for Drug or Alcohol Possession and Consumption Violations**

The University encourages students to report all incidents of sexual misconduct or relationship violence. Therefore, students who in good faith report sexual misconduct or relationship violence or other violations of this policy will not be disciplined by the University for student conduct violations such as underage drinking and misuse of alcohol, unless NLU determines that the violation was egregious, including without limitation actions that place the health or safety of another person at risk.

### **Sexual Misconduct and Relationship Violence by Third Parties**

The University prohibits relationship violence and sexual misconduct by third parties towards members of the University community when the third party has been brought into contact with the member of the University community through a University program or activity. Although individuals who are not students or employees of the University are not subject to discipline under the University's internal processes, the University will take prompt, corrective action to eliminate relationship violence and sexual misconduct and prevent its recurrence in those circumstances.

If a University student believes that she or he has experienced sexual misconduct or relationship violence in a University program or activity by an individual who is not a University employee or student, the student should report the conduct to the Title IX Coordinator and the administrator (e.g.,

supervisor, department chair, or dean) responsible for that program or activity.

### **Investigations Without a Complaint**

When necessary to meet its commitment to provide an environment free of unlawful sexual misconduct or relationship violence, the University may investigate allegations of sexual misconduct or relationship violence of which it becomes aware, even if no complaint has been filed, the individual(s) involved is unwilling to pursue a complaint or participate in an investigation, or the individual(s) involved requests to participate anonymously.

### **Informal Resolution of Complaints**

Informal resolution means any type of resolution provided by the University in situations involving violations of the Sexual Misconduct and Relationship Policy which does not involve disciplinary action against the Respondent. Informal resolution is typically used when a Complainant requests to participate in an informal resolution, requests anonymity, does not consent to participation in an investigation, or the alleged conduct, even if it does not rise to the level of a policy violation, suggests the need for remedial, educational or preventive action. Depending on the form of informal resolution used, it may be possible for a Complainant to maintain anonymity.

The decision to use informal resolution will be made when the University has sufficient information about the nature and scope of the conduct, which may occur at any time. Where the Title IX Coordinator concludes that informal resolution may be appropriate, the University will take immediate and corrective action through the imposition of individual and community remedies designed to maximize the Complainant's access to the educational, extracurricular, employment and other activities at the University and to eliminate any hostile environment. Participation in informal resolution by a Complainant is voluntary, and either party may request to end informal resolution at any time and begin the formal stage of the complaint process.

There are some instances when use of informal resolution options is inappropriate, for example, cases involving sexual assault or a student complaint of sexual harassment against an employee in a position of authority over the student. The University will not compel a Complainant to engage in mediation, to directly confront the respondent, or to participate in any form of informal resolution. Such participation shall be completely voluntary for the Complainant.

The Title IX Coordinator will maintain records of all reports and conduct referred for informal resolution,

which will typically be completed within sixty (60) calendar days of the initial report.

**Processing Complaints and Reports**

All reports of sexual misconduct or relationship violence are reviewed by Title IX Coordinator. The University will process all complaints and reports of sexual misconduct or relationship violence it receives, regardless of where the conduct which is the basis for the complaint occurred. The Title IX Coordinator may also determine that an investigation is warranted without a complaint if the University has sufficient notice that sexual misconduct or relationship violence may have occurred.

Even if the Title IX Coordinator determines that a formal investigation is not warranted, the University will take prompt, responsive action to support a Complainant and will take steps to eliminate, prevent, or address a hostile environment if it determines that one exists.

Where a University employee is the Respondent, the Director of Diversity & Employment will conduct the investigation in coordination with the Title IX Coordinator, taking into account any additional procedures specified in the University’s Human Resources policies.

**Investigation Procedures**

This section provides a general outline of the investigation procedures and protocols to be employed by the Title IX Coordinator or his or her designee when conducting an investigation of sexual misconduct or relationship violence. Each investigation will be specific to the facts and may vary depending on the circumstances of each case. In general, the following procedures will be followed:

- a) Evaluate which University policies are related to the complaint or report.
- b) Provide interim measures to stop sexual misconduct or relationship violence.
- c) Provide information on the importance of preserving physical evidence of sexual misconduct, in particular sexual or relationship violence.
- d) Provide information on the availability of a medical forensic examination at no charge to the victim.
- e) Meet separately with the Complainant and the Respondent, interview them and identify additional witnesses.
- f) Collect, preserve and review available evidence, including information provided by the Complainant, the Respondent and witnesses and physical evidence such as documents, e- mails, photographs, video and

audio recordings, text messages and other available evidence.

- g) Interview other witnesses.
- h) Contact and cooperate with law enforcement, when applicable.
- i) Assess the credibility and reliability of the evidence.
- j) Issue a Title IX report summarizing all evidence and recommendations for resolution of the incident. The preponderance of the evidence standard means it is more likely than not that a fact is true or that an incident occurred.
- k) Complete an investigative report that is distributed to the Student Conduct Officer (if the Respondent is a student), the Office of Human Resources (if the Respondent is a faculty or staff member) or the Director or Vice President with authority to impose sanctions on the Respondent (if the Respondent is a third-party).
- l) Distribute investigative report to the Complainant and the Respondent.
- m) File the investigative report in the Title IX Office.

**Alternate Options for Resolution of Complaints**

Students who believe they are a victim of sex-based discrimination in an educational program may file a complaint under Title IX with the regional enforcement office of the Office for Civil Rights, U.S. Department of Education at the following address:

*Illinois:*

Office for Civil Rights, Chicago Office  
 U.S. Department of Education  
 Citigroup Center 500 W. Madison Street, Suite 1475  
 Chicago, IL 60661-4544 Telephone: (312) 730-1560  
 Facsimile: (312) 730-1576 Email:  
 OCR.Chicago@ed.gov

*Florida:*

Office for Civil Rights, Atlanta Office  
 U.S. Department of Education  
 61 Forsyth Street S.W., Suite 19T10  
 Atlanta, GA 30303-8927 Telephone: (404) 974-9406  
 Facsimile: (404) 974-9471 Email:  
 OCR.Atlanta@ed.gov

**Relationship between Human Resources and the Title IX Coordinator**

The process for conducting investigations of complaints against Respondents who are University

employees is similar to the process for investigating complaints against students, subject to University policies and procedures that apply to the Respondent. Human Resources has primary responsibility for investigations of complaints against employees, with support from the Title IX Coordinator to ensure that Complainant is provided all notices required by this policy and receives the appropriate supports as provided for in this policy. Investigative reports will be distributed to the Complainant and the Respondent employee and filed in the Title IX Office and in the Human Resources file related to the Respondent employee.

### **Relationship Between Law Enforcement Investigations and Internal Investigations**

Law enforcement agencies investigate to determine whether there has been a violation of criminal laws. The Title IX Coordinator investigates to determine whether there has been a violation of University policy. The investigations proceed concurrently, and the outcome of one investigation does not determine the outcome of the other investigation.

Occasionally, the Title IX Coordinator may need to briefly suspend the investigation at the request of law enforcement while the police are in the process of gathering evidence. The Title IX Coordinator will maintain regular contact with law enforcement to determine when it may complete its investigation. Even if the Title IX Coordinator's investigation is briefly suspended, the University will nevertheless communicate with the Complainant regarding his/her rights, procedural options, and the implementation of appropriate interim measures to assist and protect the safety of the Complainant and the campus community and to prevent retaliation. The Title IX Coordinator will promptly resume his or her investigation as soon as notified by the police department that it has completed its evidence gathering process, or sooner if the University determines that the evidence gathering process will be lengthy or delayed.

### **Grievance/Adjudication Procedures**

The process of formal review that will be followed by the University after an investigation is completed depends on the status of the Respondent. If the Respondent is a student, the Title IX Investigation Report will be submitted to the Office of Student Experience, where formal charges may result per the Student Conduct Process.

If the Student Conduct Process results in a finding that the Responding Student is Responsible, sanctions may include, but are not limited to, the remedies recommended in the Title IX Investigation

Report, including suspension or dismissal from the University.

Remedies, including, but not limited, to educational and developmental activities may be imposed on the Responding Student even if the Student Conduct Officer decides not to file formal charges.

Per Title IX, the standard of evidence in all sexual misconduct and relationship violence fact-finding and related disciplinary and grievance proceedings will be preponderance of evidence.

A copy of the final course of action will be kept on file in the Title IX Office.

If the Respondent is a University employee, the University's policies and procedures applicable to the employee will be followed.

The entire grievance process, including the investigation and all formal review processes must be completed within 60 calendar days of the incident.

### **Appeals**

If the Respondent is a student, the appeal process provided in the Student Conduct Process shall be available to the Complainant and the Responding Student.

If the Respondent is a tenured member of the NLU faculty and the Investigative Body established in the National Louis University Policy for Termination of Tenured Faculty for Cause, FP 115, determines there is not sufficient evidence to refer the Complaint for investigation by the Investigative Panel, the Complainant may file an appeal to the Investigative Panel by submitting the appeal in writing to the Vice President for Human Resources or designee. Upon receiving the appeal, the Investigative Panel will review the appeal and the record submitted by the Investigative Body and determine whether further investigation is warranted. The Investigative Panel will notify the Complainant and the Respondent of its final determination, including the results of any investigation it conducts regarding the complaint.

If the Respondent is a University employee who is not a tenured member of the NLU faculty, and the Vice President of Human Resources; designee finds that the Respondent did not engage in the conduct alleged by the Complainant or the Complainant disagrees with the sanction imposed on the Respondent, the Complainant may appeal in writing to the Vice President for Human Resources. Upon receiving the appeal, the Vice President for Human Resources or designee, who shall be someone other than the Vice President of Human Resources' designee, will review the appeal and the record submitted by the Director of Diversity and Employment. The Vice President for Human Resources or designee will notify the

Complainant and the Respondent employee of his or her final determination.

### **Conflicts of Interest**

The University does not allow conflicts of interest, real or reasonably perceived, by those investigating allegations under this policy or its related procedures. A conflict of interest exists when an individual's knowledge of the matter or personal or professional relationships with the Complainant, Respondent, or witnesses would preclude the individual from being able to investigate the case fairly and impartially. Individuals who wish to challenge an investigator because of a conflict of interest may do so by filing a challenge with the Title IX Coordinator or, in matters being investigated by the Office of Human Resources, the Vice President of Human Resources or designee. If the challenge is to the Title IX Coordinator, the challenge may be filed with the Vice Provost. If the challenge is to the Vice President of Human Resources' designee, the challenge may be filed with the Vice President of Human Resources.

### **Crime Reporting and Timely Warnings**

As part of its annual reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, as amended by the Violence Against Women Act, and related regulations, the University discloses statistics regarding domestic violence, dating violence, stalking, and sexual assaults that meet the definition of forcible and non-forcible sex offenses under federal law. The report, the Annual Security and Fire Safety Report, is published every October and is located on NLU website at [nl.edu/legalpages/consumerinfo/annualsecurityreport/](http://nl.edu/legalpages/consumerinfo/annualsecurityreport/).

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

### **Prevention Education and Training**

NLU will provide training on sexual misconduct prevention, reporting and response for all Responsible Employees and students through various platforms. Training is required of all Responsible Employees and will be provided online to faculty and staff at time of hire and annually. Students will be

offered online training at the time of New Student Orientation. Continuous training events and programming will be held virtually and on various campuses throughout the year for the NLU community including a robust Sexual Assault Prevention Month every April. Those University officials with increased duties of response, advocacy and confidentiality will be required to attend additional training.

### **Policy on Conceal and Carry**

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

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

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

### **Policy on Disruption of University Business or Events**

This policy applies to behavior that disrupts nonacademic University business/events and other disruptions falling outside the scope of the Disruptive Classroom Behavior policy found in this Guidebook under Academic Policies and Procedures. National Louis University recognizes a student's right to speak, inquire or dissent but requires that these freedoms be exercised in an orderly and responsible manner. The University prohibits any student or group of students from interfering with the personal rights of another individual, the carrying out of University business or the progress of any authorized University event.

Any student who causes disruption or interruption of University business or events may be asked by a University official to leave the premises for a temporary period. A few examples of potential disruption to university business or events includes, but is not limited to: excessive noise in hallways through loud conversation and/or arguments and/or using profane language on university property. Students are expected to display respect for other members of the community and cease the behavior of concern if approached by University staff. If behavior is repetitive, fails to stop when confronted, or is egregious the University official will then report the incident to the appropriate staff by completing an Incident Report [atnl.edu/letusknow](http://atnl.edu/letusknow).

#### Policy on Falsification of Records

Falsification of records and official documents is prohibited by the University. This includes altering academic or business records; forging signatures of authorization; or falsifying information on any other documents, including but not limited to transcripts, letters of permission, petitions, and drop-add forms. Forgery of any type, such as the alteration or misuse of University business or academic records or papers, is forbidden. Also expressly forbidden is the forgery of the signature of any employee of the University.

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

Any student found to have falsified records is subject to disciplinary action through the Student Conduct Process (p. 98).

#### Policy on Gambling

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

#### Policy on Greek Life

It is the responsibility of all students, staff, faculty and members of the University community to ensure an atmosphere of learning, social responsibility and respect for human dignity. This is achieved by providing positive influences and constructive development for current and aspiring members or participants of any group or organization at NLU. In accordance with Illinois law, National Louis strictly prohibits the practice of hazing of any student by other student or groups of students. Conduct that

would actively or passively support acts of hazing will not be tolerated.

Students, Student Groups, and Student Organizations found to be in violation of this Policy may face sanctions set forth in the Student Guidebook, as well as possible criminal prosecution. Silent participation or acquiescence in the presence of Hazing are not neutral acts; they are violations of this Policy and Student Guidebook.

#### **Student Organization Standards and Accountability**

Student Organizations are expected to abide by all University policies, including the policies in the Student Guidebook <https://www.nl.edu/studentservices/studentguidebook/>.

Be sure to review these policies to insure compliance. In addition to students being held responsible for their actions, including in their role as an officer a group or organization may be held responsible for the actions and behaviors of its member and guests. Please see Student Org policy and procedure for further disciplinary measures.

#### Policy on Hazing, Bullying and Cyber-Bullying

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

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

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

1. Any and all forms of strenuous physical activity which are not part of an organized constructive event and which may reasonably be expected to bring harm.
2. Paddling, beating, pushing, shaving, restraining, immobilizing, or striking.
3. Activities that result in the unreasonable loss of sleep or study time.

4. Forcing or coercing a person or persons to eat or drink amounts of any substance, including alcohol, drugs, foods or other substances.
5. Abduction and/or forced relocation or exposure to extreme weather.
6. Cruel psychological treatment.
7. The intentional creation of clean-up work or labor for new members by active/inactive members or alumni.
8. Nudity or lewd behavior.
9. Walking in a line/formation.
10. Wearing of a uniform.
11. Behavior which disrupts the normal functioning of the University; behavior which forces another person(s) to participate in an illegal, publicly indecent, or morally degrading activity; or behavior which violates rules, regulations, and policies of National Louis University.

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

### **Cyber-bullying and Social Media**

Cyber Bullying is defined as any activity that deliberately threatens, harasses, intimidates an individual, places an individual in reasonable fear of harm to the individual or damage to the individual's property; or has the effect of substantially disrupting the orderly operation of the individual's daily life via the use of electronic information and communication devices, to include but not be limited to: e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, social media sites, internet chat rooms, internet postings.

Cyber bullying by a member of the NLU community directed towards another is prohibited. It includes, but is not limited to:

1. Sending mean, threatening or harassing messages to another person through texts, e-mail, web pages, or instant messaging.
2. Spreading lies and rumors about victims through the internet or text messages.
3. Posting pictures without the consent of the individual.

4. Tricking someone into revealing their personal information and sending it to others.
5. Creating websites, polls, or blogs about the individual that are meant to embarrass or hurt the person.
6. Recording conversations or videos without the individual's consent and then posting it online.

The university may suspend network privileges for as long as necessary in order to protect the university's computing resources for violations of this policy. In addition, any violation of this policy is "misconduct" and subject to disciplinary action, up to and including dismissal for employees and expulsion for students, in accordance with the applicable disciplinary process. Additional sanctions may also include civil and/or criminal actions.

### **Intimidation**

Bullying, intimidation, and harassment: a person acts with the purpose to bully, intimidate, and harass another by:

1. Making, or causing to be made, a communication or communications (including the use of electronic and/or social media) anonymously or at extremely inconvenient hours, or in offensively coarse language, or any other manner likely to cause annoyance or alarm; or
2. Subjecting another to striking, kicking, shoving, or other offensive touching, or threatening to do so; or
3. Engaging in any other course of alarming conduct or of repeatedly committed acts with purpose to alarm or seriously annoy such other person, such that the behavior substantially disrupts or interferes with the orderly operation of the institution or the rights of other students to participate in or benefit from the educational program.

Any allegations of hazing, bullying or cyber-bullying are be promptly reported through an Incident Report at [nl.edu/letusknow](http://nl.edu/letusknow).

### **Policy on NLU Property**

Students are accountable for the care of any facility used by the University and for the property of the University and its students. Acts of vandalism, such as damage or destruction of property owned by the University or its students are prohibited. Theft of any kind, including seizing, receiving, or concealing property with the knowledge that it has been stolen, is forbidden. Sale or possession of property without the owner's permission is also prohibited. Repair or replacement costs and/or disciplinary action will

result when damage, liability, loss, or theft occurs. The University further reserves the right to contact local authorities to address those acts that are in violation of the law.

### ***Fire and Fire Safety***

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

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

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

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

Students are expected to comply with reasonable and lawful requests or direction by members of the faculty, administrative staff, and others acting in the performance of their official duties. Students are also expected to report any behavior or misconduct that appears to violate University policy by completing the appropriate form at [nl.edu/letusknow](http://nl.edu/letusknow). Failure to report an observed incident could result in a violation of this policy.

Students must respond promptly to summons from faculty members, administrative officer, residence hall staff, and officers involved in student conduct proceedings. It is considered a violation of the Standards of Student Conduct for a student to provide false or misleading information to a University official.

### **Policy on Standards of Dress**

National Louis requires students enrolled in the Kendall College of Culinary and Hospitality Management to dress appropriately for safety and strongly encourages students to dress in a way that conveys professionalism whenever on campus. All instructors, regardless of academic program, can require specific dress (e.g., business professional) for classes, guest speakers, field trips, presentations, career fairs, etc.

#### **Dress Code- Hospitality Management Program**

Students are strongly encouraged to dress in business casual attire whenever on campus. Business casual extends to footwear. Examples of business casual include:

- Pants paired with blazers, vests, tailored shirts, or sweaters
- Skirts paired with blazers, vests, tailored shirts, or sweaters
- Dresses or dresses paired with sweaters or blazers
- Appropriate footwear includes dress shoes, loafers, boots, flats, dress sandals, or deck or boat shoes

#### **Dress Code- Culinary Arts Program**

Culinary Arts students who are in a teaching kitchen, in culinary classes, baking and pastry classes, or representing the college are required to be dressed in full uniform. When on campus and not in culinary classes or the kitchens, students must be either in full uniform or adhere to the above referenced business casual guidelines. A partial uniform is not appropriate. Immediately upon entering campus, culinary students are required to change into appropriate attire. Students are not permitted to wear any part of their chef uniform off campus.

#### **Dress Code Enforcement**

Instructors will enforce the dress code in all Culinary and Hospitality classes. Instructors have the final decision making authority to determine whether or not a student's dress meets the dress code policy. First offenses will result in a conversation between instructor and student. Second offenses will be reported to the dean or program director and the Associate Director of Student Development. Third offenses will result in one of the following sanctions:

- Inability to participate in course
- Loss of participation points
- Lowering of final grade by one letter grade

Students with multiple offenses will be referred to the Associate Director of Student Experience and may face additional sanctions.

In the case when an instructor requires formal business attire and a student is not in compliance, the student will not be permitted to participate in class regardless of the number of offenses. Staff and faculty will also enforce the dress code policy when students are not in class. All dress code policy violations that occur outside of the classroom will be reported to the Associate Director of Student Development and students may be asked to leave the building. Students with multiple offenses may face sanctions.

#### Policy on Substance Abuse

In accordance with the Drug-Free Schools and Communities Act of 1989 National Louis University forbids the unlawful use, possession, distribution or sale of drugs or alcohol by a student or employee anywhere on University property, including University housing. Students receiving prescription medications from a physician must have a prescription in their possession. The University recognizes that many behaviors are restricted by state and federal laws. The basic premise of University discipline is to provide regulations for students in keeping with state and federal laws as well as to maintain an environment maximally conducive to education. While the University does not normally take disciplinary action for off-campus violations, it retains the right to act in special cases. With reference to drug violations, an individual suspected of drug abuse off-campus is subject to civil proceedings and will be addressed through the University discipline system if the off-campus actions impact the campus community. Students who reside in University housing, by doing so, consent to University housing regulations. As long as they reside in University housing, they are subject to University discipline.

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

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

assistance may contact the Office of Student Experience at 888.658.8632, x.3568.

Per the Drug-Free Schools and Communities Act, National Louis University works to foster a culture of care, where students are informed about the risks associated with consuming alcohol or drugs and the responsibility for healthy behavior and a safe learning environment is shared by all. The primary aspects of the University's policy on alcohol and other drugs are outlined below, please refer to the Student Wellness Page and the Annual Security Report for full policy details.

#### Student Wellness

<https://www.nl.edu/student-services/student-experience/student-wellness/alcohol-and-drugs/>

#### Annual Security Report

<https://www.nl.edu/legal-pages/consumer-info/annual-security-report-clery/>

#### Definitions

**Under the influence:** For the purpose of this policy, "under the influence" is when the student is affected by a substance, or the combination of a drug and alcohol, in any detectable manner. The symptoms of influence are not confined to those consistent with misbehavior or to obvious impairment of physical or mental ability such as slurred speech or difficulty in maintaining balance. A determination of influence can be established by professional opinion, or, in some cases, by a lay person's opinion.

**Reasonable suspicion:** a determination based on objective facts and inferences drawn from those facts as well as personal observations that suggest an individual is under the influence of a substance.

**On-campus:** Locations are considered on-campus if one of the following conditions are met:

1. Within a campus building or on campus property, including leased housing spaces and facilities
2. On public property within or immediately adjacent to the campus, including but not limited to the sidewalk, parking lot, and/or alley.
3. In or on non-campus buildings or property that the University uses for educational purposes, including but not limited to off-site teaching locations, internship sites, and/or student life activities.

#### Alcohol

NLU prohibits students, student groups and employees from the following unlawful and/or unauthorized conduct involving alcohol, including



being on campus or participating in University sponsored events under the influence of alcohol:

- Use, possession, distribution or sale of alcohol or containers that previously contained alcohol by anyone under 21 years of age;
- Use, possession, distribution or sale of alcohol or containers that previously contained alcohol anywhere on University property, regardless of age (except as expressly authorized by University facilities personnel);
- Providing alcohol to or procuring alcohol for anyone under 21 years of age;
- Intoxication that results in disruption of University business or raises concern for a student's well-being, regardless of age;
- Drinking games or other practices that promote intoxication or encourage participants to consume alcohol;
- Other violations of University policy or federal, state or local laws pertaining to alcohol.

### **Drugs**

NLU prohibits students, student groups and employees from the following unlawful and/or unauthorized conduct involving drugs or controlled substances, including being on campus or participating in University sponsored events under the influence of illegal drugs or controlled substances:

- Use, misuse, possession, manufacture, distribution or sale of illegal drugs or controlled substances (except as expressly permitted by legal authority, such as a student possessing a physician's prescription and using the substance only as prescribed);
- Use, possession, manufacture or distribution of any drug paraphernalia;
- Intoxication that results in disruption of University business or raises concern for a student's well-being;
- Being in the presence of the use or misuse of illegal drugs or controlled substances on University property;
- Other violations of University policy or federal, state or local laws pertaining to illegal drugs or controlled substances.
- Use or being under the influence of any marijuana, including medical marijuana on all University campuses and at any University sponsored event or activity.

### **Medical Marijuana and Legalization of Cannabis:**

In order to comply with the federal Drug-Free Schools and Communities Act, the University prohibits the use, manufacture, distribution, and possession of all marijuana, including medical marijuana, on campus, in housing and at any National Louis University sponsored event or activity off campus. Although Illinois state law permits the use of medical marijuana by persons possessing lawfully issued medical marijuana cards and recreational use is scheduled to be in effect January 2020, federal law prohibits such use. Therefore, as an institution that receives federal funds, the University must comply with federal law and is subject to the federal Drug Free Schools and Communities Act Amendments, which mandate that University communities be free of controlled substances (including marijuana). Thus, the use, possession, manufacture, distribution or being under the influence of any marijuana on University property or at University-related activities is prohibited and violates this policy.

### **Substance Use Response**

If a student is suspected of being under the influence the University reserves the right to remove the student from the on-campus location. The University will take safety precautions when a student is suspected to be under the influence of a prohibited substance, including securing safe transportation and reporting the incident for investigation and sanctioning through the Student Conduct Process. The University reserves the right to call law enforcement and/or paramedics if the University Official is concerned for the safety and well-being of the student.

### **Sanctions**

Disciplinary sanctions that National Louis University may impose for violations of University policies are found under the Student Conduct Process (p. 98) section of this catalog. Students in violation of state, federal or other local regulations with respect to alcohol, illegal drugs or controlled substances may be subject to both criminal prosecution and University disciplinary action, including criminal charges and/or suspension or exclusion from the University. For more information on legal sanctions for violating federal, state or local law, refer to <http://www.dea.gov/druginfo/ftp3.shtml>).

### **Effects of Alcohol and Drug Use**

Even occasional use of alcohol or drugs can have lasting impacts on health and behavior. Some of these

effects include impaired judgment, addiction, negative physical symptoms, negative impact on relationships, reduced brain activity, increased risk of cancer and other organ damage and death. For a complete list of health effects and warning signs of alcohol or drug abuse, see [www.nl.edu/student-services/student-experience/student-wellness/alcohol-and-drugs/](http://www.nl.edu/student-services/student-experience/student-wellness/alcohol-and-drugs/).

#### **Treatment Resources**

The University urges students who are experiencing alcohol or drug related concerns to seek help immediately. For a list of assessment tools to determine if you or someone you care about may be struggling with alcohol or drugs, see [www.nl.edu/student-services/student-experience/student-wellness/alcohol-and-drugs/](http://www.nl.edu/student-services/student-experience/student-wellness/alcohol-and-drugs/).

Additionally, the following treatment centers are located near NLU campuses:

- **Peer Services, Inc.** - Adult and adolescent outpatient services. Evanston/Glenview <http://peerservices.org/>
- **Gateway Foundation**- Chicago West- Adult inpatient and outpatient treatment center. Multiple locations across northern, central and southern Illinois <http://recovergateway.org/>
- **Harborview Recovery Center** - Adult inpatient and outpatient treatment. Chicago <http://www.presencehealth.org/medical-services-behavioral-health-addiction-treatment>

**To find additional treatment centers in your area and learn more about which treatment center may be right for you, check out** <http://www.recovery.org/>.

Policy on Violations of University Policy, State or Federal Laws

Students are expected to comply with all local, state, and federal laws and ordinances. They are subject to all rules and regulations, both academic and co-curricular, developed by the University and included in any of its publications. A student alleged to have violated one or more rules, laws, or regulations will be subject to disciplinary action in accordance with the Student Conduct Process (p. 98) and/or disciplinary action by the civil authorities.

Policy on Violence, Threats of Violence, and Weapons

National Louis University strives to maintain an environment that is free from intimidation, threats (direct or implied) or violent acts. The University maintains a zero tolerance policy for any violence on

the University premises or in connection with the University's programs and activities. Violence includes physically harming another person or oneself, shoving, pushing, intimidation, coercion, making threats of violence or self-harm, as well as the carrying of or use of weapons. Violent behavior may include oral or written statements, gestures, social media exchanges, or expressions that communicate a direct or indirect threat of physical harm or intimidation. Any object, regardless of its nature or intended purpose, is considered a weapon when used in a threatening or violent manner.

#### **Procedure**

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

#### **Student Conduct Process**

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

1. Counseling students involved in student conduct matters.
2. Processing communication and maintaining a central file of student conduct records.
3. Maintaining student rights and responsibilities through equity and accountability to University policies.
4. Mediating conflict between students.
5. Collaborating across the university to ensure student safety and success.

National Louis University focuses attention on the development of a student's potential by encouraging

self-awareness, fostering a respect for the experiences of others, and encouraging cooperation with the expectations of the University. Therefore, the Student Conduct Process provides opportunity for students to:

1. Reassess those aspects of their personal behavior that necessitated University intervention.
2. Increase their awareness of the expectations that the campus community holds.
3. Accept responsibility for modifying their behavior to better meet these responsibilities.
4. Continue their education and development through their student conduct experience. Such a program requires a positive regard for the welfare of the individual student and a rational commitment to resolving student conduct situations in a constructive and educational manner. Additionally, sanctions may be imposed as an expression of the community's interest in achieving a positive living and learning environment.

#### **Conduct Process Overview**

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

1. Incident Report or Complaint received
2. Incident is assessed for possible policy violation.
3. Upon assessment of incident, incident is documented in online Student Conduct management system. If incident does not rise to the level of a policy violation, incident is dismissed and does not constitute a record of student conduct. Except in cases pursuant to the Comprehensive Sexual Misconduct and Relationship Violence The reporter will be notified of this decision.
4. Informal Resolutions are determined by the administrator, as well as the severity of the policy violation. Informal Resolutions are an educational tool to prevent the recurrence of behavior. Informal Resolution will not be considered a part of a permanent conduct file, however, will be documented and considered in the event of future conduct violations, except in cases pursuant to the Comprehensive Sexual Misconduct and Relationship Violence
5. Formal Resolutions are determined by the administrator, as well as the severity of the policy violation. The purpose of a formal resolution is to determine if the Responding Student holds any responsibility for the policy violations.

- a. Administrative Action: If the Responding Student assumes Responsibility for the violation(s), the Office of Student Experience reviews the case and may impose sanctions.
  - b. Student Conduct Hearing: If the Responding Student does not assume Responsibility for the alleged violation(s) or a hearing is required pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the Office of Student Experience will convene a Student Conduct Hearing Committee. The Student Conduct Hearing Committee is comprised of an Office of Student Experience staff member (serves as hearing administrator) and two trained faculty/staff members of the Student Conduct Hearing Board. In hearings conducted pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the members of the Hearing Committee will have received training related to sexual violence, domestic violence, dating violence and other training required by law.
6. Written notice of the results of the formal resolution is provided.
  7. If applicable, Responding Students are provided the right to appeal the outcome of the process pursuant to the right to appeal outlined below.

#### **Investigative Process Overview**

1. The Office of Student Experience reviews the Incident Report, meets with all involved parties to investigate the incident, and collects evidence. This may include the reporting party (the Complainant), the Responding Student and any witnesses who may have information related to the incident.
2. When an allegation is made that a student engaged in conduct prohibited by the Comprehensive Sexual Misconduct and Relationship Violence policy, the Title IX Coordinator or designee is responsible for conducting the investigation that informs the Student Conduct Process and for providing the information, support and services required by the Comprehensive Sexual Misconduct and Relationship Violence policy.
3. At any point during the Student Conduct Process, the Office of Student Experience or the Title IX Coordinator or designee may place interim restrictions or requirements on a Responding Student or other involved parties to ensure the safety and security of the campus community.

These actions include, but are not limited to, no contact orders, limiting presence on campus or modifications to class attendance. In situations where temporary suspension is recommended, the decision rests with the Office of Student Experience, Title IX Coordinator or designee.

4. During investigative interviews, the Office of Student Experience provides the Responding Student with a copy of the Incident Report, the University policies, and explains the Student Conduct Process to all involved parties. Investigations of complaints subject to the Comprehensive Sexual Misconduct and Relationship Violence policy will be conducted pursuant to that policy.
5. The investigator will use a preponderance of the evidence standard (“more likely than not”) in determining whether the Responding Student violated any policies or rules of the University. For investigations conducted pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the Title IX Coordinator or designee will issue an Investigative Report with recommendations for resolution of the incident and will distribute the Report to the Office of Student Experience when the Responding Student is a student.
6. Following the completion of the investigation, the Office of Student Experience or the Title IX Coordinator or designee will communicate in writing via NLU email to notify the Complainant and Responding Student whether formal charges will result from the alleged behavior within three business days. Investigations of complaints subject to the Comprehensive Sexual Misconduct and Relationship Violence policy will be conducted pursuant to that policy.
7. If no formal charges result, the Student Conduct Process is complete and this incident does not constitute a student conduct record for the Responding Student. For complaints subject to the Comprehensive Sexual Misconduct and Relationship Violence policy, however, the Complainant may file an appeal with the Vice Provost Advising and University Registrar or designee and request a hearing according to that policy. The Vice Provost Advising and University Registrar or designee will review the investigative file and the appeal and determine whether the evidence indicates a hearing is appropriate.
8. If formal charges result or a hearing is scheduled pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the written communication shall include:

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

#### ***Student Rights and Procedural Considerations***

The following procedures are designed to determine, without bias, what is best for the Complainant, the Responding Student and the NLU community.

1. The Responding Student is entitled to a Student Conduct Hearing if the matter cannot be resolved through Administrative Action. Reasonable efforts will be made to hold the hearing in not less than 5, nor more than 15 business days from the date of the charge notification, unless the Responding Student expressly waives all or part of the notice period or a continuance is granted by the Office of Student Experience.
2. The Complainant in hearings related to the Comprehensive Sexual Misconduct and Relationship Violence policy shall have the opportunity to request that the hearing begin promptly and proceed in a timely manner.
3. The Complainant and the Responding Student will be notified of the time and place of the hearing at least 5 business days prior to the hearing date. At the time of this notification, the Office of Student Experience will provide the names of available witnesses and any available evidence to the Complainant and the Responding Student. If the Complainant or the Responding Student wishes to bring witnesses to the hearing, they must provide the names of witnesses and any related materials within 2 business days of the date of the hearing. All individuals who participate as witnesses must submit a written statement as directed by the Office of Student Experience. The number of witnesses permitted to attend any hearing is at the discretion of the hearing administrator.
4. The Complainant and the Responding Student may challenge the participation of any member of the Student Conduct Hearing Committee for good and substantial reasons, including a conflict of interest, and request the substitution of that member of the Hearing Committee. The challenge and request for substitution must be filed in writing with the hearing administrator no later than 2 business days before the scheduled commencement of the hearing. The committee member’s continued participation is at the discretion of the hearing

administrator. Challenges to the participation of the hearing administrator will be submitted to the Vice Provost Advising and University Registrar or designee no later than 2 business days before the scheduled commencement of the hearing. The hearing administrator's participation is at the discretion of the Vice Provost Advising and University Registrar or designee.

5. The Complainant and the Responding Student may appear in person and present evidence. The Complainant and the Responding student will not be compelled to attend the hearing or to make statements or testify at the hearing. If the Complainant or the Responding Student does not attend, the hearing body may proceed in his/her absence. The absence of the student will be noted in the record without prejudice.
6. The Complainant and the Responding Student may be assisted during the hearing by an advocate of his/her choosing. The advocate will not be permitted to participate directly in the hearing and will be available only to consult privately with the student regarding questions the student may have during the course of the hearing. Decisions regarding the extent of advocate/student consultation will be determined by the hearing administrator.
7. All proceedings are closed to the public. Persons in attendance shall be limited to members of the hearing body, Complainant, Responding Student, Complainant's advocate, Responding Student's advocate, witnesses and Title IX Coordinator where appropriate. All persons involved in a proceeding shall agree to hold information related to the student conduct case confidential.
8. It is within the discretion of the hearing administrator to determine whether witnesses may be present at the hearing when they are not testifying.
9. The Complainant and the Responding Student and their advocates may be present for the entire hearing.
10. In hearings proceeding pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the Complainant is entitled to the same procedural rights afforded to the Responding Student.
11. Hearing Committees are required to determine whether the Responding Student is Responsible or Not Responsible for each alleged violation. The decision of the Hearing Committee shall be made only on the basis of statements and other evidence relevant to the case. The standard of review used to reach a decision is preponderance of evidence, or

"more likely than not." Decisions of the Hearing Committee will be determined by simple majority. If the Hearing Committee determines that a Responding Student is responsible for a violation of University policy, the Responding Student's past offenses or other relevant information may be considered for purposes of determining sanctions.

12. The Responding Student and Complainant are each entitled to written notice of the results of the Student Conduct Hearing sent via NLU email no later than 7 calendar days after the hearing date.
13. An audio recording of the Student Conduct Hearing shall be made by the hearing administrator and filed in the Office of Student Experience. The Complainant and the Responding Student may request access to the audio recording.

#### ***Format of Student Conduct Hearing***

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

- a. The charges stated and the case presented by the hearing administrator.
- b. A statement made by the Complainant.
- c. A statement made by the Responding Student.
- d. A statement made by the witnesses, if appropriate.
- e. Questions are asked by members of the Student Conduct Hearing Committee. If the Complainant or Responding Student has questions during the proceeding, the questions will be submitted in writing to the hearing administrator. The hearing administrator has the discretion to determine whether proposed questions are relevant to the proceedings and consistent with University policy. Only the hearing administrator will read questions submitted by the Complainant or Responding Student.
- f. Any final statements made by the Complainant.
- g. Any final statements made by the Responding Student.
- h. Closing statements made by the hearing administrator notifying hearing body of deliberation instructions and notifying involved parties of decision timeline.

i. In hearings conducted pursuant to the Comprehensive Sexual Misconduct and Relationship Violence policy, the Complainant has the right not to provide opening or closing statements, or testify in the presence of the Responding Student. When the Complainant asserts this right, the University will provide a procedure in which the Complainant is allowed to speak to the Hearing Committee outside the presence of the Responding Student. The procedure will allow the Responding Student to hear the Complainant's statement or testimony without being physically present in the hearing room.

### **Sanctions**

The following sanctions may be imposed upon students found Responsible for violations of University regulations:

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

Note: Sanction #5-6 shall be imposed only by the President.

### **Right of Appeal**

The Complainant or the Responding Student have the right to appeal when they allege a procedural error occurred, new information exists that would substantially change the outcome of the finding or the sanction is disproportionate to the violation. The appeal must be submitted in writing no later than 10 days after notification of the decision. This appeal must be made to the Vice Provost Advising and University Registrar or designee, 122 S. Michigan

Ave., Chicago, IL 60603. The Vice Provost Advising and University Registrar or designee will review the appeal and the record. The Complainant and the Responding Student will be notified within 7 calendar days after a decision regarding the appeal has been made.

### **Records of Student Conduct Matters**

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

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

### **Conflicts of Interest**

With the exception of the process for challenging members of the Hearing Committee described previously in this section, if there is a real or perceived conflict of interest involving the actions of the designated University official or University office typically responsible for handling matters of concern, the Complainant or the Responding Student may challenge the participation of the official or University office for good and substantial reasons. The challenged member's continuation is at the discretion of the Vice Provost Advising and University Registrar.

Alternate representatives may include the Office of Student Experience, the Title IX Coordinator, the University Ombudsman, the Provost's Office or the Office of Human Resources. The alternate University representative or office may then designate an impartial and appropriate University official to resolve the matter following applicable University policy.

A conflict of interest exists when an individual's knowledge of the matter or personal or professional relationships with the Complainant, respondent, or witnesses would preclude the individual from being able to investigate or adjudicate the case fairly and impartially.

Challenges to the participation of the Title IX Coordinator in matters related to the Comprehensive Sexual Misconduct and Relationship Violence policy are subject to the provisions of that policy.

## DEGREES OFFERED

### Associate Degrees

Baking and Pastry, A.A.S. (p. 138)

Culinary Arts, A.A.S. (p. 139)

### Baccalaureate Degrees

Applied Behavioral Sciences, B.A. (p. 109)

Applied Communications, B.A. (p. 244)

Business Administration, B.A. (p. 246)

Computer Science and Information Systems, B.S. (p. 247)

Criminal Justice, B.A. (p. 250)

Culinary Arts, B.A. (p. 140)

Early Childhood Education, B.A. (p. 235)

Early Childhood Practice, B.A. (p. 239)

Elementary Education, B.A. (p. 241)

Health Care Leadership, B.S. (p. 111)

Hospitality Management, B.A. (p. 142)

Human Services, B.A. (p. 252)

Human Services/Psychology, B.A. (p. 254)

Management, B.S. (p. 113)

Psychology, B.A. (p. 256)

Social Science, B.A. (p. 259)

### Master's Degrees

Applied Behavior Analysis, M.S. (p. 116)

Business Administration, M.B.A. (p. 126)

Counseling, M.S. (p. 118)

Curriculum and Instruction with Advanced Professional Specializations, M.Ed. (p. 150) (p. 151)

Early Childhood Administration, M.Ed. (p. 152)

Early Childhood Education, M.A.T. (p. 153)

Early Childhood Education, M.Ed. (p. 158)

Educational Leadership, M.Ed. (p. 159)

Elementary Education, M.A.T. (p. 168)

General Special Education, M.Ed. (p. 173)

Health Services Administration, M.H.A. (p. 120)

Human Resource Management and Development, M.S. (p. 122)- Dual Degree (p. 305)

Human Services Management, M.S. (p. 123)

Industrial and Organizational Psychology, M.S. (p. 124)- Dual Degree (p. 305)

Learning Sciences Education, M.Ed. (p. 174)

Mathematics Education, M.Ed. (p. 177)

Middle Grades Education, M.A.T. (p. 177)

Psychology, M.A. (p. 128)

Public Administration, M.P.A. (p. 130)

Reading, M.Ed. (p. 183)

Secondary Education, M.A.T. (p. 186)

Special Education, M.A.T. (p. 188)

Special Education, M.Ed. (p. 192)

Teacher Leadership, M.Ed. (p. 194)

Teaching, Learning, and Assessment, M.Ed. (p. 202)

Written Communication, M.S. (p. 129)

### Educational Specialist Degrees

Applied Behavior Analysis, Ed.S. (p. 117)

Curriculum and Instruction with Advanced Professional Specializations, Ed.S. (p. 151)

Educational Leadership, Ed.S. (p. 159)

Higher Education Leadership, Ed.S. (p. 121)

Learning Sciences Education, Ed.S. (p. 176)

School Psychology, Ed.S. (p. 185)

Teacher Leadership, Ed.S. (p. 196)

Teaching and Learning, Ed.S. (p. 197)

### Doctoral Degrees

Community Psychology, Ph.D. (p. 132)

Educational Leadership, Ed.D. (p. 207)

Educational Psychology/Human Learning and Development, Ed.D. (p. 209)

Higher Education Leadership, Ed.D. (p. 133)

School Psychology, Ed.D. (p. 210)

**Teaching and Learning, Ed.D. (p. 212)**



## CERTIFICATES

### Baccalaureate Certificates

Financial Operations, Baccalaureate Certificate (p. 252)

Professional Cookery, Baccalaureate Certificate (p. 145)

### Graduate Certificates

General Psychology, Graduate Certificate (p. 120)

Psychological Assessment, Graduate Certificate (p. 127)

## NON-DEGREE ENDORSEMENT OFFERINGS

Bilingual Education Endorsement (p. 219)

Bilingual Special Education Approval (p. 219)

Director of Special Education Endorsement (p. 220)

Early Childhood Education Subsequent Teaching  
Endorsement (p. 221)

Early Childhood Special Education Endorsement (p.  
222)

Elementary Education Subsequent Teaching  
Endorsement (p. 222)

English as a Second Language/ Bilingual  
Endorsements (p. 223)

English as a Second Language Endorsement (p. 223)

English as a Second Language Special Education  
Approval (p. 224)

Learning Behavior Specialist I (LBS I) Endorsement  
(p. 225)

Learning Behavior Specialist II (LBS II) Endorsement  
(p. 225)

Middle Grades Education Subsequent Teaching  
Endorsement (p. 226)

Reading Specialist Endorsement (p. 227)

Reading Teacher Endorsement (p. 227)

School Counseling Endorsement (p. 228)

Secondary Education Subsequent Teaching  
Endorsement (p. 228)

Special Education Subsequent Teaching  
Endorsement (p. 231)

Superintendent Credential (p. 232)

Teacher Leader Endorsement (p. 233)

# GENERAL EDUCATION CORE

## General Education Philosophy

Consistent with the University mission, the general education core provides the foundation to develop the breadth of knowledge, intellectual skills, and collaborative and civically-minded perspective that all NLU graduates will demonstrate. A coherent general education core is fundamental to further, more specialized study and serves as a catalyst for lifelong learning and professional success. The core enables students to acquire critical inquiry skills and to recognize the interrelationships of areas of study.

## Integrated Competencies

The following learning outcomes, based on the Degree Qualifications Profile, are integrated throughout the student's academic experience in the university and as a part of their General education coursework:

### Specialized Knowledge

Students identify core practices and terminology related to general education studies. Students investigate trends, analyze facts and form interpretations to generate cohesive arguments. Students utilize technology to deliver written and oral communications.

### Broad, Integrative Knowledge

Students consolidate learning from the five fields of study and to discover and explore concepts and questions that bridge these essential areas of learning.

### Intellectual Skills

Students develop both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engagement with diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency, emphasizing the importance of making, confronting and interpreting ideas and arguments from different points of reference (e.g., cultural, technological, political).

### Applied and Collaborative

Students demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom, including research and creative activities involving both

individual and group effort and may include practical skills crucial to the application of expertise.

### Civic and Global Learning

Students demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

### Professional Practice

Students cultivate skills necessary for a career readiness, including: decision making, change management, negotiation, organization and prioritization, leadership, teamwork, and emotional intelligence.

### Fields of Knowledge

#### **1. Communications**

#### **3 courses , 2 writing and 1 Speech**

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

**Appropriate coursework or experiences:** Oral and written communications

#### **2. Humanities**

#### **3 courses, at least 1 Humanities and 1 Fine Arts**

Students will examine the human condition through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion and ethics. They will also be exposed to, experience, participate in and create artistic expression in a variety of forms and contexts.

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

#### **3. Mathematics**

**1 course**

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

**Appropriate coursework or experiences:**  
Mathematics/statistics, research methods

**4. Physical and Life Sciences**

**2 courses, 1 Physical Science and 1 Life Science, at least 1 must have a lab designation**

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

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

**5. Social and Behavioral Sciences**

**3 courses, at least 2 disciplines represented**

Students will analyze the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks. Additionally, they will identify concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.

**Appropriate coursework or experiences:**  
Anthropology, economics, geography, cultural and ethnic history, political science, sociology, psychology and related behavioral science areas.

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

NLU requires all students to have a minimum of 60 quarter hours of coursework (or the equivalent) in general education credit, meeting the course requirements for each field as described above. Many degree programs have additional general education

requirements beyond the 60 quarter hour minimum. Please refer to the individual program descriptions.

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

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

## COLLEGE OF PROFESSIONAL STUDIES AND ADVANCEMENT

### Mission Statement

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

### IACBE Accreditation

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

Bachelor of Arts in Business Administration (p. 246)

Bachelor of Science in Health Care Leadership (p. 111)

Bachelor of Science in Management (p. 113)

Master of Business Administration (p. 126)

Master of Health Administration in Health Services Administration (p. 120)

Master of Science in Human Resource Management and Development (p. 122)

### College of Professional Studies and Advancement Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 107).

Admission Requirements

Requirements for admission to the College of Professional Studies and Advancement are the same as those for admission to National Louis University (p. 12). Specific programs, however, may have additional admission requirements.

Academic Standards

Students enrolled in the CPSA undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 28) of this catalog.

### Applied Behavioral Sciences, B.A.

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

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

#### **Program Learning Outcomes (PLOs):**

PLO1. Students will demonstrate appropriate critical thinking and decision-making skills.

PLO2. Students will demonstrate the ability to develop and demonstrate effective communication competencies.

PLO3. Students will demonstrate the ability to identify and apply effective methods of problem solving and conflict resolution across diverse contexts.

PLO4. Students will demonstrate the ability to apply knowledge of adult development and learning to understand human and organizational behavior.

PLO5. Students will demonstrate the ability to analyze how difference is constructed and its relationship to personal and professional values.

PLO6. Students will be able to demonstrate research skills employed in the social and psychological sciences to examine and explain human behavior.

PLO7. Students will be able to demonstrate the ability to create a portfolio that showcases transferable skills and transformative learning.

#### **Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Requires a minimum of 90 QH of previous college credit to be admitted
- Up to 60 QH of technical credit may be transferred
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as

determined appropriate by the faculty, toward program major requirements

- The program core must be completed with a grade of "C" or better
- Students may complete a minor or concentration, listed below

**Minors:**

- Criminal Justice (p. 261)
- English (p. 261)
- Mathematics (p. 261)
- Psychology (p. 262)
- Psychology/Human Development (p. 262)
- Science (p. 263)
- Sociology and Anthropology (p. 263)

**Concentrations:**

- Aging Studies (p. 300)
- Urban and Policy Studies (p. 303)
- International Management (p. 302)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)

**Required Courses**

Communications

One written communications course and one oral communications course

ENG 101	Beginning English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities

PHI 107	Ethics, Logic and Critical Inquiry	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

ART 102	Art Appreciation I	2
ART 103	Art Appreciation II	3

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

Quantitative Reasoning

MTH 101	Introduction to Mathematical Concepts	5
	or	
MTH 102	Statistical Foundations	5

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

Physical and Life Sciences

SCI 101	Physical Science	5
	or	
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social Sciences

HIS 102	Introduction to Political Science	5
	or	
HIS 203	Survey of U.S. History	5

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

Behavioral Science

PSY 101	Introduction to Psychology	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Additional General Education

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

Program Core - 58 QH

ABS 400	Methods of Inquiry in the Behavioral Sciences	5
ABS 401	Independent Inquiry in the Behavioral Sciences	2
ABS 305	Philosophy of Values and Ethics	5

ABS 300	Adult Development and Learning Assessment	5
ABS 340	Effective Interpersonal Relationships	5
ABS 309	Critical Thinking & Writing	2
ABS 331	Dynamics of Group Behavior	5
ABS 406	Leadership in a Changing World	5
ABS 407	Applied Communication in Society	5
ABS 426	Critical Perspectives of Difference	5
ABS 430	Economic Models of Behavior	5
ABS 431	Organizational Behaviors and Professional Development	5
ABS 435	Senior Seminar: Integrating the Applied Behavioral Sciences	2
LIBR 300	Library Research for the Social Sciences	2

Electives - 62 QH

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

**For more information about this program, visit**

<http://www.nl.edu/academics/socialbehavioralsciences/bachelors/baappliedbehavioralsciences/>

## Health Care Leadership, B.S.

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

Students applying to the B.S. in Health Care Leadership program are subject to the Undergraduate Admission Requirements. (p. 12)

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to utilize written and oral communication skills to convey health care issues to colleagues, administration, patients, and the public. (Domain: Communication Skills)

PLO2. Students will demonstrate the ability to practice effective team work in health care situations. (Domain: Leadership; Teamwork)

PLO3. Students will demonstrate the ability to construct and deliver health care presentations locally and at the state level. (Domain: Presentation Skills)

PLO4. Students will demonstrate the ability to analyze health care situations and solve problems within their professional practice areas from legal, ethical, cultural, clinical, and financial perspectives. (Domain: Ethical and Legal Issues; Diversity; Financial Issues)

PLO5. Students will demonstrate the ability to analyze compliance with human resource guidelines and policies of the institution, and state and federal laws and regulations. (Domain: People Resources)

PLO6. Students will demonstrate the ability to formulate and implement a strategic plan on a departmental level. (Domain: Strategic Analysis; Strategic Planning)

### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students may complete a concentration, listed below

### Concentrations:

Aging Studies (p. 300)

Entrepreneurship (p. 301)

Human Resource Management (p. 301)

International Management (p. 302)

Leadership (p. 302)

Leadership Foundations (p. 302)

Long-Term Care Administration (p. 303)

Urban and Policy Studies (p. 303)

### Required Courses

Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

Student Success Seminar

GEN 103	Student Success Seminar	5
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Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement. Fully-online students are required to complete this course.

Communications

One written communications course and one oral communications course

ENG 101	Beginning English Composition and	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities

PHI 107	Ethics, Logic and Critical Inquiry	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

ART 102	Art Appreciation I	2
ART 103	Art Appreciation II	3

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

Quantitative Reasoning

MTH 102	Statistical Foundations	5
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Physical and Life Sciences

SCI 101	Physical Science	5
	or	
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social Sciences

HIS 102	Introduction to Political Science	5
	or	
HIS 203	Survey of U.S. History	5

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

Behavioral Science

PSY 101	Introduction to Psychology	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Additional General Education

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

Health Care Leadership Major - 59 QH

Gateway Courses - 5 QH

HCL 301	Overview of Health Care Delivery	5
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Core Courses - 54 QH

HCL 311	Professional Writing and Presentation Skills in Health Care	5
HCL 316	Team Development in Health Care	5
HCL 320	Educational Delivery and Assessment in Health Care	5
HCL 326	Critical Thinking in Health Care	5
HCL 350	Quality Analysis and Improvement in Health Care	2
HCL 410	Health Care Supervision and Human Resources	5
HCL 416	Financial and Physical Resource Administration	5
HCL 421	Ethical and Legal Issues in Health Care	5
HCL 426	Health Care Information Systems	5
HCL 431	Marketing of Health Care Services	5
HCL 499	Strategic Analysis and Planning in Health Care	5
PJM 300	Overview of Project Management	2

Electives - 61 QH

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

**For more information about this program, visit <http://www.nl.edu/academics/healthhumanservicesbachelors/bshealthcareleadership/>**



## Management, B.S.

This program, offered in both blended (a combination of face-to-face and online) and online-only formats, is designed for students who are current or aspiring managers or those professionals who take on management functions in their organizations.

Students gain experience necessary to create and maintain strategic advantage of an organization through leveraging human, fiscal, and information resources.

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to apply management and leadership theories to complex organizational issues.

PLO2. Students will demonstrate the ability to identify, collect, and analyze financial, economic, and operational data, and present recommendations for managerial action.

PLO3. Students will demonstrate the ability to manage projects utilizing a variety of productivity tools.

PLO4. Students will demonstrate the ability to develop a marketing strategy for a product or service.

PLO5. Analyze a strategy and predict its impact on an organization.

### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students may complete a minor or concentration, listed below

### Minor:

- Applied Communications (p. 264)
- Criminal Justice (p. 261)

### Concentrations:

- Aging Studies (p. 300)
- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- International Management (p. 302)
- Leadership (p. 302)

- Leadership Foundations (p. 302)
- Urban and Policy Studies (p. 303)

### Required Courses

#### Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

#### Student Success Seminar

GEN 103	Student Success Seminar	5
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Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement. Fully-online students are required to complete this course.

#### Communications

One written communications course and one oral communications course

ENG 101	Beginning English Composition and	5
ENG 203	Effective Speaking for the Undergraduate	5

#### Humanities

PHI 107	Ethics, Logic and Critical Inquiry	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

#### Fine Arts

ART 102	Art Appreciation I	2
ART 103	Art Appreciation II	3

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

#### Quantitative Reasoning

MTH 102	Statistical Foundations	5
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#### Physical and Life Sciences

SCI 101	Physical Science	5
	or	
SCI 102	Survey of Biological Science with Lab	5

or

SCI 225 Human Impact on Environment 5

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

Social Sciences

HIS 102 Introduction to Political Science 5

or

HIS 203 Survey of U.S. History 5

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

Behavioral Science

PSY 101 Introduction to Psychology 5

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

Additional General Education

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

Management Core - 54 QH

BUS 430 Management and Leadership 5

BUS 431 Professional Communication for Managers 5

BUS 450 Data Analysis for Managers 5

BUS 452 Legal and Corporate Governance Issues in Management 2

BUS 453 Ethical Conduct and Social Responsibility in Management 2

BUS 499 Strategic Management 5

ECO 440 Economics for Managers 5

FIN 444 Finance and Accounting Concepts for Managers 5

MIS 436 Technology Applications in Management 5

MKT 458 Marketing for Managers 5

OBD 432 Organizational Behavior 5

PJM 454 Project Management 5

Electives - 66 QH

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

**For more information about this program, visit** <http://www.nlu.edu/academics/businessbachelors/bsmanagement/>

## College of Professional Studies and Advancement Graduate

### Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 13), the College of Professional Studies and Advancement requires the following:

- A professional resume. (In lieu of a resume, U.S. military personnel may submit a copy of their DD214 and U.S. government employees may submit a copy of their SF171.)

Applicants with bachelor's degrees from non-regionally accredited U.S. institutions may be admitted with two-course review status, subject to the decision of the program. The institution awarding the bachelor's degree must be accredited by an accrediting agency recognized by the United States Department of Education. The U.S. Department of Education maintains a database of institutions accredited by such agencies.

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

### Status of Admitted Students

#### Full Admission

Students who meet all admission criteria without qualification are granted full admission status.

#### Admitted with Two-Course Review Status

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

A student admitted with two-course review status must maintain a GPA of 3.0 in either the first two graded courses (generally, a minimum of five semester hours combined). These courses may not be extension courses, workshops, transfer credits, independent studies or internships/practicum, except when taken by veterans receiving benefits. If the student has a minimum 3.0 GPA at the end of the review period, he or she will gain good academic standing. If the student's GPA falls below 3.0 at the end of the review period, he or she will be dropped from the graduate school.

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

#### Academic Policies

##### ***Degree Requirements***

In addition to the university-wide requirements, the College of Professional Studies and Advancement requires the following:

- Graduate and doctoral students must fulfill all degree requirements within 10 years from the beginning of the first course taken at NLU in the specific program to which they are admitted. Specific graduate programs may have additional degree requirements. See programs for details.

##### ***Transfer between Graduate Programs***

Please see Enrollment and Registration Policies (p. 37) for more information.

##### ***Transfer of Credit***

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

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

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

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

##### ***Required Course Waiver***

Students may request a waiver for one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. The waiver does not grant equivalent credit toward the degree; it permits the

student to substitute an appropriate elective course for the waived course. The student and advisor must complete a Student Adjustment Form and submit it with appropriate documentation to the Dean or Dean's designee. If approved, the waiver is entered in the degree audit system.

##### ***Dissertation Completion***

In addition to completing all required coursework, dissertation defense, and other program requirements, candidates for doctoral degrees of the College of Professional Studies and Advancement (CPSA) are required to electronically submit their dissertations to the Library via Digital Commons @ NLU (<http://digitalcommons.nl.edu>) for archiving and accessibility.

- Candidates apply for their diploma during their final term at NLU in accordance with quarterly degree finalization deadlines posted in the official NLU calendar.
- Diploma application alerts the Registrar's office to conduct a degree audit to ensure that all required coursework has been completed and all grades have been entered on the candidate's transcript.
- The candidate must successfully defend the dissertation. Successful defense of the dissertation is documented by a completed dissertation signature page transmitted to the respective Office of the Dean by the designated College officer.
- The candidate's degree will be conferred at the end of the term in which the defense occurs upon receipt of the completed dissertation signature page by the Registrar.
- The candidate submits an electronic copy of their dissertation to the Library via Digital Commons @ NLU (Instructions are found here: <http://libguides.nl.edu/dc/dissertations>).
- Upon publication of the dissertation on Digital Commons @ NLU, the Registrar will release the diploma and official transcript to the graduate.
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30th. Students who have their hearing after the April 30th deadline will be invited to participate in the June commencement ceremony the following year.

##### **Applied Behavior Analysis Programs**

College of Professional Studies and Advancement offers two degrees in the area of Applied Behavior Analysis:

- Applied Behavior Analysis, M.S. (p. 116)
- Applied Behavior Analysis, Ed.S. (p. 117)

### Applied Behavior Analysis M.S.

The M.S. in Applied Behavior Analysis focuses on training students in the philosophy of radical behaviorism, the basic experimental underpinnings of the field of ABA, and the design and implementation of ABA interventions in research and practice. This program is designed to prepare students to become behavior analysts who are eligible to sit for the Board Certified Behavior Analyst (BCBA) examination®, thereby meeting national workplace demands for behavior analysts with the BCBA credential. (The Behavior Analyst Certification Board, Inc.® has verified the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.)

The program is offered in a blended format.

#### Program Learning Outcomes (PLOs):

PLO1. Students will be able to demonstrate competence in current professional ethical standards as they relate to both research and practice.

PLO2. Students will be able to demonstrate fluency in the concepts and principles of behavior analysis as outlined by the current BACB Foundational Knowledge List.

PLO3. Students will be able to design, apply, and analyze behavior analytic measurement and research methodologies as dictated by current best practices in behavior analytic literature.

PLO4. Students will be able to design, apply, and evaluate behavior analytic interventions as dictated by current best practices in behavior analytic literature.

PLO5. Students will be able to demonstrate competence in the philosophy of behaviorism and history of both the experimental and applied analysis of behavior.

PLO6. Students will be able to design and conduct behavior analytic research as dictated by current best practices in behavior analytic literature.

PLO7. Students will be able to evaluate and analyze basic, translational, and applied research.

PLO8. Students will be able to demonstrate an operationalized practice repertoire as outlined by the

current BACB task list and best practices documented in behavior analytic literature.

#### In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements, applicants must:

- Submit a written statement of academic and professional goals
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Undergo faculty review

#### Program Details:

- Requires 38 SH for completion
- Requires a grade of "B" or better in all coursework
- Requires completion of Thesis

#### Required Courses

##### Gateway Courses

ABA 500	Concepts and Principles of Applied Behavior Analysis	3
ABA 501	Measurement and Research Methods in Applied Behavior Analysis	4

##### Program Core Courses

ABA 510	Skills Assessment and Intervention	4
ABA 511	Functional Assessment and Intervention	4
ABA 512	Verbal Behavior	2
ABA 515	Ethics in Applied Behavior Analysis	3
ABA 516	Radical Behaviorism	3
ABA 517	Experimental Analysis of Behavior	3
ABA 520	Supervision and Training in Applied Behavior Analysis	3

##### Capstone Courses

ABA 599A	Thesis in Applied Behavior Analysis I	2
ABA 599B	Thesis in Applied Behavior Analysis II	1
ABA 599C	Thesis in Applied Behavior Analysis III	1
ABA 599D	Thesis in Applied Behavior Analysis IV	1
		TO 2

##### Electives

Choose 3 semester hours from the list of courses listed below:

### Applied Behavior Analysis Ed.S.

The Ed.S. in Applied Behavior Analysis, as a post-Master's degree, is designed for training individuals who already hold a Master's or higher degree in Education, Counseling, Psychology, Social Work, Speech Language Pathology, Rehabilitation Sciences, or other related fields. As such, it allows individuals with a master's degree to broaden their knowledge base to become eligible to take the Board Certified Behavior Analyst (BCBA) Examination® and earn an advanced post-master's credential. (The Behavior Analyst Certification Board, Inc.® has verified the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify). The Ed.S. program provides training in the basic concepts and principles of ABA and the design and implementation of ABA interventions in practice.

The program is offered in a blended format.

#### Program Learning Outcomes (PLOs):

PLO1. Students will be able to demonstrate competence in current professional ethical standards as they relate to both research and practice.

PLO2. Students will be able to demonstrate fluency in the concepts and principles of behavior analysis as outlined by the current BACB Foundational Knowledge List.

PLO3. Students will be able to design, apply, and analyze behavior analytic measurement and research methodologies as dictated by current best practices in behavior analytic literature.

PLO4. Students will be able to design, apply, and evaluate behavior analytic interventions as dictated by current best practices in behavior analytic literature.

PLO5. Students will be able to demonstrate competence in the philosophy of behaviorism and history of both the experimental and applied analysis of behavior.

PLO6. Students will be able to translate and synthesize behavior analytic practice for implementation in educational settings.

PLO7. Students will be able to evaluate and analyze non-behavior analytic educational theory or methodology from a behavior analytic perspective.

#### In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements, applicants must:

- Have a master's degree in Education, Counseling, Psychology, Social Work, Speech Language Pathology, Rehabilitation Sciences, or other related fields.
- Submit a written statement of academic and professional goals as follows:
  - Please describe the reasons for applying to the Educational Specialist (Ed.S.) program in Applied Behavior Analysis (ABA). What are your career goals, and how would this program of study help you realize these goals? How is this field of study related to your previous graduate training in Education or Psychology? Please limit your response to no more than 500 words (two double-spaced pages or less).
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Undergo faculty review

#### Program Details:

- Requires 27 SH for completion
- Requires a grade of "B" or better in all coursework

#### Required Courses

##### Gateway Courses

ABA 500	Concepts and Principles of Applied Behavior Analysis	3
ABA 501	Measurement and Research Methods in Applied Behavior Analysis	4

##### Program Core Courses

ABA 515	Ethics in Applied Behavior Analysis	3
ABA 516	Radical Behaviorism	3
ABA 610	Skills Assessment and Intervention	4
ABA 611	Functional Assessment and Intervention	4
ABA 620	Supervision and Training in Applied Behavior Analysis	3

##### Doctoral Electives

Choose 3 semester hours from the list of courses listed below:

## Counseling, M.S.

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

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

Applicants interested in school counseling who do not already have a Professional Educator License should choose the "School Counseling for those without a Professional Educator License" option. Graduates, with completion of additional state requirements, will be eligible for a Professional Educator License endorsed for school counselor.

Applicants who have a Professional Educator License should choose the "School Counseling for those with a Professional Educator License" option. Graduates, with completion of additional state requirements, will be eligible for endorsements for school counselor.

All School Counseling students must pass the Content Exam #181 (school counselor) to earn the endorsement.

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to apply code of ethics and legal standards in the profession.

PLO2. Students will demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.

PLO3. Students will demonstrate the ability to describe and apply theories of individual and family development across the lifespan.

PLO4. Students will demonstrate the ability to describe and apply theories and models of career development, counseling and decision-making.

PLO5. Students will demonstrate the ability to describe, compare, contrast and apply major counseling skills and approaches to practice.

PLO6. Students will demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.

PLO7. Students will demonstrate the ability to describe, compare, contrast and apply major counseling theories to practice.

PLO8. Students will demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development.

PLO9. Students will demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice.

PLO10. Students will demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.

### In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 114), applicants must:

- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Submit a written response to questions provided by the Office of Admissions

### Program Details:

- Requires 60–67 SH for completion
- Only courses from CACREP accredited universities may be accepted for transfer into the Counseling program
- Requires a grade of "B" or better in all coursework
- Requires a minimum 100 hour practicum
- Requires a minimum 600 hour internship
- Requires completion of one of two options—Clinical Mental Health Counseling OR School Counseling (additional courses are required for those without Professional Educator Licenses who choose the School Counseling option)

### Clinical Mental Health Counseling - 60 SH

HSC 501	Fundamentals of Counseling	3
HSC 503	Counseling and Human Development in a Multicultural Society	3 OR 5
HSC 504	Clinical Techniques of Counseling	3
HSC 505	Clinical Assessment and Diagnosis	3
HSC 506	Introduction to Theory and Practice of Family Therapy	3
HSC 509	Human Development Theory	3
HSC 510	Theories of Counseling	3

HSC 511	Professional Practice and Ethics in Counseling	3	HSC 542	Psychopharmacology for Counselors	3
HSC 512	Theories and Techniques of Group Counseling	3	HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSC 514	Counseling for Career Development	3	HSC 581	Counseling Internship I	3
HSC 519	Psychological Assessment in Counseling	3	HSC 582	Counseling Internship II	3
HSC 524	Introduction to Clinical Mental Health Counseling	3	HSM 508	Research and Evaluation Methodology	3
HSC 533	Counseling Practicum	3	HSS 534	Perspectives on Substance Abuse	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3	Note: HSC 503 must be taken for 3 semester hours.		
HSC 542	Psychopharmacology for Counselors	3	School Counseling (for those without a Professional Educator License) - 67.5 SH		
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3	EPS 509	Structure and Organization of the Educational System for School Counselors	2
HSC 581	Counseling Internship I	3	EPS 539	Foundations of Behavioral Support	2
HSC 582	Counseling Internship II	3	HSC 501	Fundamentals of Counseling	3
HSM 508	Research and Evaluation Methodology	3	HSC 503	Counseling and Human Development in a Multicultural Society	3 OR 5
HSS 534	Perspectives on Substance Abuse	3	HSC 504	Clinical Techniques of Counseling	3
Note: HSC 503 must be taken for 3 semester hours.			HSC 505	Clinical Assessment and Diagnosis	3
School Counseling (for those with a Professional Educator License) - 60 SH			HSC 506	Introduction to Theory and Practice of Family Therapy	3
HSC 501	Fundamentals of Counseling	3	HSC 509	Human Development Theory	3
HSC 503	Counseling and Human Development in a Multicultural Society	3 OR 5	HSC 510	Theories of Counseling	3
HSC 504	Clinical Techniques of Counseling	3	HSC 511	Professional Practice and Ethics in Counseling	3
HSC 505	Clinical Assessment and Diagnosis	3	HSC 512	Theories and Techniques of Group Counseling	3
HSC 506	Introduction to Theory and Practice of Family Therapy	3	HSC 514	Counseling for Career Development	3
HSC 509	Human Development Theory	3	HSC 519	Psychological Assessment in Counseling	3
HSC 510	Theories of Counseling	3	HSC 533	Counseling Practicum	3
HSC 511	Professional Practice and Ethics in Counseling	3	HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 512	Theories and Techniques of Group Counseling	3	HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 514	Counseling for Career Development	3	HSC 542	Psychopharmacology for Counselors	3
HSC 519	Psychological Assessment in Counseling	3	HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSC 533	Counseling Practicum	3	HSC 581	Counseling Internship I	3
HSC 534	School Counseling: Theory, Issues and Practice	3	HSC 582	Counseling Internship II	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3	HSM 508	Research and Evaluation Methodology	3
			HSS 534	Perspectives on Substance Abuse	3

RLR 585N	Workshop: Reading Literacy Methods for School Support Personnel	0.5
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: HSC 503 must be taken for 3 semester hours.

## General Psychology, Graduate Certificate

This certificate is intended for students interested in additional study of psychology beyond the bachelor's degree. It may be used as an entry into the Master of Arts in Psychology Program (p. 128), with all credits transferring.

This certificate is offered in both blended and online formats.

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 114), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

### Program Details:

- Requires 18 SH for completion

### Required Courses

Program Core - 15 SH

LAP 501	Introduction to Psychological Assessment	3
LAP 505	Advanced Abnormal Psychology	3
LAP 509	Advanced Social Psychology	3
LAP 510	Advanced Theories of Personality	3
LAP 513	Advanced Developmental and Cognitive Psychology	3

Psychology Elective - 3 SH

Choose any Psychology (p. 416) or cognate discipline elective not included in the program.

*For more information, please visit NLU Program Disclosures.*

## Health Services Administration, M.H.A.

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

development and practical applications in health care organizations.

This program is offered both in an on-campus blended and online formats.

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to utilize written and oral communication skills to convey health care issues that assist colleagues, administration, patients, and the public to make informed decisions. (Domain: Communication Skills)

PLO2. Students will demonstrate the ability to assess the impact of national health policies on institutional decisions. (Domain: Health Care Policy)

PLO3. Students will demonstrate the ability to distinguish the ethical and legal components of organizational decisions. (Domain: Ethical & Legal Issues)

PLO4. Students will demonstrate the ability to examine the cultural elements of health care organizational decisions. (Domain: Cultural Awareness)

PLO5. Students will demonstrate the ability to analyze the clinical, health informatics, economic & financial components of organizational decisions. (Domain: Decision-Making)

PLO6. Students will demonstrate the ability to assess the use of current marketing trends and the use of health care information to achieve a competitive advantage. (Domain: Marketing)

PLO7. Students will demonstrate the ability to develop a strategic plan and an implementation plan to guide the delivery of a new or enhanced health care related services, support, or product. (Domain: Strategic analysis & planning)

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 114), program requires:**

- Official Criterion Online Writing Assessment Scores, taken within the last five years. This requirement is waived for applicants with a 3.0 or higher GPA and for applicants who hold a graduate degree from a regionally accredited institution.
- List of three references, including name, title, and contact information. This requirement is waived for applicants with a 3.0 or higher GPA and for applicants who hold a graduate degree from a regionally accredited institution.



- Graduate work experience form available at <http://www.nl.edu/cpsagraduateworkexperienceform/>
- Faculty review

### Program Details:

- Requires 36 SH for completion

#### Gateway Courses

MHA 505	Health Care Origins, Policies and Trends	3
RES 510	Research Methodology and Writing	3

#### Core Courses

MHA 501	Leadership in Health Services Administration	3
MHA 508	Ethical and Legal Issues in Health Care Administration	3
MHA 522	Health Care Business Operations	3
MHA 527	Health Care Finance	3
MHA 531	Health Care Information Systems	3
MHA 532	Human Resources in Health Care Organizations	3
MHA 540	Marketing in Health Care	3
PJM 520	Project Management Applications	3

#### Capstone Courses

MHA 541	Strategic Management in Health Care	3
MHA 550	Colloquium in Health Services Administration	3

**For more information about this program, visit** <http://www.nl.edu/academics/healthhumanservicesmasters/healthservicesadministration/>

### Higher Education Leadership Ed.S.

Students enrolled in the Ed.D. in Higher Education Leadership (p. 133) program are also eligible for award of an intermediate degree, Ed.S., en route to the Ed.D. program or as an alternative exit point for students unable to progress in the research component of the program. Students may be admitted concurrently into Ed.D./Ed.S. programs.

The Ed.S. in Higher Education Leadership program is offered jointly by the College of Professional Studies and Advancement (CPSA) and the National College of Education (NCE). It is offered in both online and executive cohort formats.

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to assess critical issues and challenges related to leading mission-driven, student-centered higher education institutions (HEIs) and/or their functions in the increasingly complex and competitive environment.

PLO2. Students will demonstrate the ability to identify data needs, select appropriate empirical approaches, and engage in research related to solving complex issues with multiple stakeholders.

PLO3. Students will demonstrate the ability to engage in collaborative, evidence-based practices to create, lead, manage, and grow programs and initiatives designed to advance the institutional mission and goals.

PLO4. Students will demonstrate the ability to contribute to efficient leadership and management of various functions of an HEI, including academic affairs, faculty development, student services, enrollment management, record management, academic technology, quality assurance, and other operational areas.

PLO5. Students will demonstrate the ability to integrate theories of student development, teaching and learning, leadership, governance, assessment, and continuous improvement into professional practice.

### In addition to the National Louis University Graduate Admissions requirements (p. 13), applicants must:

- Submit professional resume or curriculum vitae
- Submit a written statement responding to questions as established and periodically revised by the faculty
- Submit assessment of writing:
  - Professional writing sample, such as master's degree thesis or final paper for a graduate course, inclusive of cover page, references, and appendices, if any; or
  - If the artifacts discussed above are not available, an alternative written artifact at the discretion of the program Chair
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking doctoral studies.
- Sit for a faculty interview and review

**Program Details:**

- Requires 36 SH for completion
- Requires a grade of “B” or better in all program coursework

**Required Courses**

Gateway Courses

HED 600	Higher Education in the United States	3
RES 600	Introduction to Doctoral Studies and Research	3

Doctoral Research

HED 650	Institutional Study	3
RES 650	Data-Driven Decision Making and Research	3

Electives

Choose 3 semester hours from the list of courses below:

CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
HED 689	Directed Study in Higher Education	1 TO 6
HED 690	Internship in Higher Education	1 TO 6
HED 691	Field Experience in Higher Education	1 TO 6
HED 695	Special Topics in Higher Education	1 TO 6
HED 697	Consulting Project in Higher Education	1 TO 6
LAP 693	Seminar in Program Evaluation	3
MGT 635	Strategic Fundraising and Philanthropy	3
OBD 633	Organizational Effectiveness and Development	3
OBD 650	Culture of Learning Organizations	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

Program Core

HED 620	Leadership and Governance in Higher Education	3
HED 622	Strategic Marketing and Enrollment Management	3

HED 624	Finance and Budgeting in Higher Education	3
HED 626	Legal Issues in Higher Education	3
HED 630	Academic Affairs: Faculty, Curriculum, and Assessment	3
HED 632	Student Development Theory	3
HED 634	Quality Assurance in Higher Education	3

Note: All the courses above must be taken for a total of 3 semester hours.

**Human Resource Management and Development, M.S.**

Today’s Human Resource professional plays a leading role in contributing to the overall strategy of the organization. As the organization’s strategy shifts to accommodate changes in the economy, technology, globalization, and the demographics of a multi-generational workforce, the HR professional must provide a depth of expertise and the ability to adapt HR’s contribution to that strategy. To meet that need, National Louis University offers a Master of Science in Human Resource Management and Development (HRMD) through two formats: an online option and on-campus option.

M.S. in Human Resource Management and Development is also offered as a dual degree program (p. 305) with concurrent enrollment in M.S. in Industrial and Organizational Psychology.

**Program Learning Outcomes (PLOs):**

PLO1. Students will demonstrate the ability to evaluate personal talents and opportunities for their expression in the human resource management profession.

PLO2. Students will demonstrate the ability to develop knowledge and competencies to practice HR functions focused on people.

PLO3. Student will demonstrate the ability to develop knowledge and competencies to practice HR functions focused on organization performance.

PLO4. Students will demonstrate the ability to develop knowledge and competencies to practice HR functions focused on workplace climate.

PLO5. Students will demonstrate the ability to develop knowledge and competencies to practice HR functions focused on business and HR strategy.

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements, program requires:**

- Official transcripts from all institutions where a degree was earned and from all institutions for the last 60 semester hours/90 quarter hours of undergraduate coursework
- Written statement of academic and professional goals (750 to 1000 words)
- Official Criterion Online Writing Assessment Scores, taken within the last five years. This requirement is waived for applicants with a 3.0 or higher GPA and for applicants who hold a graduate degree from a regionally accredited institution.
- Minimum of two professional or academic letters of recommendation. They must be written by a source that is able to comment on the candidate's qualifications for graduate business study.
- Faculty review

#### Program Details:

- Requires 36 SH for completion
- Credit by Licensure/Certification is accepted for program electives as determined appropriate by the faculty for the maximum of 6 semester hours

#### Gateway Courses

HRM 509	Human Resource Management Profession and Its Role	3
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RES 510	Research Methodology and Writing	3
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#### Core Courses

HRM 513	Total Rewards	3
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HRM 520	Performance Analysis and Measurement	3
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HRM 521	Talent Acquisition and Retention	3
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HRM 541	Employment Law and Regulations	3
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OBD 515	Training and Development	3
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OBD 533	Organizational Effectiveness and Development	3
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OBD 551	Diversity and Inclusion in the Organizational Culture	3
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#### Capstone Course

HRM 599	Integrating Business and HR Strategy	3
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#### Electives

Choose 6 SH from the courses below:

HRM 591	Internship in Human Resource Management	1 TO 6
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HRM 595	Special Topics in Human Resource Management	1 TO 6
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HRM 597	Consulting Project in Human Resource Management	1 TO 6
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OBD 550	Culture of Learning Organizations	3
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Note: Students may select HRM, OBD, LAP, MGT, MBA, or other graduate level courses with the approval of Program Chair or designate.

**For more information about this program, visit** <http://www.nl.edu/academics/businessmasters/humanresourcemanagementanddevelopment/>

## Human Services Management M.S.

The M.S. in Human Services Management is an interdisciplinary program that combines content from the disciplines of industrial and organizational psychology, health administration, business administration, organizational development, and human resource management. Emphasis is on research-informed practice, immediate application at the workplace, and supporting/preparing students for advancement to or within a managerial position. It explores the applications of management to solving workplace issues with an emphasis on the human services field, and maximizing productivity and stakeholder satisfaction.

Graduates will be prepared for professional practice in many types of profit and non-profit human service organizations, as well as governmental departments and agencies that regulate and support provision of human services, with a particular focus on using their knowledge of human services management to address the many challenges of managing employees, agency finances, funders, governmental entities, legislators, boards of directors, unions, advocacy groups, volunteers, media, families, and consumers.

This program is offered in a blended format.

#### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to evaluate personal talents and opportunities for their expression in the human services management profession.

PLO2. Students will demonstrate the ability to analyze organizational and managerial issues, evaluate and suggest managerial actions, and solve legal, ethical, cultural, programming, and/or financial challenges within their work department.

PLO3. Students will demonstrate the ability to utilize written and oral communication skills to convey

management issues that assist organizational stakeholders, including colleagues, administration, clients, and the public, to make informed decisions.

PLO4. Students will evaluate programs, manage outcomes, and demonstrate accountability to donors, funding agencies, and other stakeholders using quantitative and qualitative analysis techniques.

PLO5. Students will demonstrate the ability to design and recommend program evaluation systems to collect, analyze, and report appropriate data for program measurement and assessment.

PLO6. Students will demonstrate the ability to evaluate the purpose, importance, techniques, and outcomes associated with key human resources management processes, including recruitment, selection, and retention; performance appraisal; and training and development.

**In addition to the** College of Professional Studies and Advancement Graduate Admission Requirements (p. 114), **the program requires:**

- A minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Faculty review

#### **Program Details:**

- Requires 36 SH for completion

#### Required Courses

##### Gateway Course

HSM 500	Human Services Management: Principles and Practices	3
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##### Core Courses

HSM 505	Managing Systems and Funding in Human Services	3
HSM 520	Interventions and Direct Services in Human Services	3
HSM 530	Professional Communication in Human Services	3
HRM 520	Performance Analysis and Measurement	3
LAP 693	Seminar in Program Evaluation	3
MBA 503	Leadership & Organizational Behavior	3
MHA 527	Health Care Finance	3
RES 510	Research Methodology and Writing	3

RES 520	Quantitative and Qualitative Analysis	3
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##### Capstone Course

HSM 589	Human Services Management Laboratory	3
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##### Electives

Choose 3 SH from the courses below:

HSM 592	Practicum in Human Services Management	1	TO 6
MBA 514	Managerial Accounting	3	
MBA 522	Strategic Marketing	3	
OBD 515	Training and Development	3	

Note: Students may select HRM, MBA, MGT, LAP, OBD, or other graduate level courses with the approval of Program Chair or designate.

**For more information about this program, visit <https://www.nl.edu/academics/healthhumanservicesmasters/humanservicesmanagement/>**

## Industrial and Organizational Psychology M.S.

The M.S. in Industrial and Organizational Psychology is an interdisciplinary program that combines content from the disciplines of psychology, organizational behavior and organizational development, and human resource management. It explores the applications of the science of psychology to solving workplace issues and maximizing productivity and employee satisfaction. This program is conveniently offered in an online format.

M.S. in Industrial and Organizational Psychology is also offered as a dual degree program (p. 305) with concurrent enrollment in M.S. in Human Resource Management and Development.

#### **Program Learning Outcomes (PLOs):**

PLO1. Students will be able to demonstrate the ability to examine how the field of industrial and organizational psychology contributes to effective performance and productivity in the 21st century work organization.

PLO2. Students will be able to demonstrate the ability to interpret and critique published research in the

field of industrial and organizational opportunities and solve organizational problems.

PLO3. Students will be able to demonstrate the ability to explain the foundational role of job analysis with respect to all personnel functions, evaluate various job analysis approaches, and conduct a job analysis.

PLO4. Students will be able to demonstrate the ability to evaluate the purpose, importance, techniques, and outcomes associated with key human resource management processes, including: recruitment, selection and retention; performance appraisal; and training and development.

PLO5. Students will be able to demonstrate the ability to critically examine the role of work motivation and job attitudes in predicting work behavior.

PLO6. Students will be able to demonstrate the ability to critique and apply methods of optimizing team effectiveness in organizations.

PLO7. Students will be able to demonstrate the ability to summarize classic and contemporary theories of leadership, and critically evaluate the impact of leadership on organizational functioning.

PLO8. Students will be able to demonstrate the ability to articulate the importance of organizational development (OD) and change to organizational culture, success, and effectiveness, and apply organizational analysis and OD and change techniques in a range of organizational scenarios.

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements, the program requires:**

- Official scores for the Criterion Online Writing Assessment (taken within the last five years) or a professional writing sample, such as a baccalaureate capstone paper or final paper from an upper-level undergraduate course, inclusive of cover page, references, and appendices, if any. Please visit [www.nl.edu/lis](http://www.nl.edu/lis) for test information.
- Requirement may be waived if the applicant has a master's degree from a regionally accredited institution or has a GPA of 3.0 or higher.
- A minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Faculty review

**Program Details:**

- Requires 36- 42 SH for completion
- Credit for Prior Learning may be accepted toward program requirements as determined appropriate by the program faculty

**Required Courses**

Foundational Courses - 6 SH

LAP 509	Advanced Social Psychology	3
	or	
LAP 510	Advanced Theories of Personality	3
	and	
RES 510	Research Methodology and Writing	3

Note: LAP 509/LAP 510 may be waived for students who have previously completed at least one undergraduate or graduate course in Psychology, including General Psychology, or equivalent with a grade of "B" or better. RES 510 may be waived for students who have previously completed one undergraduate or graduate course in Statistics, Research Methods, Quantitative Analysis, or equivalent with a grade of "B" or better.

Gateway Course - 3 SH

LAP 528	Survey of Industrial and Organizational Psychology	3
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Core Courses - 27 SH

HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
LAP 516	Research Design	3
LAP 517	Psychological Statistics and Analysis	3
LAP 526	Psychology of Organizational Leadership	3
LAP 532	Work Motivation and Job Attitudes	3
LAP 533	Measurement of Individual Differences	3
OBD 515	Training and Development	3
OBD 533	Organizational Effectiveness and Development	3

Note: LAP 517 must be taken for 3 SH.

Capstone Course - 3 SH

LAP 589	Capstone in Industrial and Organizational Psychology	3
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Program Electives - 3 SH

Students may select any LAP or cognate discipline graduate level courses with the approval of Program Chair or designate.

For more information about this program, visit <https://www.nl.edu/academics/socialbehavioralsciencesmasters/industrialandorganizationalpsychology/>

## Master of Business Administration, M.B.A.

The Master of Business Administration program offers advanced graduate training to enable new and experienced managers to become better leaders. Along with training in multiple business disciplines, the program aims to cultivate students' leadership abilities that build on their individual strengths. With a focus on the concept of authentic leadership, students learn all aspects of how today's business professionals achieve results, drive positive organizational impact, and lead from a place of passion, integrity, and relationship development.

This program is conveniently offered in both online and blended formats.

### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to analyze organizational issues, evaluate possible alternatives, and determine appropriate actions through application of the discipline areas of finance & accounting.

PLO2. Students will demonstrate the ability to analyze organizational issues, evaluate possible alternatives, and determine appropriate actions through application of the discipline area of economics.

PLO3. Students will demonstrate the ability to analyze organizational issues, evaluate possible alternatives, and determine appropriate actions through application of the discipline area of strategy.

PLO4. Students will demonstrate the ability to analyze organizational issues, evaluate possible alternatives, and determine appropriate actions through application of the discipline area of organizational & human resources.

PLO5. Students will demonstrate the ability to analyze organizational issues, evaluate possible alternatives, and determine appropriate actions through application of the discipline area of marketing.

PLO6. Students will develop an enhanced awareness of their own strengths and potential as organizational actors and change agents. (Leading in a Dynamic Environment)

PLO7. Students will apply critical thinking skills such as problem solving and logical analysis. (Problem Solving/Analytical Skills)

PLO8. Students will demonstrate effective communication skills. (Communication)

PLO9. Students will demonstrate the ability to participate effectively in teams. (Teamwork Skills)

PLO10. Students will analyze the ethical components of organizational decisions. (Ethical Responsibility)

### In addition to the College of Professional Studies and Advancement Graduate Admission Requirements, program requires:

- Official transcripts from all institutions where a degree was earned and from all institutions for the last 60 semester hours/90 quarter hours of undergraduate coursework
- Written statement of academic and professional goals (750 to 1000 words)
- Official Criterion Online Writing Assessment Scores, taken within the last five years. This requirement is waived for applicants with a 3.0 or higher GPA and for applicants who hold a graduate degree from a regionally accredited institution.
- Minimum of two professional or academic letters of recommendation. They must be written by a source that is able to comment on the candidate's qualifications for graduate business study.
- Faculty review

### Program Details:

- Requires 39 SH for completion
- Students may complete one or more concentrations listed below:
  - Accounting
  - Entrepreneurship
  - Health Services Administration
  - Human Resource Management
  - Nonprofit Management

#### Gateway Courses - 6 SH

MBA 501	Graduate Management Foundations	3
MBA 503	Leadership & Organizational Behavior	3

#### Core Courses - 21 SH

MBA 508	Managerial Economics	3
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MBA 510	Macroeconomics	3	MGT 534	Nonprofit Organization, Governance, and Management	3
MBA 514	Managerial Accounting	3	MGT 535	Strategic Fundraising and Philanthropy	3
MBA 516	Financial Markets	3	LAP 693	Seminar in Program Evaluation	3
MBA 518	Financial Management	3	Capstone Course - 3 SH		
MBA 522	Strategic Marketing	3	MBA 524	Strategic Management	3
MBA 532	Technology and Leadership	3			

Note: In addition to the requirements listed above, students must complete 9 SH of General Management coursework or one of the concentrations listed below. Students may choose to select more than one concentration.

#### General Management - 9 SH

MBA 506	Ethical and Legal Issues	3
MBA 526	Project Management	3
MBA 529	International Management	3

#### Accounting Concentration

ACC 500	Intermediate Accounting I	3
ACC 505	Intermediate Accounting II	3
ACC 510	Taxation	3

#### Entrepreneurship Concentration - 9 SH

BUS 576	Entrepreneurship, Creativity, and Innovation	3
BUS 577	Small Business Management	3
BUS 598	Entrepreneurship Laboratory	3

#### Health Services Administration Concentration - 9 SH

MHA 505	Health Care Origins, Policies and Trends	3
MHA 508	Ethical and Legal Issues in Health Care Administration	3
MHA 522	Health Care Business Operations	3

#### Human Resource Management Concentration - 9 SH

Students must choose HRM 541 and additional HRM and/or OBD course from the list below:

HRM 541	Employment Law and Regulations and	3
HRM 513	Total Rewards	3
HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
OBD 515	Training and Development	3
OBD 533	Organizational Effectiveness and Development	3
OBD 550	Culture of Learning Organizations	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3

#### Nonprofit Management Concentration - 9 SH

**For more information about this program, visit** <http://www.nl.edu/academics/businessmasters/businessadministration/>

### Psychological Assessment, Graduate Certificate

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

This certificate is offered in the blended modality only.

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 114), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

#### Program Details:

- Requires 12 SH for completion

#### Required Courses - 12 SH

LAP 501	Introduction to Psychological Assessment	3
LAP 502	Psychological Assessment II-- Intellectual Assessment	3
LAP 503	Psychological Assessment III-- Personality Assessment	3
LAP 546	Assessment of Organizations	3

*For more information, please visit NLU Program Disclosures.*

### Psychology, M.A.

The M.A. in Psychology program covers the major areas of psychology, including developmental, social, personality, abnormal, and cognitive psychology, as well as establishes a rigorous foundation in statistics,

research design, and psychological assessment. The program is offered in both online and on-campus blended formats.

### Program Learning Outcomes (PLOs):

PLO1. Students will be able to demonstrate competency in core theoretical areas in psychology including: human development, social psychology, research methods, abnormal psychology, and personality theories.

PLO2. Students will be able to communicate effectively from a psychological perspective through research, writing and presentations.

PLO3. Students will be able to analyze and apply psychological theory and research.

PLO4. Students will be able to design psychological research using statistical software.

PLO5. Students will be able to identify and evaluate professional development and career opportunities in psychology and related fields.

### In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 114), applicants must:

- Submit official scores for the Criterion Online Writing Evaluation or a professional writing sample, such as a baccalaureate capstone paper or final paper for an upper-level undergraduate course, inclusive of cover page, references, and appendices, if any.
  - Waived for applicants who hold a graduate degree from a regionally accredited institution. Please visit [www.nl.edu/lls](http://www.nl.edu/lls) for test information.
  - Students who submit a professional writing sample may still be directed to complete the Criterion Online Writing Assessment, at the discretion of the Program Chair.
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Submit a written statement of academic and professional goals responding to questions as established and periodically revised by the faculty.
- Undergo a faculty review.

### Program Details:

- Requires 36 SH for completion
- Requires a minimum grade of C in all program courses
- Requires Comprehensive Exam **OR** Thesis with approval of graduate advisor
- Credit for Prior Learning may be accepted toward program requirements as determined appropriate by the program faculty
- Requires completion of one or more concentrations listed below:
  - General Psychology
  - Community Psychology
  - Psychological Assessment
  - Teaching of Psychology

### Required Courses

#### Gateway Courses - 6 SH

LAP 509	Advanced Social Psychology	3
LAP 510	Advanced Theories of Personality	3

#### General Psychology Concentration - 9 SH

LAP 520	Biological Bases of Behavior	3
LAP 552	Career Development in Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	or	
LAP 605	Principles of Community Psychology	3

Note: Students may complete other LAP or cognate discipline courses by permission of Program Chair.

#### Community Psychology Concentration - 9 SH

LAP 605	Principles of Community Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	and/or	
LAP 660	Professional Writing for Community Psychology I	3
	and/or	
LAP 615	Community Organizing	3
	and/or	
LAP 665	Advanced Theoretical Foundations of Community Psychology	3



	and/or		
LAS 665	Urban Politics and the Community	3	
Psychological Assessment Concentration - 9 SH			
LAP 502	Psychological Assessment II-- Intellectual Assessment	3	
LAP 503	Psychological Assessment III-- Personality Assessment	3	
LAP 546	Assessment of Organizations	3	
Teaching of Psychology Concentration - 9 SH			
HED 500	Instructional Design and Assessment in Higher Education	3	
HED 510	Teaching and Learning with Technology-Based Practices	3	
HED 591	Field Experience in Higher Education: Becoming a College Educator	3	
Core Courses - 15 SH			
LAP 501	Introduction to Psychological Assessment	3	
LAP 505	Advanced Abnormal Psychology	3	
LAP 513	Advanced Developmental and Cognitive Psychology	3	
LAP 516	Research Design	3	
LAP 517	Psychological Statistics and Analysis	3	
Note: LAP 517 must be taken for 3 SH.			
Capstone Course - 3 SH			
LAP 598	Comprehensive Exam Seminar	3	
	or		
LAP 599	Thesis	1	
		TO	
		3	

Note: LAP 598 or LAP 599 must be taken for a total of 3 semester hours.

Electives - 3 SH

Students may complete other LAP or cognate discipline courses by permission of Program Chair.

**For more information about this program, visit** <http://www.nl.edu/academics/socialbehavioral/sciencesmasters/psychology/>

### Written Communication, M.S.

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

#### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to critically evaluate and interpret writing in various genres.

PLO2. Students will demonstrate the ability to write and revise original short works of nonfiction and fiction.

PLO3. Students will demonstrate the ability to produce a variety of written materials that meet professional standards for use in business and/or publication as journalism or literature in print and online, or production on film or on stage.

PLO4. Students will demonstrate the ability to translate research into accessible written communication.

#### **In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 114), applicants must:**

- Sit for an in-person interview
- Complete a brief impromptu essay
- Note: List of three references is waived for applicants with a GPA of 3.0 or higher

#### **Program Details:**

- Requires 33 SH for completion
- Requires a thesis
- Students may be able to apply:
  - Up to six hours of graduate credit from another institution, with approval from the program director
  - Up to six hours of graduate credit from other NLU programs
- Credit by Portfolio is accepted for program electives as determined appropriate by the faculty

#### Required Courses

##### Program Core

LAE 500	Advanced Expository Writing: Short Nonfiction	3
LAE 510	Rhetorical Theory and Practice: Standards of Written Communication	3
LAE 599	Thesis Project	1
		TO
		6

##### English Elective Courses

Choose 21–24 SH from the courses below:

LAE 405	Advanced Studies of American Literature: Beginning-1900	3 OR 5
LAE 459	Online Publishing: Writing for the Web	3 OR 5
LAE 461	Advertising and Promotional Writing in the Digital Age	3 OR 5
LAE 465	Creative Writing: Humor	3 OR 5
LAE 499	English Seminar	1 TO 5
LAE 501	Writing from Reading	3
LAE 502	Creative Writing: Fiction	3
LAE 504	Creative Writing: Children's Books	3
LAE 505	Introduction to Writing Poetry	3
LAE 507	Women's Lives into Literature	3
LAE 510	Rhetorical Theory and Practice: Standards of Written Communication	3
LAE 512A	Professional Writer I	1
LAE 512B	Professional Writer II	1
LAE 512C	Professional Writer III	1
LAE 513	Reading and Writing the Short Story	3
LAE 514	Writing and Reading Oral History	3
LAE 515	Feature Writing	3
LAE 516	Screenwriting	3
LAE 517	Technical Writing	3
LAE 518	Narrative Forms	3
LAE 520	Teaching Freshman English Composition	3
LAE 550	Fundamentals of Journalism	3
LAE 560	Editing for Publication	3
LAE 586B	Writers' Week Workshops	1
LAE 592	Practicum/Internship in Teaching English Courses to Undergraduates	3
LAE 594	Independent Study/English	1 TO 3
LAE 595	Special Topics/English	1 TO 3

Notes: For LAE 486B, LAE 499, LAE 594 and LAE 595, specific topics may be chosen. Each topic may only be counted once toward the degree. LAE 501 is strongly recommended. Where applicable, 400 level courses must be taken for 3 semester hours.

**For more information about this program, visit <http://www.nl.edu/academics/communicationmasters/writtencommunication/>**

### Public Administration, M.P.A.

The Master of Public Administration (M.P.A.) program provides a solid foundation in both academic theory and practical methodology. It allows students to learn how to develop policies and effectively manage public administration resources. The program curriculum has been designed to help develop the advanced competencies that are the key to becoming an effective leader in public administration by developing ability to balancing a budget, recruit and motivate employees, understand the legal parameters and policy ramifications of decisions and to increase ability to mitigate conflict and to build relationships.

This program is offered in a blended and online-only formats.

#### **Program Learning Outcomes (PLOs):**

PLO1. Students will be able to demonstrate the ability to lead and manage in public governance.

PLO2. Students will be able to demonstrate the ability to articulate and apply a public service perspective.

PLO3. Students will be able to demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.

PLO4. Students will be able to demonstrate the ability to participate in and contribute to the public policy process.

PLO5. Students will be able to demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

#### **In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 114), program requires:**

- Resume or curriculum vitae
- Minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Faculty review

**Program Details:**

- Requires 36 SH for completion
- Credit for Prior Learning may be accepted toward the program requirements as determined appropriate by the program faculty
- Students may complete one of the concentrations listed below

**Concentrations:**

- Community Psychology (p. 273)
- Health Services Administration (p. 273)
- Human Resource Management (p. 274)
- Nonprofit Management (p. 274)
- Organizational Development (p. 274)
- Public Policy (p. 274)
- Public Safety and Justice Leadership (p. 275)
- Teaching of Public Policy and Administration (p. 275)

**Required Courses**

## Gateway Courses - 6 SH

PPA 500	Foundations of Public Administration	3
RES 510	Research Methodology and Writing	3

## Core Courses - 18 SH

HRM 505	Public and Nonprofit Human Resource Management	3
LAP 693	Seminar in Program Evaluation	3
PPA 502	Public Policy Analysis	3
PPA 503	Leadership of Public and Nonprofit Organizations	3
PPA 504	Administrative Law and Ethics	3
PPA 560	Public Finance and Budgeting	3

## Capstone Course - 3 SH

PPA 593	Capstone in Public Administration	3
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## Electives - 9 SH

Students may select one of the Public Administration concentrations listed above or any concentration courses to meet 9 semester hours of electives.

**For more information about this program, visit** <https://www.nl.edu/academics/socialbehavioralsciencesmasters/publicadministration/>

**College of Professional Studies and Advancement Doctoral****Admission Criteria**

In addition to the NLU Graduate Admission Requirements, the College of Professional Studies and Advancement requires the following:

- A professional resume or curriculum vitae.

Individual programs may require additional materials. Please see program pages for details. Applicants will be notified by the program director if additional materials are required.

**Academic Policies*****Degree Requirements***

In addition to the university-wide requirements, the College of Professional Studies and Advancement requires the following:

- Graduate and doctoral students must fulfill all degree requirements within 10 years from the beginning of the first course taken at NLU in the specific program to which they are admitted. Specific graduate programs may have additional degree requirements. See programs for details.

***Transfer between Graduate Programs***

Please see Enrollment and Registration Policies (p. 37) for more information.

***Transfer of Credit***

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

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

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

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

#### **Required Course Waiver**

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

#### **Dissertation Completion**

In addition to completing all required coursework, dissertation defense, and other program requirements, candidates for doctoral degrees of the College of Professional Studies and Advancement (CPSA) are required to electronically submit their dissertations to Library and Learning Support (LLS) via Digital Commons @ NLU (<http://digitalcommons.nl.edu>) for archiving and accessibility.

- Candidates apply for their diploma during their final term at NLU in accordance with quarterly degree finalization deadlines posted in the official NLU calendar.
- Diploma application alerts the Registrar's office to conduct a degree audit to ensure that all required coursework has been completed and all grades have been entered on the candidate's transcript.
- The candidate must successfully defend the dissertation. Successful defense of the dissertation is documented by a completed dissertation signature page transmitted to the respective Office of the Dean by the designated College officer.
- The candidate's degree will be conferred at the end of the term in which the defense occurs upon receipt of the completed dissertation signature page by the Registrar.
- The candidate submits an electronic copy of their dissertation to Library and Learning support via

Digital Commons @ NLU (Instructions are found here: <http://libguides.nl.edu/dc/dissertations>).

- Upon publication of the dissertation on Digital Commons @ NLU, the Registrar will release the diploma and official transcript to the graduate.
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30th. Students who have their hearing after the April 30th deadline will be invited to participate in the June commencement ceremony the following year.

#### **Community Psychology, Ph.D.**

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

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

#### **Program Learning Outcomes (PLOs):**

- PLO1. Students will be able to design a community-related research project which includes the collection and analysis of data, and reporting of findings.
- PLO2. Students will be able to implement a community based approach to consultation with a community partner.
- PLO3. Students will be able to demonstrate effective written and oral communication skills related to work in the community.
- PLO4. Students will be able to articulate and put into practice community psychology principles.

#### **In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 114), applicants must:**

- Submit official transcripts showing completion of a master's degree in psychology or related field as identified by the faculty. Completion of a bachelor's degree from a regionally accredited institution must be verified.
- Submit three professional letters of recommendation

- Submit a personal statement describing the applicant's expectations of the program and core beliefs regarding the role of community psychologists
- Submit a written statement reflecting the applicant's research interest (800 words)
- Have completed a master's thesis. Applicants without a master's thesis will be considered for admission but are required to complete a thesis or thesis equivalent.
- Sit for a faculty interview

#### Program Details:

- Requires 69–72 SH for completion
- Requires an internship
- Requires LAP 601 (if thesis was not previously completed at master's level)
- Requires a dissertation

LAP 665	Advanced Theoretical Foundations of Community Psychology	3
LAP 670	Cross-Cultural Dynamics in Context	4
LAP 685	Urban Politics and the Community	3
LAP 689	Fieldwork in Community Psychology	1 TO 5
LAP 690	Consultation in Community Psychology	1 TO 3
LAP 693	Seminar in Program Evaluation	3
LAP 698	Dissertation Proposal Seminar	3
LAP 699	Dissertation in Community Psychology	1 TO 6
LAS 620	Advanced Community Development Planning and Policy	3
LAS 660	Advanced Leadership and Organizational Change	3

Notes: LAP 689 must be taken for one semester hour. LAP 690 must be taken for a total of 3 semester hours. LAP 699 must be taken for a total of 6 semester hours. Additionally, LAP 601 is required for any student who did not complete a thesis as part of his or her master's degree and must be taken for a total of 3 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/socialbehavioral/sciencesdoctoral/phdcommunitypsychology/>

#### Required Courses

LAP 600	Introductory Seminar on Community Psychology	1
LAP 601	Pilot Research in Community Psychology	1 TO 3
LAP 605	Principles of Community Psychology	3
LAP 610	Community Prevention and Intervention Approaches to Social Problems	3
LAP 615	Community Organizing	3
LAP 625	Advanced Quantitative Methodology in Community Psychology	3
LAP 630	Advanced Qualitative Methodology in Community Psychology	3
LAP 635	Statistics for Community Psychology	3
LAP 640	Survey Design and Introduction to Statistical Software	3
LAP 645	Social Marketing and Thought Leadership	3
LAP 650	Principles of Consultation in the Community and Consultation Proposal	4
LAP 655	Grant Writing Focused on Community Needs	3
LAP 660	Professional Writing for Community Psychology I	3
LAP 661	Professional Writing for Community Psychology II	2

#### Higher Education Leadership Ed.D.

The Ed.D. in Higher Education Leadership provides participants with in-depth study of all functional areas of higher education institutions. An emphasis on mission-driven leadership, data-driven and research-informed practice and decision-making, and student-centered outcomes define the program. Designed to be completed in eleven quarters and under three years, the Ed.D. in Higher Education Leadership integrates work for the doctoral capstone project beginning in the first year of study.

The Ed.D. in Higher Education Leadership program is offered jointly by the College of Professional Studies and Advancement (CPSA) and the National College of Education (NCE). It is offered in both online and executive cohort formats.

#### Program Learning Outcomes (PLOs):

PLO1. Students will demonstrate the ability to assess critical issues and challenges related to leading mission-driven, student-centered higher education

institutions (HEIs) and/or their functions in the increasingly complex and competitive environment.

PLO2. Students will demonstrate the ability to identify data needs, select appropriate empirical approaches, and engage in research related to solving complex issues with multiple stakeholders.

PLO3. Students will demonstrate the ability to engage in collaborative, evidence-based practices to create, lead, manage, and grow programs and initiatives designed to advance the institutional mission and goals.

PLO4. Students will demonstrate the ability to contribute to efficient leadership and management of various functions of an HEI, including academic affairs, faculty development, student services, enrollment management, record management, academic technology, quality assurance, and other operational areas.

PLO5. Students will demonstrate the ability to integrate theories of student development, teaching and learning, leadership, governance, assessment, and continuous improvement into professional practice.

**In addition to the National Louis University Graduate Admissions requirements (p. 13), applicants must:**

- Submit professional resume or curriculum vitae
- Submit a written statement responding to questions as established and periodically revised by the faculty
- Submit assessment of writing:
  - Professional writing sample, such as master's degree thesis or final paper for a graduate course, inclusive of cover page, references, and appendices, if any; or
  - If the artifacts discussed above are not available, an alternative written artifact at the discretion of the program Chair
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking doctoral studies.
- Sit for a faculty interview and review

**Program Details:**

- Requires 60 SH for completion

- Requires a grade of "B" or better in all program coursework

**Required Courses**

Gateway Courses

HED 600	Higher Education in the United States	3
RES 600	Introduction to Doctoral Studies and Research	3

Doctoral Research

HED 650	Institutional Study	3
HED 671	Doctoral Research in Higher Education I	2
HED 672	Doctoral Research in Higher Education II	2
HED 673	Doctoral Research in Higher Education III	2
HED 674	Doctoral Research in Higher Education IV	2
HED 681	Doctoral Colloquium in Higher Education I	0.5
HED 682	Doctoral Colloquium in Higher Education II	0.5
RES 650	Data-Driven Decision Making and Research	3
RES 652	Quantitative Research Method	3
RES 654	Qualitative Research Methods	3

Capstone Course

HED 699	Doctoral Capstone in Higher Education	3
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Program Core

HED 620	Leadership and Governance in Higher Education	3
HED 622	Strategic Marketing and Enrollment Management	3
HED 624	Finance and Budgeting in Higher Education	3
HED 626	Legal Issues in Higher Education	3
HED 630	Academic Affairs: Faculty, Curriculum, and Assessment	3
HED 632	Student Development Theory	3
HED 634	Quality Assurance in Higher Education	3

Electives

Choose 9 semester hours from the list of courses below:

CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3

HED 689	Directed Study in Higher Education	1 TO 6
HED 690	Internship in Higher Education	1 TO 6
HED 691	Field Experience in Higher Education	1 TO 6
HED 695	Special Topics in Higher Education	1 TO 6
HED 697	Consulting Project in Higher Education	1 TO 6
LAP 693	Seminar in Program Evaluation	3
MGT 635	Strategic Fundraising and Philanthropy	3
OBD 633	Organizational Effectiveness and Development	3
OBD 650	Culture of Learning Organizations	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

## KENDALL COLLEGE OF CULINARY ARTS AND HOSPITALITY MANAGEMENT

### Mission Statement

The Kendall College of Culinary Arts and Hospitality Management at National Louis prepares students for successful careers and eventual leadership roles across the foodservice and hospitality industries.

Programs in Culinary Arts prepare students for successful careers through strong professional skill development, comprehensive and current understanding of the foodservice industry, environmental awareness, and exemplary professional demeanor. Appropriate to their program of study, graduates of Culinary Arts programs gain a working knowledge of business principles and a broad appreciation of the knowledge and skills required for global citizenry.

Through its highly qualified faculty and dedicated staff, the programs in Culinary Arts foster an environment that values diversity, passion for learning, discipline, caring for the individual, creativity, inspiration to achieve, and intensity in all areas of endeavor. Simply put, the objective is to produce the future leaders of the foodservice industry. The program is rigorous and the standards are demanding.

The hospitality industry is one of the world's most vast and diverse industries. Every time someone stays in a hotel or resort, dines in a bar or restaurant, or attends a sporting or cultural event, they are patronizing establishments in the industry. Large meetings and conventions are also part of the industry mix, as are casinos, cruise lines, and event planning.

At National Louis, students will earn a B.A. degree in Hospitality Management with the opportunity to focus in various concentration areas. Chicago's leading hotels rank the program the No. 1 Chicago program for preparing students for hospitality management careers. The program's focus is on the combination of theory and application. The core curriculum includes fundamental business management classes with an emphasis on the hospitality industry. The culmination of coursework and experience is the Senior Capstone Project, an intensive 6-month endeavor where students from across the college collaborate on a complex project within multidisciplinary teams.

### Admission Requirements

Requirements for admission to the Kendall College of Culinary Arts and Hospitality Management are the same as those for admission to National Louis University (p. 12). Specific programs, however, may have additional admission requirements.

### University General Education Requirements

All undergraduate students must complete the General Education Core Requirements.

### Academic Policies

#### Allergy Policy

The Culinary Arts curriculum requires the student to be exposed to many different types of foods, some of which are known allergens. The nature of the curriculum teaches a variety of techniques and skills which require hands-on/tasting involvement. Students with food allergies should speak with their enrollment advisor prior to beginning their program so Academic Advising can review their individual needs. If a student finds him- or herself in an environment that aggravates the allergies, Kendall may not be able to alter the class to accommodate their needs. This may affect completion of the program.

#### Early Exit/ Late Arrival

The Kendall College of Culinary Arts and Hospitality Management endorses mandatory class attendance. In exceptional circumstances, such as a medical condition, illness of a family member, or bereavement, a student may request to leave before the end of the quarter or may return after the start of class. To avoid academic penalty, or being withdrawn from courses which can entail the loss of a visa for some students, the student must petition the program dean for permission for early exit or late arrival. Proper documentation must be attached to the petition. The form may be obtained from Academic Advising.

#### Attendance and Participation

Regular course attendance is expected of all Kendall College Culinary and Hospitality students. The



definition of participation is met if one of the following conditions applies:

- The student is physically in the classroom or lab and participating; or
- The student has participated in the D2L learning environment, including (a) submitting an academic assignment relating to the course topic, (b) taking a quiz or test relating to the course topic, or (c) participating in an online discussion board covering the academic content of the course. Any work posted in advance of the first day of classes will not be considered work that is required for the course, nor will it be accepted for grading. Online courses require, at minimum, one online academic activity listed above during the first week of class to be considered as participating. Failure to participate during the first week of class through either physical presence or online participation may result in withdrawal from the course. Students who do not participate in any courses during the first week of classes will be withdrawn from the college.

A student maintaining an unapproved absence from classes (2 calendar weeks or more without contacting Academic Advising and getting dean's approval) may be required to withdraw from the college for the term in which that conduct occurs, forfeiting all academic credit, tuition, and fees for that term. For on campus classes, attendance and participation is crucial for success at Kendall and is a requirement for all students. Kendall College uses the quarter system. The college recognizes that for various reasons students may miss classes. Excused absences are allowed due to documented illness or a serious family crisis (for example, death of an immediate family member).

In a non-lab class a student can miss up to 4 total absences (unexcused and excused). If a student is absent for 15% of the classes, the student's final grade will be lowered 10%. If absent for 20% of the classes, the student's final grade will be lowered 20%. If absent for 25% of the classes, the student will receive an automatic "F" grade in the course.

In a lab class (kitchen classes) a student must be in attendance all days. If an emergency arises, the following will be used to determine if a student should withdraw. For an unexcused absence, a student will receive a zero on a daily grade and will not be able to make it up. Excused absences must meet the policy and instructor approval and coordination to make-up or null of daily grade.

**LAB CLASS**

Number of Class Meetings	Numbers of Absences Allowed
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25	3
20	3
12	2
10	2
5	1

Transfer Credit Policy

**Transfer credit policy for Culinary Arts and Baking & Pastry students transferring into Kendall College to complete an A.A.S. or B.A. degree.**

Students may transfer general education and lecture courses that are equivalent to the degree requirements in the program. (Refer to degree required lecture classes below).

- CUL 110 Sanitation
- KCUL 136 Food Ethics or CUL 280 Sustainability
- KCUL 146 Foodservice Purchasing or CUL 109 Storeroom and Purchasing
- KCUL 156 Financial Management or CUL 122 Cost Control
- KCUL 166 Supervision in Foodservice or CUL 232 Foodservice Management

Students may request to have culinary and baking/pastry lab courses transferred in from an accredited college prior to starting their first term. The program director will evaluate and work with the student's advisor to determine transfer credit equivalency and set up the proficiency practical exam.

Students with an earned Associate of Applied Science (A.A.S.) degree in Culinary Arts or Baking and Pastry Arts from an accredited college are exempt from this policy and will transfer the full equivalent to the A.A.S. degree (all courses must be completed with a grade of C or 2.00 or higher) if enrolling in a Bachelor of Arts in Culinary or Hospitality Management.

**BASSET Credential**

The BASSET (Beverage Alcohol Sellers and Servers Education and Training) program is an important industry credential. Students can include this certification on their résumés. The program is designed to educate sellers and servers of alcoholic beverages on serving alcohol responsibly to stay within the law. Effective July 1, 2015, in order to be in

compliance with Cook County and the City of Chicago laws, all students scheduled or working as a student worker for the restaurant class or on-campus event at National Louis are required to become certified. Students enrolled in a front-of-house or banquet service course at Kendall College at NLU will need to provide proof of BASSETT certification on the first day of the class by presenting their certificate to their instructor. Students who do not provide proof of certification on the first day of class may be dropped automatically. Being dropped could result in a reduction of credits hours, which could also affect tuition, financial aid eligibility, and/or visa status.

## Comprehensive Exams

Students are evaluated three times throughout the culinary associate degree or baking and pastry associate degree to determine proficiency and comprehension of the curriculum. Comprehensive exams are given after the first block, the second block, and the fifth block. Students may be asked to retake practical exams if they fall below the competencies.

### Comprehensive Prerequisites

**Block 1:** KCUL 115 Professional Growth and Development I (Prerequisite: KCUL 111)

**Block 2:** KCUL 125 Professional Growth and Development II (Prerequisite: KCUL 121 or KBPA 120)

**Block 5:** KCUL 155 Professional Growth and Development III (Prerequisite: KCUL 151 or KBPA 130)

## Baking and Pastry AAS

The A.A.S. in Baking and Pastry consists of a 7-quarter program that combines rigorous training in baking and pastry with an introduction to basic business skills and general education topics. This program focuses intensely on developing baking and pastry skills through significant hands-on kitchen experience in NLU's modern baking and pastry lab kitchens. Students learn the basic business skills which develop additional competencies to be successful in the industry. This program prepares students to enter the baking and pastry profession with the confidence attained from completing a challenging program to attain significant positions of responsibility in the world of baking and pastry.

Kendall College at NLU also offers the Accelerated A.A.S. in Baking and Pastry degree. The program consists of a 5-quarter that mirrors the 7-quarter program content. Because accelerated students must

already have a bachelor's degree to qualify, it is possible to waive most or all of the General Education requirements, allowing the accelerated degree to be compressed from 7 to 5 quarters. For more information about this program, visit <https://www.kendall.edu/academics/baking-and-pastry-program/degrees/associate-in-baking-and-pastry/>

### Program Learning Outcomes (PLOs):

**PLO1. Disciplinary Expertise:** Students will be able to obtain knowledge of skills, methods, concepts/terms, product ID, equipment, and science, and apply the knowledge to culinary applications.

**PLO2. Guest Experience:** Students will be able to recognize various customer service styles, cultural awareness, diversity, inclusiveness, and sensory perception, to provide a competitive guest experience.

**PLO3. Wellness:** Students will be able to apply allergy awareness, safety, environmental stewardship, nutrition and science, and sanitation in culinary situations.

**PLO4. Menu Operations:** Students will be able to discuss purchasing and receiving, recipes and standardization, mise en place/timing, and menu formats, and apply them in culinary operations.

**PLO5. Culinary Leadership:** Students will be able to demonstrate and evaluate professional behavior, personnel management, and financial management in a culinary business operation.

**PLO6. Design/Aesthetics:** Students will be able to apply design thinking and plating techniques, in culinary operations.

### Program Details:

- Requires 90 QH, including 25 QH of General Education, for completion
- Requires 4 QH of Internship
- Requires 30 QH of major lab courses to be completed at NLU
- Requires the following lab courses to be completed with a grade of "C" or better: KCUL 111, KBPA 100, CUL 110, KPBA 120, KCUL 120, KCUL 131, KBPA 130, KBPA 140, KBPA 142, KBPA 150, KBPA 160, KCUL 164, and KCUL 165.

### General Education - 25 QH

#### Communications

ENG 101	Beginning English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

## Quantitative Reasoning

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions may use any college-level mathematics course.

## Additional General Education Requirements

Choose two courses from three different categories listed below:

- Humanities and Fine Arts
- Physical and Life Sciences
- Social and Behavioral Sciences

Note: Students transferring credit from other institutions may use any general education course in the specific category above.

## Major Requirements - 65 QH

## Baking and Pastry Requirements - 61 QH

CUL 110	Sanitation	1
KBPA 100	Foundations of Baking	3
KBPA 120	Pastry Techniques	5
KBPA 130	Advanced Pastry: Mousses, Doughs, Plating and Sauces	5
KBPA 140	Chocolates and Confections	3
KBPA 142	Foundations of Cakes	3
KBPA 150	Advanced Wedding Cakes and Sugar Artistry	3
KBPA 160	Artisan Breads	3
KCUL 111	Foundations of Professional Cooking I	5
KCUL 115	Foundations of Professional Cooking I	1
KCUL 120	Nutritional Cooking	3
KCUL 125	Professional Growth and Development II	1
KCUL 131	Breakfast Cookery	3
KCUL 136	Food Ethics	2
KCUL 146	Foodservice Purchasing	2
KCUL 155	Professional Growth and Development III	1
KCUL 156	Financial Management	5
KCUL 164	Dining Room Service	5
KCUL 165	Dining Room Production	5
KCUL 166	Supervision in Food Service	2

## Internship Requirement - 4 QH

KBPA 170	Culinary Internship	4
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**For more information about this program, visit <https://www.kendall.edu/learn/baking-and-pastry-program/degrees/>.**

## Culinary Arts AAS

The A.A.S. in Culinary Arts consists of a 7-quarter program that combines rigorous culinary training, an introduction to basic business skills, and general education topics. This program focuses intensely on developing the culinary skills needed to excel in a career in the culinary arts. The program begins with learning the most basic skills and finishes with an experience in the fine-dining restaurant. This program develops the skill and knowledge level expected of our graduates through demanding coursework and significant hands-on kitchen experience. In this program, basic business skills are taught both in the classroom and in lab environments. This program prepares students to confidently enter any caliber of restaurant and to eventually achieve significant positions of responsibility in the professional kitchen.

Kendall College at NLU also offers the Accelerated A.A.S. in Culinary Arts degree. The program consists of a 5-quarter that mirrors the 7-quarter program content. Because accelerated students must already have a bachelor's degree to qualify, it is possible to waive most or all of the General Education requirements, allowing the accelerated program to be compressed from 7 to 5 quarters. For more information about this program, visit <https://www.kendall.edu/learn/culinary-arts/degrees/aas-accelerated/>.

**Program Learning Outcomes (PLOs):**

**PLO1. Disciplinary Expertise:** Students will be able to obtain knowledge of skills, methods, concepts/terms, product ID, equipment, and science, and apply the knowledge to culinary applications.

**PLO2. Guest Experience:** Students will be able to recognize various customer service styles, cultural awareness, diversity, inclusiveness, and sensory perception, to provide a competitive guest experience.

**PLO3. Wellness:** Students will be able to apply allergy awareness, safety, environmental stewardship, nutrition and science, and sanitation in culinary situations.

**PLO4. Menu Operations:** Students will be able to discuss purchasing and receiving, recipes and standardization, mise en place/timing, and menu formats, and apply them in culinary operations.

**PLO5. Culinary Leadership:** Students will be able to demonstrate and evaluate professional behavior,

personnel management, and financial management in a culinary business operation.

PLO6. Design/Aesthetics: Students will be able to apply design thinking and plating techniques, in culinary operations.

**Program Details:**

- Requires 90 QH, including 25 QH of General Education, for completion
- Requires 4 QH of Internship
- Requires 30 QH of major lab courses to be completed at NLU
- Requires the following lab courses to be completed with a grade of "C" or better: KCUL 111, KBPA 100, CUL 110, KCUL 120, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 161, KCUL 164, and KCUL 165.

General Education - 25 QH

Communications

ENG 101	Beginning English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Quantitative Reasoning

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions may use any college-level mathematics course.

Additional General Education Requirements

Choose two courses from three different categories listed below:

- Humanities and Fine Arts
- Physical and Life Sciences
- Social and Behavioral Sciences

Note: Students transferring credit from other institutions may use any general education course in the specific category above.

Major Requirements - 65 QH

Culinary Arts Requirements - 61 QH

CUL 110	Sanitation	1
KBPA 100	Foundations of Baking	3
KCUL 111	Foundations of Professional Cooking I	5

KCUL 115	Foundations of Professional Cooking I	1
KCUL 120	Nutritional Cooking	3
KCUL 121	Foundations of Professional Cooking II	5
KCUL 125	Professional Growth and Development II	1
KCUL 131	Breakfast Cookery	3
KCUL 135	Café Production	5
KCUL 136	Food Ethics	2
KCUL 141	Garde Manger	3
KCUL 145	Advanced Methods of Cooking	3
KCUL 146	Foodservice Purchasing	2
KCUL 151	Prep, Fire, Plate	3
KCUL 155	Professional Growth and Development III	1
KCUL 156	Financial Management	5
KCUL 161	Banquets and Catering	3
KCUL 164	Dining Room Service	5
KCUL 165	Dining Room Production	5
KCUL 166	Supervision in Food Service	2
Internship Requirement - 4 QH		
KCUL 175	Culinary Internship	4

**For more information about this program, visit <https://www.kendall.edu/learn/culinary-arts/degrees/aas-culinary-arts/>.**

**Culinary Arts BA**

The B.A. in Culinary Arts combines rigorous culinary training with a solid set of business skills and general education studies. The first 2 years of the program focus intensely on developing culinary skills through significant hands-on kitchen experience in teaching kitchens and functioning restaurants. During this time, students also learn basic business skills in both the classroom and real-world environments.

In the junior and senior years, bachelor students further their knowledge of the culinary arts with demanding classes in global cuisine, food science, advanced pastry, and research and development. During this time, students spend significant time honing their business skills and deepening their understanding of the business world.

This program prepares students for the ever-changing and increasingly challenging world of foodservice. This degree will position a graduate to excel quickly into managerial positions in many different facets of foodservice.

**Program Learning Outcomes (PLOs):**

PLO1. Cultural Literacy - Ability to understand the role of an individual as a responsible, ethical, and contributing citizen of the community, state, and nation, as well as understands the growing interdependence of nations, interacts positively in cross-cultural settings, and shows respect for diversity in views and customs.

PLO2. Discipline Expertise - Appropriate application of the knowledge, skills, and approaches associated with culinary arts:

1. Culinary and Baking and Pastry Techniques
2. Management
3. Nutrition
4. Professional Behavior
5. Sanitation
6. Service (Front of House)

PLO3. Communication - Presenting concepts in oral and written form using Standard English appropriate to the subject, audience, and purpose.

PLO4. Critical Reading and Thinking - Problem solving through analysis of data and consideration of different points of view.

PLO5. Quantitative Literacy - Applying basic mathematical computations to real-world problem solving.

PLO6. Research and Synthesis of Information - Identifying credible source material to draw reasoned conclusions.

PLO7. Technological Literacy - Employing technologies appropriate to specific situations.

PLO8. Aesthetic Appreciation - Appreciation for and understanding of the creative process in the human experience.

PLO9. Environmental Stewardship - Recognizing actions that result in the promotion and preservation of quality of air, water, land, and natural resources now and for future generations.

PLO10. Ethical Awareness - Ability to distinguish between ethical and non-ethical behavior in various situations and to choose actions according to a code of conduct based on respect for self, others, and surroundings in case study situations.

**Program Details:**

- Requires 190 QH, including 60 QH of General Education, for completion
- Requires 8 QH of Internship

**General Education - 60 QH**

## Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

## Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

Note: Students transferring credit from other institutions may use any general education course in humanities or fine arts.

## Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions may use any college-level mathematics course.

## Physical and Life Sciences - 10QH

## One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab or	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions may use one course in any physical science and one course in any life science.

## Social and Behavioral Sciences - 15QH

## Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity and	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions may use any general education course in social and behavioral sciences.

### Major Requirements - 122 QH

#### Culinary Arts Requirement - 42 QH

CUL 102	American Cuisine Project: a Global Chef's Perspective	2
CUL 111	Introduction to Professional Cookery	2
CUL 112	Stocks, Sauces, and Soups	2
CUL 118	Methods Of Cooking	2
CUL 125	Quantity Food Production	4
CUL 127	Breakfast Production	2
CUL 139	Advanced Skills	2
CUL 145	Baking and Pastry	4
CUL 244	Garde Manger	2
CUL 246	Fish and Sauce	2
CUL 248	Meat and Sauce	2
CUL 249	Fine Dining	4
CUL 255	Catering	2
	or	
CUL 281	Banquets and	2
CUL 280	Sustainability	2
CUL 292	Modern Cuisine: Science of Cooking	2
CUL 319	Global Flavors	4
CUL 321	Contemporary Pastry Arts	2

#### Health and Sanitation Requirement - 11 QH

CUL 110	Sanitation	1
CUL 390	Cooking for Dietary Needs	2
SCIK 123	Human Nutrition	4
SCIK 223	Life Span Nutrition	4

#### Business, Financial, and People Management Requirement - 38 QH

CUL 109	Storeroom Operations and Purchasing	2
CUL 122	Cost Control	4
CUL 136	Menus	2
CUL 232	FoodService Management	2
MKT 235	Marketing Principles	4
ACC 272	Financial Accounting	4
SBM 321	Entrepreneurship	4
CUL 325	FoodService Public Relations	4

CUL 372	Menu to Plate Concepts	4
HOS 372	Hosp Managerial Accounting	4
MGTK 339	The Practice of Leadership	4

#### Customer Service Requirement - 4 QH

CUL 142	Fine Dining Service	2
CUL 296	Quick Serve Restaurant	2

#### Professional Development Requirement - 1 QH

CUL 126	Professional Development	1
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#### Innovation and Design Requirement - 14 QH

SCIK 300	Food Science	4
CUL 410	Flavor Theory	4
CUL 420	Food Service Research and Development	4
CUL 436	Facilities Planning	2

#### Beverage Management Requirement - 4 QH

BEV 201	Introduction to Beer, Wines and Spirits	4
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#### Applied Learning Requirement - 8 QH

CAPK 497	Kendall Integrative Sr Project	4
CAPK 498	Kendall Integrative Senior Project II	4

#### Internship Requirement - 8 QH

##### Required Courses

CUL 206	Internship Practicum	6
CUL 207	Internship Theory	2

**Note:** Students enrolled in the Bachelor of Arts in Culinary Arts can opt to receive an Associate of Applied Science in Culinary Arts degree in the middle of their program, after all the appropriate associate equivalent courses have been passed. Students can apply to receive the associate degree by applying for graduation in the term that the last of the associate-equivalent courses will be taken. Students will earn the associate degree and continue forward with the bachelor of arts program. Students can speak with the Office of the Registrar regarding this policy.

**For more information about this program, visit** <https://www.kendall.edu/learn/culinary-arts/degrees/ba-culinary-arts/>.

### Hospitality Management BA

At NLU students will earn a B.A. degree in Hospitality Management with the opportunity to focus on one of four concentration areas. The core curriculum includes fundamental business management classes with an emphasis on the hospitality industry. The

culmination of coursework and experience is the Senior Integrative Project, an intensive 6-month endeavor where students from across the college collaborate on a complex project within multidisciplinary teams.

**Program Learning Outcomes (PLOs):**

PLO1. Management: Students will be able to relate principles of teamwork, communication, leadership and motivation to hospitality business situations.

PLO2. Experience Delivery: Students will be able to evaluate, design and implement superior services to produce a competitive guest experience.

PLO3. Operations: Students will be able to evaluate a hospitality business's facilities, systems, staffing, technology, legal and financial condition.

PLO4. Marketing: Students will be able to apply marketing and sales principles, tools and techniques to solve hospitality business problems.

PLO5. Finance: Students will be able to analyze, interpret and generate budgets and financial statements within a hospitality business.

PLO6. Ethics: Students will be able to apply ethical standards to make responsible decisions in personal and professional situations.

PLO7. Career Potential: Students will be able to apply their talents, abilities and strengths toward developing a fulfilling long-term career.

**Program Details:**

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires 10 QH of Internship
- Requires completion of one concentration listed below:
  - Hotel Management
  - Food and Beverage
  - Event Planning and Management
  - Tourism Management
- Students may also complete a minor in Applied Communications (p. 264) and concentration in Entrepreneurship (p. 301), Human Resource Management (p. 301), and/or Leadership (p. 302)

**General Education - 60 QH**

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5

ENG 203	Effective Speaking for the Undergraduate	5
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Humanities and Fine Arts - 15QH

Choose at least one course from each area:

ART 101	Basic Art Appreciation	5
ENG 210	Children's Literature for Educators	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

Note: Students transferring credit from other institutions may use any general education course in humanities or fine arts.

Quantitative Reasoning - 5QH

Choose one course from the following:

MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
MTH 105	Math for Educators I	5
MTH 115	Math for Educators II	5

Note: Students transferring credit from other institutions may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science	5
	and	
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions may use one course in any physical science and one course in any life science.

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	3 TO 5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions may use any general education course in social and behavioral sciences.

### Hospitality Management Core - 30 QH

#### Required Courses

HOS 101	Exploring the Hospitality Industry	5
HOS 120	Principles of Management for Hospitality	5
HOS 196	Leading the Service Experience	5
HOS 241	Hospitality Sales and Marketing	5
HOS 320	Hospitality Financial Management	5
HOS 480	Senior Integrative Project (Capstone)	5

### Internship and Professional Development - 10 QH

#### Required Courses

CPL 400	Credit Portfolio Assessment in the Discipline	
	or	
HOS 213	Sophomore Internship and	3
HOS 409	Hospitality Professional	2
HOS 417	Senior Internship	5

Note: Students are required to have a certain amount of practical work experience which can be earned through CPL 400 with the program director approval. Also, students who choose to extend their internship can complete HOS 208 and/or HOS 416.

### Concentrations - 15 QH

A concentration allows students to earn specific knowledge and competencies to a career path in a particular segment of the industry. Hospitality Management, B.A. students must choose a concentration upon enrollment. Students are required to complete the declared concentration of 15 QH and can opt to earn a second hospitality concentration in place of electives for degree completion.

#### Hotel Management Concentration

This concentration prepares students for positions of responsibility in hotels, resorts and other forms of lodging and covers the soft skills (service ethic, teamwork, and communication) as well as the hard skills (data analysis, accounting, and operations) needed for success.

HOS 243	Hotel Front Office Operations	5
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HOS 316	Facilities Planning and Management	5
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HOS 366	Hotel Analytics with STR	5
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#### Food and Beverage Concentration

In this concentration, students learn how to develop and manage a profitable food service business with a focus on restaurants and bars. There is an emphasis on the role of beverages (wine, beer, spirit and mixology) as a driver of profitability in food establishments.

HOS 203	Foundations of the Beverage Manager	5
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HOS 324	Food and Beverage Operations	5
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HOS 445	Starting a Food or Beverage Business	5
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#### Event Planning and Management Concentration

This concentration prepares students to plan and manage various sizes and types of events for corporations, associations, nonprofits and social occasions. The competency-based curriculum helps students develop the knowledge, skills and abilities needed by event industry professionals.

HOS 212	Introduction to Event Planning	5
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HOS 337	Techniques of Professional Event Management and Practicum	5
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HOS 462	Exhibition Design and Production	5
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#### Tourism Management Concentration

This concentration provides students for careers in the tourism industry with destination management and marketing organizations, travel and transportation providers, tour operators, attractions, hospitality businesses and their suppliers, among others.

HOS 225	Tourism Planning, Management and Development	5
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HOS 346	Destination Marketing, Sales and Branding	5
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HOS 435	Tourism Trends and Innovation	3
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HOS 436	Tourism Immersion	2
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### Advanced Electives - 5 QH

#### Required Courses

Students are required to complete at least one course from the list below:

HOS 235	Sustainable Hospitality and Tourism	3
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HOS 237	Advanced Sustainable Hospitality and Tourism	2
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HOS 253	Thriving in The Hospitality Workplace	3
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HOS 318	Spirits and Mixology	5
HOS 330	Special Topics: Diversity In Hospitality	2
HOS 332	Special Topics: Tourism as a Target	3
HOS 336	Special Topics: Brand-Building through Event Experiences	3
HOS 338	Disruptive Innovation for Hospitality	5
HOS 398	Bus Planning & Feasibility	4
HOS 418	Yield and Revenue Management	5
HOS 419	Hospitality and Tourism Law and Liability	3
HOS 420	Responsible Technology Use in Hospitality	2
HOS 443	Information Management and Social Media Marketing	4

## Required Courses

### Professional Cookery Certificate

CUL 110	Sanitation	1
KBPA 100	Foundations of Baking	3
KCUL 111	Foundations of Professional Cooking I	5
KCUL 115	Foundations of Professional Cooking I	1
KCUL 120	Nutritional Cooking	3
KCUL 121	Foundations of Professional Cooking II	5
KCUL 125	Professional Growth and Development II	1
KCUL 127	International Cuisine	5

## Electives - 60 QH

Students must complete a minimum of 30 QH of coursework restricted to Hospitality Management program. To meet additional 30 QH of electives, students may decide to take a second concentration within the Hospitality Management program, a minor in Applied Communications (p. 264) and/or a concentration in Entrepreneurship (p. 301), Human Resource Management (p. 301), Leadership (p. 302), as well as other unrestricted elective courses.

**For more information about this program, visit <https://www.kendall.edu/learn/hospitality-management-program/degrees/>.**

## Professional Cookery, Baccalaureate Certificate

Certificate in Professional Cookery is designed to provide foundational techniques to be applied in professional cooking environments. Students will be able to apply fundamental cooking theories and critical skills to develop and evaluate a variety of menu types including nutritional and international concepts.

Students who successfully complete Professional Cookery certificate may choose to apply these credits toward an A.A.S. degrees in Culinary Arts or Baking and Pastry.

### Program Details:

- Requires 24 QH for completion
- Requires completion of all courses at NLU
- Requires a minimum grade of "C" or better in all coursework

## NATIONAL COLLEGE OF EDUCATION

National College of Education (NCE) faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect pre-kindergarten through 12th grade student learning by:

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

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

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

### Accreditation

National College of Education of National Louis University is accredited by the North Central Association of Colleges and Schools (NCA), the Illinois State Board of Education (ISBE) and by the National Council for Accreditation of Teacher Educators (NCATE). Selected programs are also recognized by the Florida Department of Education. The College is pursuing the Council for the Accreditation of Educator Preparation (CAEP) accreditation.

### Professionalism

Students will demonstrate behaviors that maintain academic, professional and ethical standards and

avoid behaviors that are detrimental to either the pre-service student or the classroom students.

Professional behavior is expected inside and outside the University classroom, when using email and in all field placement experiences. The following may constitute a basis for denial of admission to a practicum placement or student teaching, removal from a teacher education program or a remediation process prior to continuing the program:

- Conduct unbecoming a professional educator
- Conviction on a felony charge
- Any other behavior that interferes with professionalism

### Teacher Credentials

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

Students seeking licensure by entitlement may obtain applications for licensure at [www.isbe.net/licensure/](http://www.isbe.net/licensure/) or apply through NLU.

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

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

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

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

- Criminal background checks must be completed after registering and within the first week of

classes at NLU. Please use the NLU UCIA Criminal Background Check.

Candidates cannot begin any field experience without a “passed” background check. Locations and fingerprinting times for Accurate Biometrics are posted on their website.

Candidates are responsible for all fees and the results must be sent to the students’ email or home address.

- By the second week of classes, copies of the Illinois State Background check, TB test (Mantoux Method), and Certificate of Completion for Mandated Reporter must be submitted to the Academic Advisor for forwarding to the Office of Field Experiences. NLU collects all documents but students are responsible for submitting to schools or districts considering placement. Students should carry all originals when visiting schools.
- A candidate may not be placed in any school if the background check determines that he or she has been convicted of criminal behavior that, by law, automatically prohibits him or her from attaining Illinois licensure. The offenses that automatically prohibit licensure include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated sexual criminal assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.
- In the event that no district will accept a student because of his or her criminal history, Academic Advisors will assist the student in choosing alternative course of study. There is no guarantee that courses will be transferable between programs and no financial reimbursement will be given.
- In accordance with Illinois School Code (105 ILCS5/24-5), a school district might require a physical examination by a licensed physician.

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

Many student teaching field placements are linked with practicum hours for two quarters (fall/winter or winter/spring). All candidates for initial teacher licensure must successfully complete a student teaching experience of a minimum of 11 weeks in the classroom at an assigned school.

## Academic Centers

### **The McCormick Center for Early Childhood Leadership**

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

### **Reading Recovery® Regional Center for Comprehensive Literacy**

A Reading Recovery center is dedicated to developing and supporting professional learning networks linking Pk-12 educators and leaders with a systemic approach to improving literacy instruction for all children. Reading Recovery is the most effective early literacy intervention for preventing early reading difficulties when embedded within a systemic comprehensive approach to improving teacher expertise through continuing education, job embedded coaching, action research and evaluation. Center partnerships include school districts from multiple states (IL, MN, WI, FL).

### **Center for Teaching through Children's Books**

The center advocates excellence in teaching with quality literature for children and adolescents, encompassing multicultural voices, social justice issues, outreach activities, digital books and resources, and partnerships with schools, libraries and other organizations.

### **Center for Practitioner Research**

The Center for Practitioner Research promotes practitioner research as an essential form of educational research, fostering collaborative scholarship that contributes to knowledge, practice, advocacy and policy in education.

### **The Reading Center**

The Reading Center provides student instruction, professional development, district, school and classroom consultation and research. The center functions as a training site for graduate students in the Reading Specialist program, as well as for a selected group of undergraduate trainees. The Reading Center also houses a reading curriculum center as well as a collection of children’s literature used for instruction.

## National College of Education— Graduate

### Admission Policies

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

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

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

In addition to the NLU Graduate Admission Requirements (p. 13), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE graduate program:

- Official transcripts from all institutions attended for applicants to licensure programs that require transcript evaluation; official transcripts from institutions in which a final degree was earned (showing the final degree) for applicants to NCE degree programs that do not lead to licensure
- A list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity. This requirement is waived for applicants with a GPA of 3.0 or higher. Some programs require letters of recommendation. See admission requirements for individual programs.
- Responses to three essays prompts (for faculty review) addressing Professional Interests, Community Engagement, and Advocacy or Passion for a Cause.

To be admitted, applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study, demonstrated by a grade point average of 3.0 or better on a 4.0 scale in the last 60 hours of coursework. Applicants with graduate

degrees from regionally accredited institutions will have only the GPA from that advanced degree count toward admission. To be eligible to enter an NCE graduate program with full admission status, applicants must have a minimum GPA of 3.0. Students with GPAs between 2.5 and 2.99 may be accepted with a four-course review status.

Other documents in support of the application are weighted according to the applicant's individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the program director.

Please see the Degree Types section (p. 149) and specific programs for additional admission requirements.

### Status of Admitted Students

#### Full Admission

Students who meet all admission criteria are granted full admission status. If the grade point average of a fully admitted student falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or nine semester hours, whichever comes first, taken at NLU to raise his or her grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits or internships/practicum, except when taken by veterans receiving benefits.

#### Admitted with Four-Course Review Status

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

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

If the student has a minimum 3.0 GPA by the end of the review period, he or she will gain good academic standing. If the student's GPA falls below 3.0 at the end of the review period, he or she will be dropped

from the graduate school. Students admitted with four-course review status may not register for courses until they have met with an academic advisor.

### Degree Types

#### Master of Arts in Teaching (M.A.T.)

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

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

#### Master of Education (M.Ed.)

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

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

#### Educational Specialist (Ed.S.)

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

In addition to the general NCE graduate admissions requirements, all applicants for the Ed.S. (with exception of the Ed.S. in School Psychology) must have a master's degree from a regionally accredited institution

Individual programs may have additional requirements.

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

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

### Financial Assistance

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

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

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

Visit the Office of Student Finance for details and information on available positions.

### Academic Policies

#### ***Academic Policies Committee***

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

#### ***Transfer between Graduate Programs***

Please see Enrollment and Registration Policies (p. 37) for more information.

#### ***Hours Prior to Admission***

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

#### ***Program Substitutions***

Program substitutions may be made with the approval of the student's advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Student Adjustment Form and become part of the student's official plan of study.

**Core Course Waiver**

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

**Course Load Limitations**

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

**Transfer of Credit**

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

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

admission into the program, including courses taken at NLU

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

**Course by Arrangement/Independent Study**

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

**Special Workshops**

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

**Time Limitation for Fulfilling Degree Requirements**

Candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for a time extension must be made through petition to the Academic Policies Committee.

Curriculum and Instruction with Advanced Professional Specializations

The National College of Education offers two degrees in the area of curriculum and instruction:

- Curriculum and Instruction with Advanced Professional Specializations, M.Ed. (p. 150)
- Curriculum and Instruction with Advanced Professional Specializations, Ed.S. (p. 151), for candidates currently holding a master's degree

Curriculum and Instruction with Advanced Professional Specializations, M.Ed.

The National Louis University Curriculum and Instruction with Advanced Professional Specializations program is designed for experienced, career-oriented educators seeking to amplify the power and versatility of their credentials by adding concentrations in areas of content expertise. This program enables teachers to expand their job qualifications directly and efficiently through online courses leading to endorsements in high-demand specializations.

**Program Learning Outcomes (ULOs):**

PLO1. Students will answer the big question, “In what ways do I and my students have an improved understanding of a specific content area based on my new understandings of curriculum and instruction?” by being able to:

1. Critically evaluate the various types of curricula already in place in the classroom and identify the advantages and disadvantages of the various types of curricula in play in their contexts
2. Evaluate who made the decisions as to what is to be taught and what their various motivations might be
3. Develop appropriate formative and summative methods to evaluate and show evidence of learning in formal, informal and digitally-mediated diverse contexts
4. Apply research evidence to the design of learning environments and instructional practices in order to foster cognitive, motivational and social emotional learning and development

PLO2. Students will answer the big question, “How can deeper understanding of content as it relates to curriculum and instruction in my classroom context be used to create and evaluate formal and informal learning environments?” by being able to:

1. Identify aspects of their practice that might be improved to meet the needs of their students using the conceptual thinking model, thereby applying informed understandings of diverse learner needs, styles, contexts, and intelligences to plan flexible, responsive, differentiated instruction
2. Form partnerships with colleagues to evaluate successful instructional and assessment practices
3. Demonstrate critical understanding of the role of evidence-based instructional and assessment strategies and materials applicable to promote cognitive and social-emotional learning

**In addition to the National College of Education Graduate Admission Requirements (p. 148), applicants must:**

- Hold valid and current Illinois Professional Educator License if they wish to apply for an Illinois endorsement

**Program Details:**

- Requires 32- 43 SH for completion
- Requires the completion of two concentration from the list below
- May require additional electives to meet a minimum of 32 SH for the degree completion

**Concentrations:**

- Curriculum and Instruction (p. 271)
- Early Childhood Special Education (p. 271)
- English as a Second Language (p. 271)
- ESL/Bilingual Education (p. 272)
- Learning Behavior Specialist (LBS1) (p. 272)
- Mathematics Education (p. 272)
- Reading Teacher (p. 272)
- Teacher Leader (p. 273)
- Personalized Option (p. 273)

**Required Courses**

Core Courses - 3 SH

CIC 501	Baseline Seminar in Curriculum and Instruction	1
CIC 555	Mid-Program Seminar in Curriculum & Instruction	1
CIC 597	Capstone Seminar in Curriculum & Instruction	1

Note: Additional graduate level electives may be required to reach a minimum of 32 SH for degree completion. These courses are subject to academic advisor approval.

For more information about this program, visit <https://www.nl.edu/academics/educationmaster/sadvanceded/curriculumandinstructionwithadvancedprofessionalspecializations/>.

**Curriculum and Instruction with Advanced Professional Specializations, Ed.S.**

The National Louis University Curriculum and Instruction with Advanced Professional Specializations program is designed for experienced, career-oriented educators seeking to amplify the power and versatility of their credentials by adding concentrations in areas of content expertise. This program enables teachers to expand their job qualifications directly and efficiently through online courses leading to endorsements in high-demand specializations.

**Program Learning Outcomes (ULOs):**

PLO1. Students will answer the big question, “In what ways do I and my students have an improved understanding of a specific content area based on my new understandings of curriculum and instruction?” by being able to:

1. Critically evaluate the various types of curricula already in place in the classroom and identify the advantages and disadvantages of the various types of curricula in play in their contexts
2. Evaluate who made the decisions as to what is to be taught and what their various motivations might be
3. Develop appropriate formative and summative methods to evaluate and show evidence of learning in formal, informal and digitally-mediated diverse contexts
4. Apply research evidence to the design of learning environments and instructional practices in order to foster cognitive, motivational and social emotional learning and development

PLO2. Students will answer the big question, “How can deeper understanding of content as it relates to curriculum and instruction in my classroom context be used to create and evaluate formal and informal learning environments?” by being able to:

1. Identify aspects of their practice that might be improved to meet the needs of their students using the conceptual thinking model, thereby applying informed understandings of diverse learner needs, styles, contexts, and intelligences to plan flexible, responsive, differentiated instruction
2. Form partnerships with colleagues to evaluate successful instructional and assessment practices
3. Demonstrate critical understanding of the role of evidence-based instructional and assessment strategies and materials applicable to promote cognitive and social-emotional learning

**In addition to the National College of Education Graduate Admission Requirements (p. 148), applicants must:**

- Hold master's degree from a regionally accredited institution
- Hold valid and current Illinois Professional Educator License if they wish to apply for an Illinois endorsement

**Program Details:**

- Requires 30- 46 SH for completion
- Requires the completion of two concentration from the list below
- May require additional electives to meet a minimum of 30 SH for the degree completion

**Concentrations:**

- Curriculum and Instruction (p. 271)

- Early Childhood Special Education (p. 271)
- English as a Second Language (p. 271)
- ESL/Bilingual Education (p. 272)
- Learning Behavior Specialist (LBS1) (p. 272)
- Mathematics Education (p. 272)
- Reading Teacher (p. 272)
- Teacher Leader (p. 273)
- Personalized Option (p. 273)

**Required Courses**

Core Courses - 6 SH

CIC 501	Baseline Seminar in Curriculum and Instruction	1
CIC 555	Mid-Program Seminar in Curriculum & Instruction	1
CIC 597	Capstone Seminar in Curriculum & Instruction	1
EDL 546	Perspectives and Administration of Educational Policy	3
	or	
CCD 625	Critical Policy Analysis	3

Note: Additional graduate level electives may be required to reach a minimum of 30 SH for degree completion. These courses are subject to academic advisor approval.

For more information about this program, visit <https://www.nl.edu/academics/educationmasteradvanced/curriculumandinstructionwithadvancedprofessionalspecializations/>.

**Early Childhood Administration, M.Ed.**

This online-only program is designed for current and aspiring leaders in the field of early childhood care and education. The curriculum provides students with a review and higher level understanding of child development, early childhood curriculum, discipline and guidance, family systems, assessment, social and cultural diversity and professional ethics. It also covers staff management and human relations, educational programming, legal and fiscal management, marketing and public relations, facilities management, technology and leadership and advocacy.

Students admitted into this program will have the opportunity to work toward attainment of the Illinois Director Credential (Level III Credential) while



fulfilling the requirements for their graduate degree. Visit the Illinois Professional Development System for more details.

Concurrent work in an early childhood setting is strongly encouraged for all enrolled students.

**Program Learning Outcomes (PLOs):**

- PLO1. Understands the contextual nature of learning
- PLO2. Constructs their own knowledge
- PLO3. Integrates theory and practice
- PLO4. Assess, reflects upon, and critiques their own knowledge, practice, schools and society
- PLO5. Engages in inquiry
- PLO6. Collaborates with students, teachers, administrators, parents and the community at large
- PLO7. Advocates for young children and their families

**Program Details:**

- Requires 34 SH for completion

**Required Courses**

M.Ed. Core - 9 SH

ECE 504	Human Development: Infancy and Childhood	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ESR 505	Educational Inquiry and Assessment	3

Program Requirements - 25 SH

ECE 510	Child, Family and Community	3
ECE 512	Early Childhood Curriculum	2
ECE 515	Financial and Legal Aspects of Early Child Care Management	3
ECE 521	Writing and Effective Communication for Early Childhood Education Administrators	1
ECE 525	Strategies for Supervision and Staff Development	.5 TO 3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 540	Grant Writing and Fundraising for Early Childhood Programs	2
ECE 542	Public Relations and Marketing of Early Childhood Programs	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2

ECE 582I	Workshop/Administration/Leadership Connections	2
EPS 526	Organizational Theory, Group Dynamics and Leadership Applications	.5 TO 3

Notes: ECE 525 and EPS 526 must be taken for 3 semester hours. ECE 582I must be taken for 2 semester hours.

Early Childhood Education, M.A.T.

National College of Education offers three different ways to earn the Early Childhood Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 2).

The Early Childhood Education, M.A.T. (Alternative Teacher Licensure) (p. 153) is an immersion learning program that places teacher candidates in on-site residencies within high-needs schools.

The Early Childhood Education, M.A.T. (Teacher Resident) (p. 155) is for candidates accepted into NLU's teacher residency licensure partner program.

The Early Childhood Education, M.A.T. (Traditional) (p. 156) is appropriate for most candidates.

**Early Childhood Education, M.A.T. (Alternative Teacher Licensure Program)**

This program is designed for those who do not have a Professional Educator License. It provides candidates with a comprehensive background for working with younger children in a variety of settings. Completion of this degree program leads to licensure by entitlement for a Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 2) along with an ESL or Bilingual Education Endorsement.

**Program Learning Outcomes (PLOs):**

**PLO1. PROMOTING CHILD DEVELOPMENT AND LEARNING** - Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**PLO2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and

communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

**PLO3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES** - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**PLO4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

**PLO5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**PLO6. BECOMING A PROFESSIONAL** - Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early

childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**PLO7. EARLY CHILDHOOD FIELD EXPERIENCES** - Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a bachelor's degree from a regionally accredited institution with a major in the content area of reading, English/language arts, mathematics or physical or social sciences
- Have a GPA no lower than 3.0

**Program Details:**

- Requires 37 SH for completion
- Candidates must earn a grade of "B" or better in all methods courses (ECE 503, ECE 507, RLL 535, and RLL 537)
- Requires immersive school placement
- Requires a passing score on the Early Childhood Content Area Test before ECE Alternative Licensure Seminar

**Required Courses**

ECE Alternative Teacher Licensure Coursework

ECE 502	Quality Child Care for Infants and Toddlers	2
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 504	Human Development: Infancy and Childhood	3
ECE 507	Teaching and Learning in ECE Settings: Science and Math	3
ECE 510	Child, Family and Community	3

ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 591	Early Childhood Alternative Licensure Seminar	1 TO 6
RLL 535	Foundations of Emergent Literacy	3
RLL 537	Early Literacy Methods PreK-3	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
ESR 504	Assessment and Curriculum Differentiation in Early Childhood Settings	2
CIL 531	Cross Cultural Education	3

Note: ECE 591 must be taken for a total of 6 semester hours.

### Early Childhood Education, M.A.T. (Teacher Resident Program)

The Early Childhood Education, M.A.T., Teacher Residency Program, leads to a master's degree and a Professional Educator License endorsed for self contained general education (Birth to Grade 2). Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

#### Program Learning Outcomes (PLOs):

**PLO1. PROMOTING CHILD DEVELOPMENT AND LEARNING** - Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**PLO2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**PLO3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES** - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**PLO4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**PLO5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**PLO6. BECOMING A PROFESSIONAL** - Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are

informed advocates for sound educational practices and policies.

**PLO7. EARLY CHILDHOOD FIELD EXPERIENCES -**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**Program Details:**

- Requires 35 SH for completion
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Science – coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Sciences – coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Requires practicum
- Requires student teaching
- Requires a passing score on the Early Childhood Content Area Test before Resident Teacher Practicum

**Required Courses**

Program Requirements - 35 SH

CIL 531	Cross Cultural Education	3
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 504	Human Development: Infancy and Childhood	3
ECE 507	Teaching and Learning in ECE Settings: Science and Math	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 570	Internship in Early Childhood Education Preprimary Settings	3
MHE 450	Mathematics for Elementary and Middle School Teachers	3
RLL 535	Foundations of Emergent Literacy	3

RLL 537	Early Literacy Methods PreK-3	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
ECE 587	Early Childhood Resident Teacher Practicum	1 TO 6

Note: ECE 587 must be taken for 5 SH.

**Early Childhood Education, M.A.T. (Traditional Program)**

This program is designed for those who do not have a Professional Educator License. It provides candidates with a comprehensive background for working with younger children in a variety of settings. Completion of this degree program leads to licensure by entitlement for a Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 2).

**Program Learning Outcomes (PLOs):**

**PLO1. PROMOTING CHILD DEVELOPMENT AND LEARNING -** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**PLO2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS -** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**PLO3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES -** Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with

families and other professionals, to positively influence the development of every child.

**PLO4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**PLO5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**PLO6. BECOMING A PROFESSIONAL** - Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**PLO7. EARLY CHILDHOOD FIELD EXPERIENCES** - Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings

that offer early education (early school grades, child care centers and homes, Head Start programs).

**Program Details:**

- Requires 45 SH for completion
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Science – coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Sciences – coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**Required Courses**

Program Requirements - 45 SH

CIL 531	Cross Cultural Education	3
ECE 502	Quality Child Care for Infants and Toddlers	2
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 504	Human Development: Infancy and Childhood	3
ECE 507	Teaching and Learning in ECE Settings: Science and Math	3
ECE 510	Child, Family and Community	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 570	Internship in Early Childhood Education Preprimary Settings	3
ECE 580	Internship in Early Childhood Education Primary Setting	3
ECE 590	Student Teaching	5
ESR 504	Assessment and Curriculum Differentiation in Early Childhood Settings	2
MHE 450	Mathematics for Elementary and Middle School Teachers	3
RLL 535	Foundations of Emergent Literacy	3
RLL 537	Early Literacy Methods PreK-3	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: ECE 502 and ESR 504 must be taken for 2 SH. ECE 590 has specific enrollment requirements. See below for details.

### **Early Childhood Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Early Childhood Content Test (206) before student teaching
- Complete all of their licensure courses except for ECE 590 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a "B"
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**For more information about this program, visit <https://www.nl.edu/academics/educationmasterstteacherprep/earlychildhoodeducation/>**

### **Early Childhood Education, M.Ed.**

This online-only program is designed for educators interested in the deepening their knowledge and expertise in the growing field of early childhood education. The curriculum provides current theories of child development, research-based practices in early care and education, and early childhood leadership and administration, and combines best practice coursework from the M.A.T. Early Childhood Education and the M.Ed. Early Childhood Administration programs.

The program is offered in the United States as well as internationally, initially in China due to the country's growing need to support early childhood educators and administrators with advanced education and professional growth opportunities.

### **Program Learning Outcomes (PLOs):**

**PLO1. PROMOTING CHILD DEVELOPMENT AND LEARNING** - Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**PLO2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

**PLO3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES** - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**PLO4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

**PLO5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**PLO6. BECOMING A PROFESSIONAL** - Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**PLO7. EARLY CHILDHOOD FIELD EXPERIENCES** - Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**Program Details:**

- Requires 32 SH for completion

**Required Courses**

Program Requirements - 32 SH

ECE 502	Quality Child Care for Infants and Toddlers	2
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 504	Human Development: Infancy and Childhood	3

ECE 507	Teaching and Learning in ECE Settings: Science and Math	3
ECE 510	Child, Family and Community	3
ECE 512	Early Childhood Curriculum	2
ECE 521	Writing and Effective Communication for Early Childhood Education Administrators	1
ECE 525	Strategies for Supervision and Staff Development	.5 TO 3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2
EPS 526	Organizational Theory, Group Dynamics and Leadership Applications	.5 TO 3
ESR 504	Assessment and Curriculum Differentiation in Early Childhood Settings	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Notes: ECE 525 and EPS 526 must be taken for 3 semester hours.

**Educational Leadership Programs**

NLU’s National College of Education offers the Master of Education (M.Ed.) and Educational Specialist (Ed.S.) degrees in Educational Leadership for the broad educational aim of developing performance capacities in individuals seeking to lead schools and other learning organizations, develop teachers professionally, and promote the success of all students.

The Ed.S. and M.Ed. degree program develops leader capacities based on national building-level standards advocated by the Educational Leadership Constituent Council. The program fosters capabilities in developing a shared vision of learning; sustaining positive and safe school cultures and instructional programs; managing school operational systems; using performance information to improve school programs; leading with integrity and equity within professional, legal, and policy frameworks; and advocating for school students, teachers, staff, families, and caregivers. The program develops leaders through substantial and sustained educational leadership projects, guided application experiences within educational settings, and key

assessments of proficiency in developing leadership competencies.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**State Credential Track:**

Applicants in Illinois who do not have a master's degree and are seeking the principal endorsement should select the Educational Leadership, M.Ed. (state credential track, Illinois) (p. 160).

Applicants in Florida who do not have a master's degree and are seeking educational leadership/school principal certification should select the Educational Leadership, M.Ed. (state credential track, Florida) (p. 162).

Applicants in Illinois who have a master's degree and are seeking the principal endorsement should select the Educational Leadership, Ed.S. (state credential track, Illinois) (p. 163).

Applicants in Florida who have a master's degree and are seeking educational leadership/school principal certification should select the Educational Leadership, Ed.S. (state credential track, Florida) (p. 164).

**General Education Leadership Track (non-endorsement):**

Applicants who do not have a master's degree and are not seeking state endorsement should select the Educational Leadership, M.Ed. (General Education Leadership) (p. 165).

Applicants who have a master's degree and are not seeking state endorsement should select the

Educational Leadership, Ed.S. (General Education Leadership) (p. 166).

**District Level Educational Leadership Track:**

Applicants in Illinois who have a master's degree and the principal endorsement and wish to seek superintendent licensure should select the Educational Leadership, Ed.S. (district level educational leadership track, Illinois) (p. 167).

**Educational Leadership, M.Ed. (State Credential Track, Illinois)**

This program is designed to prepare licensed and experienced teachers for educational leadership. This sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit Licensure and Endorsements at NLU.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to the National College of Education Graduate Admission Requirements (p. 148), the program requires:**

- A copy of the applicant's valid and current Illinois Professional Educator License



- Signed Licensure Limitation Form (for applicants who do not currently hold a valid Illinois PEL)
- Letter of recommendation on official letterhead from the principal or human resources verifying at least two years of teaching experience (four years teaching in a public or non-public school recognized by ISBE is required prior to endorsement)
- In-person interview with no fewer than two of the program's full-time faculty members
- Submission of an on-site, written response by the applicant to an education scenario provided by the program
- A portfolio to be submitted during the interview process, including evidence in the following areas:
  - Support for all students achieving high standards of learning
  - Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years
  - Significant leadership roles in past positions
  - Strong oral and written communication skills
  - Analytic abilities needed to collect and analyze data for student improvement
  - Demonstrated respect for family and community
  - Strong interpersonal skills
  - Knowledge of curriculum and instructional practices

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDL 573	Educational Leadership Project	1 TO 4
EDL 598	Administration and Supervision Internship	1 TO 6

Notes: EDL 573 must be taken for a total of 4 semester hours. EDL 598 must be taken for a total of 6 semester hours.

**Program Details:**

- Requires 34 SH for completion
- Requires an internship
- Candidates must pass Principal as Instructional Leader Content-Area Tests (#195 & 196) before beginning the last term of internship, EDL 598 **In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

**In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

**Internship Requirements**

To successfully complete the internship, the candidate must display competency in 36 areas as outlined by the Southern Regional Board of Education and exhibit leadership in 80 percent of the competencies. Approved site mentors and faculty supervisors complete a set of assessments from the State of Illinois to ensure candidates are prepared for principalship. Additionally, in Illinois, candidates must complete the Teacher Evaluation Training Academies.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/administrationandsupervision/>

**Educational Leadership, M.Ed. (State Credential Track, Florida)**

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

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

- A copy of the applicant’s valid and current teaching certificate (for certification eligibility in Educational Leadership)
  - Signed Licensure Limitation Form (for applicants who do not currently hold a valid teaching certificate)
- Two years of teaching experience
- A letter of recommendation
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.

- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on students?
- Faculty review of applicant's credentials and written statements

**Program Details:**

- Requires 34 SH for completion
- Requires an internship

**Required Courses**

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDL 573	Educational Leadership Project	1 TO 4
EDL 598	Administration and Supervision Internship	1 TO 6

Notes: EDL 573 must be taken for a total of 4 semester hours. EDL 598 must be taken for a total of 6 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersadvanceded/administrationandsupervision/>

### Educational Leadership, Ed.S. (State Credential Track, Illinois)

This program is designed to prepare licensed and experienced teachers for educational leadership. This sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit Licensure and Endorsements at NLU.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to the** National College of Education Graduate Admission Requirements (p. 148), **the program requires:**

- A master's degree from a regionally accredited institution
- A copy of the applicant's valid and current Illinois Professional Educator License
  - Signed Licensure Limitation Form (for applicants who do not currently hold a valid Illinois PEL)

- Letter of recommendation on official letterhead from the principal or human resources verifying at least two years of teaching experience (four years teaching in a public or non-public school recognized by ISBE is required prior to endorsement)
- In-person interview with no fewer than two of the program's full-time faculty members
- Submission of an on-site, written response by the applicant to an education scenario provided by the program
- A portfolio to be submitted during the interview process, including evidence in the following areas:
  - Support for all students achieving high standards of learning
  - Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years
  - Significant leadership roles in past positions
  - Strong oral and written communication skills
  - Analytic abilities needed to collect and analyze data for student improvement
  - Demonstrated respect for family and community
  - Strong interpersonal skills
  - Knowledge of curriculum and instructional practices

**Program Details:**

- Requires 30 SH for completion
- Requires an internship
- Candidates must pass Principal as Instructional Leader Content-Area Tests (#195 & 196) before beginning the last term of internship, EDL 598

Required Courses

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2

EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDL 598	Administration and Supervision Internship	1 TO 6

Note: EDL 598 must be taken for a total of 6 semester hours.

### Internship Requirements

To successfully complete the internship, the candidate must display competency in 36 areas as outlined by the Southern Regional Board of Education and exhibit leadership in 80 percent of the competencies. Approved site mentors and faculty supervisors complete a set of assessments from the State of Illinois to ensure candidates are prepared for principalship. Additionally, in Illinois, candidates must complete the Teacher Evaluation Training Academies.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasteradvanced/administrationandsupervision/>

### Educational Leadership, Ed.S. (State Credential Track, Florida)

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

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.

### Program Learning Outcomes (PLOs):

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

- A master's degree from a regionally accredited institution
- A copy of the applicant's valid and current teaching certificate (for certification eligibility in Educational Leadership)
- Signed Licensure Limitation Form (for applicants who do not currently hold a valid teaching certificate)
- Two years of teaching experience
- A letter of recommendation
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?

- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on students?

• Faculty review of applicant's credentials and written statements

**Program Details:**

- Requires 30 SH for completion
- Requires an internship

Required Courses

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDL 598	Administration and Supervision Internship	1 TO 6

Note: EDL 598 must be taken for a total of 6 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/administrationandsupervision/>

**Educational Leadership, M.Ed. (General Education Leadership)**

This program is designed to prepare experienced teachers for educational leadership. It is conveniently offered in online, face-to-face and blended formats. Please note that this program does not lead to state credentials.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on students?
- Faculty review of applicant's credentials and written statements
- A letter of recommendation
- Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)

**Program Details:**

- Requires 34 SH for completion

**Required Courses**

## Program Core - 28 SH

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDL 573	Educational Leadership Project	1 TO 4

Note: EDL 573 must be taken for a total of 4 semester hours.

## Electives - 6 SH

EDL 512	Communication and Technological Skills for Education Leaders	3
EDL 546	Perspectives and Administration of Educational Policy	3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersadvanceded/administrationandsupervision/>

**Educational Leadership, Ed.S. (General Education Leadership)**

This program is designed to prepare experienced teachers for educational leadership. It is conveniently offered in online, face-to-face and blended formats. Please note that this program does not lead to state credentials.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates acquire dispositions that help to ensure that students are at the center of all educational decisions.

PLO2. Candidates gain and apply content knowledge in leadership, organizational theory, community relations, education law, curriculum and instruction, resource allocation, data-informed decision making, management and operations, tiered systems of support, and other sub-specialty areas.

PLO3. Candidates experience situations to develop skills to facilitate collaboration, innovation, change, and conflict resolution.

PLO4. Candidates enhance their abilities in listening and communicating effectively, engaging stakeholders in decision making, developing interpersonal effectiveness, and developing problem solving skills utilizing creativity.

PLO5. Candidates learn and employ the leadership dispositions and attitudes that lead to school change.

**In addition to National College of Education Graduate Admission Requirements (p. 148), this program requires:**

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

- Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)

**Program Details:**

- Requires 30 SH for completion

**Required Courses**

Program Core - 24 SH

EDL 510	Leadership and Organizational Development	2
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2
EDL 523	Navigating School and Special Education Law	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDL 570	Internship Seminar I: Organizing Leadership Competency Planning	1
EDL 571	Internship Seminar II: Resume Building and Professional Writing for Educational Leaders	1
EDL 572	Internship Seminar III: Demonstrating School Leadership Competence	2

Electives - 6 SH

EDL 512	Communication and Technological Skills for Education Leaders	3
EDL 546	Perspectives and Administration of Educational Policy	3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/administrationandsupervision/>

**Educational Leadership, Ed.S. (District Level Educational Leadership Track)**

The Ed.S. degree with a major in District Level Leadership prepares candidates for instructional, operational, organizational, and ethical leadership

roles in school districts and other complex educational systems. NLU's Ed.S. degree is available to candidates who have been accepted into the Ed.D. Educational Leadership doctoral program and who need additional time to complete the dissertation component of the program or who do not wish to complete the dissertation component of the program. Completion of the Ed.S. major in District Level Educational Leadership will allow candidates who have successfully completed the coursework and internship in the Ed.D. program the opportunity to apply for their superintendent's license in Illinois. Candidates earning an Ed.S. in District Level Educational Leadership may re-enroll in the Ed.D. in Educational Leadership Program to complete their doctorate at a future date. Standard rules concerning acceptance of previously completed coursework and the time limitation for completion of the program apply for candidates wishing to re-enter the doctoral program.

This program is designed to qualify licensed and experienced teachers to earn the credential necessary to become a superintendent in Illinois. For more details visit Licensure and Endorsements at NLU.

**Program Learning Outcomes (PLOs):**

PLO1. Candidates will demonstrate skills in all aspects of school/district leaders and administration including processes of planning, organization, communication, decision making, influence/politics and evaluation stemming from a shared vision, mission, and core values.

PLO2. Candidates will develop relationship and collaborate among internal and external stakeholders to develop and promote a community of academic success, development of personal potential and well-being of all students.

PLO3. Candidates will lead adult learning and build capacity among school personnel, staff, and teachers to improve student achievement.

PLO4. Candidates will support the intellectually rigorous and coherent systems of curriculum, instruction and assessment for continuous improvement to promote each students' academic success and well-being.

PLO5. Candidates will pursue educational equity through cultural proficiency and opportunity to advance the overall well-being of students.

PLO6. Candidates will act professionally, ethically, and demonstrate emotional intelligence in a

compassionate, caring manner promoting each student's success.

PLO7. Candidates will strive for school improvement by diagnosing challenges, working collaboratively, and using evidence to initiate change that promotes students' academic success.

**In addition to meeting the National College of Education Graduate Admission Requirements (p. 148), applicants must:**

- Submit a professional resume or curriculum vitae
- Submit official transcripts from all institutions attended. Please note that only credit from regionally accredited institutions will be considered for transfer credit. Completion of baccalaureate and master's degrees from regionally accredited institutions must be verified. A grade point average of 3.25 or better in master's level courses is required of all applicants.
- Submit three letters of recommendation. Letters should originate from people supervising the applicant's professional work or people associated with the applicant's graduate work.
- Provide written responses to substantive questions that directly speak to the applicant's intellectual interests, professional goals, compatibility with program and commitments to the values of the program
- Present documented evidence of at least two years of leadership in an educational setting
- Sit for an interview

**Program Details:**

- Requires 42-48 SH for completion
- Requires an internship
- All the hours earned in the Ed.S. Educational Leadership (District Level Educational Leadership track only) program may be applied toward the Ed.D. in Educational Leadership (p. 207) within 8 years. Applicants for each degree must be admitted to that degree.

**Required Courses**

Educational Leadership Major - 36 SH

EDL 601	Analyzing Resource Allocation and Equity in Educational Financial Management	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
EDL 605	Leading Change	3

EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 608	Communicating and Engaging with Staff, Families, and Communities	3
EDL 620	Understanding the Dynamics of Political, Legal, and Ethical Issues in Education	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 624	Improving Instruction through Professional Development and Evaluation	3
EDL 626	Leading Instruction to Advance Student Learning	3
EDL 628	Analyzing and Using Data for Systemic Improvement	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
Internship - 6-12 SH		
EDL 690	Educational Leadership Internship	1 TO 8

Note: EDL 690 must be taken for a total of 12 SH. Candidates may have up to 6 SH of the course waived per the EDL program chair. The total number of hours for degree would then be 42.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/administrationandsupervision/>

Elementary Education, M.A.T.

National College of Education offers three different ways to earn the Elementary Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for self-contained general education (Grades 1-6):

- The Elementary Education, M.A.T. (Alternative Teacher Licensure) (p. 169) is an immersion learning program that places teacher candidates in on-site residencies within high-needs schools.
- The Elementary Education, M.A.T. (Teacher Residency Program) (p. 170) is for candidates accepted into NLU's teacher residency licensure partner program
- The Elementary Education, M.A.T. (Traditional) (p. 171) is appropriate for most candidates



## Elementary Education, M.A.T. (Alternative Teacher Licensure)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Teacher candidates will be placed in high needs schools as teachers of record while taking their coursework toward M.A.T degree and their Professional Educator’s License with an endorsement in Elementary Education, Grades 1-6. A specialized mentoring program will be in place to support and guide the teacher candidates throughout the two years of the program.

### Program Learning Outcomes (PLOs):

**PLO1. Learner Development.** The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

**PLO2. Learning Differences.** The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment

**PLO3. Learning Environment.** The candidate works with colleagues, families, and communities to establish positive, collaborative and supportive learning environments that encourage active engagement in learning and self- motivation.

**PLO4. Content Knowledge.** The candidate utilizes the central concepts, tools of inquiry, and structures of the discipline to create learning experiences that make the content accessible and meaningful for learners.

**PLO5. Application of Content.** The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues.

**PLO6. Assessment.** The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.

**PLO7. Planning for Instruction.** The candidate plans instruction that supports students by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**PLO8. Instructional Strategies.** The candidate designs and applies a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills and apply knowledge in meaningful ways.

**PLO9. Professional Learning and Ethical Practice.** The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

**PLO10. Leadership and Collaboration.** The candidate seeks appropriate leadership opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:

- Be admitted before starting the first term of Jumpstart
- Have a bachelor's degree from a regionally accredited institution with a major in the content area of reading, English/language arts, mathematics or one of the sciences
- Sit for a formal interview with NCE program faculty at least two weeks prior to the start of the first term
- Submit three academic or professional letters of recommendation (recommenders must be listed on the application)

### Program Details:

- Requires 49 SH for completion
- Candidates cannot be admitted with more than two General Education deficiencies which must be completed prior to participation in the residency phase of the program
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Science – coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Sciences – coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Requires a passing score on the Elementary Education Content Area Test before ATL Residency Seminar II

### Required Courses

Jumpstart Courses - 7 SH

RLL 538	Literacy Methods: K-6	1
		TO
		2

MHE 450	Mathematics for Elementary and Middle School Teachers	3
EPS 513	Frameworks for Data Driven Instruction	1 TO 3

Note: RLL 538 must be taken for 2 semester hours and EPS 513 must be taken for 1 semester hour.

Residency Year 1 Courses - 20 SH

SCE 480B	Methods of Teaching Science	2
CIS 480B	Methods of Teaching Social Studies	2
RLR 550	Teaching Reading Comprehension and Content Literacy in Grades 1-6	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
MHE 480B	Methods for Teaching Elementary Schools Mathematics	2
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
ELE 511	ATL Residency Seminar I	1

Note: ELE 511 must be taken for the total of 3 semester hours.

Residency Year 2 Courses - 22 SH

ELE 545	Methods for Teaching Arts Education	1
ELE 547	Methods for Teaching Health and Physical Education	1
EPS 513	Frameworks for Data Driven Instruction	1 TO 3
CIL 531	Cross Cultural Education	3
CIL 500	Foundations of ESL and Bilingual Education	3
ESR 514	Research in Action: Becoming Practitioner Researchers	3
CIL 501	Introduction to Linguistics for TESOL	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
ELE 512	ATL Residency Seminar II	1

Note: EPS 513 must be taken for 2 semester hours. ELE 512 must be taken for the total of 3 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasterteacherprep/elementaryeducation/>

**Elementary Education, M.A.T. (Teacher Residency Program)**

The Elementary Education, M.A.T., Teacher Residency Program, leads to a master's degree and a Professional Educator License endorsed for self contained general education (grades 1-6). Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

**Program Learning Outcomes (PLOs):**

**PLO1. Learner Development.** The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

**PLO2. Learning Differences.** The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment

**PLO3. Learning Environment.** The candidate works with colleagues, families, and communities to establish positive, collaborative and supportive learning environments that encourage active engagement in learning and self- motivation.

**PLO4. Content Knowledge.** The candidate utilizes the central concepts, tools of inquiry, and structures of the discipline to create learning experiences that make the content accessible and meaningful for learners.

**PLO5. Application of Content.** The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues.

**PLO6. Assessment.** The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.

**PLO7. Planning for Instruction.** The candidate plans instruction that supports students by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**PLO8. Instructional Strategies.** The candidate designs and applies a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills and apply knowledge in meaningful ways.

**PLO9. Professional Learning and Ethical Practice.**  
The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

**PLO10. Leadership and Collaboration.** The candidate seeks appropriate leadership opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Program Details:**

- Requires 35 SH for completion
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Science – coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Sciences – coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Requires a passing score on the Elementary Education Content Area Test before Resident Teacher Student Teaching
- Requires practicum
- Requires student teaching

The Elementary Education, M.A.T., Teacher Residency Program, leads to a master's degree and a Professional Educator License endorsed for self contained general education (grades 1-6). Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

The Elementary Education, M.A.T., Teacher Residency Program, leads to a master's degree and a Professional Educator License endorsed for self contained general education (grades 1-6). Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

**Required Courses**

MAT Core - 4 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Note: FND 510 must be taken for 2 semester hours.

Program Courses - 31 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIS 480B	Methods of Teaching Social Studies	2
ELE 545	Methods for Teaching Arts Education	1
ELE 547	Methods for Teaching Health and Physical Education	1
ELE 577	Teaching and Learning in Context	1
ELE 587	Resident Teacher Practicum	3
ELE 597	Resident Teacher Student Teaching	3
MHE 450	Mathematics for Elementary and Middle School Teachers	3
MHE 480B	Methods for Teaching Elementary Schools Mathematics	2
RLL 538	Literacy Methods: K-6	1 TO 2
RLR 550	Teaching Reading Comprehension and Content Literacy in Grades 1-6	2
SCE 480B	Methods of Teaching Science	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Notes: ELE 597 must be taken for a total of 6 SH. RLL 538 must be taken for 2 SH.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasterteacherprep/elementaryeducation/>

**Elementary Education, M.A.T. (Traditional Program)**

This program is designed for students with baccalaureate degrees seeking an Illinois Professional Educator License endorsed for self-contained general

education (Grades 1-6). Visit Licensure and Endorsement at NLU for more details.

**Program Learning Outcomes (PLOs):**

**PLO1. Learner Development.** The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

**PLO2. Learning Differences.** The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment

**PLO3. Learning Environment.** The candidate works with colleagues, families, and communities to establish positive, collaborative and supportive learning environments that encourage active engagement in learning and self- motivation.

**PLO4. Content Knowledge.** The candidate utilizes the central concepts, tools of inquiry, and structures of the discipline to create learning experiences that make the content accessible and meaningful for learners.

**PLO5. Application of Content.** The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues.

**PLO6. Assessment.** The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.

**PLO7. Planning for Instruction.** The candidate plans instruction that supports students by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**PLO8. Instructional Strategies.** The candidate designs and applies a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills and apply knowledge in meaningful ways.

**PLO9. Professional Learning and Ethical Practice.** The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

**PLO10. Leadership and Collaboration.** The candidate seeks appropriate leadership opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Program Details:**

- Requires 43 SH for completion
- Candidates cannot be admitted to the program with more than two General Education deficiencies
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Science – coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Sciences – coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Requires observations
- Requires practicum
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.
- Requires a professional portfolio

**Required Courses**

**MAT Core - 7 SH**

FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EPS 511	Human Learning and Development in Instructional Contexts	2
ESR 514	Research in Action: Becoming Practitioner Researchers	3

**Note:** FND 510 must be taken for 2 semester hours.

**Program Requirements - 36 SH**

ELE 500	Elementary Education Practicum I: Teaching and Learning in Diverse Settings	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
ELE 510	Elementary Education Practicum II: Advanced Teaching and Learning in Diverse Settings	3
ELE 590	Elementary Education: Student Teaching	6
ELE 545	Methods for Teaching Arts Education	1
ELE 547	Methods for Teaching Health and Physical Education	1
CIS 480B	Methods of Teaching Social Studies	2

MHE 480B	Methods for Teaching Elementary Schools Mathematics	2
SCE 480B	Methods of Teaching Science	2
RLL 538	Literacy Methods: K-6	1 TO 2
RLR 550	Teaching Reading Comprehension and Content Literacy in Grades 1-6	2
CIL 531	Cross Cultural Education	3
MHE 450	Mathematics for Elementary and Middle School Teachers	3
ELE 505	Instructional Practices in Context: Curriculum, Assessment, and Technology	3

Note: RLL 538 must be taken for 2 semester hours.

**Elementary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Elementary Education (Grades 1-6) Content Area Test (197-200) before student teaching
- Complete all of their licensure courses prior to ELE 590 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**For more information about this program, visit** <http://www.nl.edu/academics/educationma>

stersteacherprep/elementaryeducation/

**General Special Education, M.Ed.**

The General Special Education, M.Ed. degree prepares candidates for a variety of roles working with children and adolescents with exceptional needs. This program is designed for those who are interested in special education but are not seeking licensure or endorsement.

If you are seeking licensure or endorsement, please see the Special Education programs (p. 187).

**Program Learning Outcomes (PLOs):**

**PLO1. Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**PLO2. Learning Environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**PLO3. Curricular Content Knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

**PLO4. Assessment:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**PLO5. Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the

needs of individuals with exceptionalities across a range of learning experiences.

**Program Details:**

- Requires 32 SH for completion

**Required Courses**

MED Core - 8 SH

EPS 541	Cognition and Instruction	1
		TO
		2
ESR 505	Educational Inquiry and Assessment	3
FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3

Note: EPS 541 must be taken for 2 semester hours.

General Special Education Program Requirements - 12 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 509	Literacy Instruction for Diverse Learners	3

General Special Education Electives - 12 SH

Choose four courses for a total of 12 SH:

SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 532	Early Childhood Special Education Curriculum, Instruction and Methods	3
SPE 533	Early Childhood Special Education Diagnostic Assessment	3
SPE 534	Early Childhood Special Education Collaboration, Family and Community	3
MHE 450	Mathematics for Elementary and Middle School Teachers	3

Notes: Students wishing to take EPS 546 must seek approval from the School Director in consultation with their Academic Advisor.

**Learning Sciences Education Programs**

The National College of Education offers three degrees in the area of learning sciences education:

- Learning Sciences Education, M.Ed. (p. 174) with major in Learning Technologies for Teachers (non-credential)
- Learning Sciences Education, M.Ed. (p. 175) with major in Learning Technologies for Coaches (eligible for Illinois Technology Specialist Endorsement)
- Learning Sciences Education, Ed.S. (p. 176) with major in Learning Technologies for Teachers (non-credential) for candidates currently holding a master's degree

**Learning Sciences Education, M.Ed.**

Learning Sciences Education, M.Ed. program focuses on the multiple aspects of learning in different environments, including specific aspects of the content to be mastered, cognitive aspects of the student, the instructional environment and materials, the preparation and activities of the instructor, socio-cultural and linguistic components, and assessment outcomes. The program also includes instruction in the social, organizational, and cultural dynamics of learning; learning and cognition; learning strategies; educational psychology; educational testing and measurement; instructional design and technology; and statistical design of educational research.

Candidates in this program are not eligible to apply for the Illinois Technology Specialist Endorsement.

Students applying to the Learning Sciences Education, M.Ed. program are subject to the National College of Education Graduate Admission (p. 148) requirements.

**Program Learning Outcomes (PLOs):**

PLO1. Critically evaluate the historical development of ideas, theories, practices and research of how learning occurs both individually and in groups within sociocultural contexts.

PLO2. Use deep knowledge of how people learn to identify learning progressions, including the interaction of cognition and social-emotional factors to improve instructional and assessment practices

PLO3. Design effective learning experiences with digital tools and technologies using research-based learning theories, pedagogical content knowledge and/or

PLO4. Conduct design-based research to evaluate the impact of learning designs including instructional practices, digital technologies, activities, materials and learning environments to foster cognitive, motivational and social-emotional learning and development.

PLO5. Demonstrate the ability to implement high leverage instructional practices utilizing their knowledge of learning progressions and effective learning designs.

**Program Details:**

- Requires 32 SH

**Required Courses**

Core Courses - 12 SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 520	Introduction to Design-based Research	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 593	Seminar in the Learning Sciences	3

Learning Technologies for Teachers Major - 15 SH

TIE 512	Using Technologies to Support Student Thinking	3
TIE 515	Critical Educational Technology Issues in Historical, Philosophical, and Policy Contexts	3
TIE 525	Designing Digital Age Learning Environments	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
TIE 542	Digital Tools for Teaching, Learning and Assessment	3

Note: TIE 535 must be taken for 3 SH.

Electives - 5 SH

Choose 5 SH from TIE courses and/or workshops in consultation with Program Chair and Academic Advisor.

**Learning Sciences Education, M.Ed. (State Credential Track, Illinois)**

Learning Sciences Education, M.Ed. program focuses on the multiple aspects of learning in different environments, including specific aspects of the content to be mastered, cognitive aspects of the student, the instructional environment and materials, the preparation and activities of the instructor, socio-cultural and linguistic components, and assessment outcomes. The program also includes instruction in the social, organizational, and cultural dynamics of learning; learning and cognition; learning strategies; educational psychology; educational testing and measurement; instructional design and technology; and statistical design of educational research.

Candidates in this program are eligible to apply for the Illinois Technology Specialist Endorsement.

**Program Learning Outcomes (PLOs):**

PLO1. Critically evaluate the historical development of ideas, theories, practices and research of how learning occurs both individually and in groups within sociocultural contexts.

PLO2. Use deep knowledge of how people learn to identify learning progressions, including the interaction of cognition and social-emotional factors to improve instructional and assessment practices

PLO3. Design effective learning experiences with digital tools and technologies using research-based learning theories, pedagogical content knowledge and/or

PLO4. Conduct design-based research to evaluate the impact of learning designs including instructional practices, digital technologies, activities, materials and learning environments to foster cognitive, motivational and social-emotional learning and development.

PLO5. Demonstrate the ability to implement high leverage instructional practices utilizing their knowledge of learning progressions and effective learning designs.

**In addition to the National College of Education Graduate Admission Requirements (p. 148), the program requires:**

- A copy of the applicant's valid and current Illinois Professional Educator License
- Signed Licensure Limitation Form (for applicants who do not currently hold valid Illinois PEL)
- Successfully demonstrate ISTE-Standards Teachers competencies or approved equivalent

**Program Details:**

- Requires 33 SH

**Required Courses**

Core Courses - 6 SH

ESR 505	Educational Inquiry and Assessment	3
LSE 500	Introduction to the Learning Sciences and Technology	3

Learning Technologies for Coaches Major - 25 SH

TIE 515	Critical Educational Technology Issues in Historical, Philosophical, and Policy Contexts	3
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TIE 525	Designing Digital Age Learning Environments	3
TIE 532	Visionary Leadership for Digital Learning Contexts	3
TIE 533	Technologies for Leadership, Analysis and Decision Making	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
TIE 542	Digital Tools for Teaching, Learning and Assessment	3
TIE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3
TIE 592	Portfolio Seminar to Advance Content Knowledge, Professional Growth, & Leadership	1
TIE 593	Research Seminar: The Role of Emerging Technologies in Teaching, Learning, and Assessment	3

Note: TIE 535 must be taken for 3 SH.

Electives - 2 SH

Choose 2 SH from TIE courses and/or workshops in consultation with Program Chair and Academic Advisor.

### Learning Sciences Education, Ed.S.

Learning Sciences, Ed.S. program focuses on the multiple aspects of learning in different environments, including specific aspects of the content to be mastered, cognitive aspects of the student, the instructional environment and materials, the preparation and activities of the instructor, socio-cultural and linguistic components, and assessment outcomes. The program also includes instruction in the social, organizational, and cultural dynamics of learning; learning and cognition; learning strategies; educational psychology; educational testing and measurement; instructional design and technology; and statistical design of educational research.

Candidates in this program are not eligible to apply for the Illinois Technology Specialist Endorsement.

#### Program Learning Outcomes (PLOs):

PLO1. Critically evaluate the historical development of ideas, theories, practices and research of how learning occurs both individually and in groups within sociocultural contexts.

PLO2. Use deep knowledge of how people learn to identify learning progressions, including the interaction of cognition and social-emotional factors to improve instructional and assessment practices

PLO3. Design effective learning experiences with digital tools and technologies using research-based learning theories, pedagogical content knowledge and/or

PLO4. Conduct design-based research to evaluate the impact of learning designs including instructional practices, digital technologies, activities, materials and learning environments to foster cognitive, motivational and social-emotional learning and development.

PLO5. Demonstrate the ability to implement high leverage instructional practices utilizing their knowledge of learning progressions and effective learning designs.

#### In addition to the National College of Education Graduate Admission Requirements (p. 148), applicants must:

- Hold master's degree from a regionally accredited institution

#### Program Details:

- Requires 30 SH

#### Required Courses

Core Courses - 12 SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 520	Introduction to Design-based Research	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 593	Seminar in the Learning Sciences	3
Learning Technologies for Teachers Major - 15 SH		
TIE 512	Using Technologies to Support Student Thinking	3
TIE 515	Critical Educational Technology Issues in Historical, Philosophical, and Policy Contexts	3
TIE 525	Designing Digital Age Learning Environments	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
TIE 542	Digital Tools for Teaching, Learning and Assessment	3

Note: TIE 535 must be taken for 3 SH.

Electives - 3 SH

Choose 3 SH from TIE courses, EDL 546, CCD 625 and/or workshops in consultation with Program Chair and Academic Advisor.



## Mathematics Education, M.Ed.

This program is designed to help preK–8 teachers develop professionally as classroom teachers of mathematics and become teacher-leaders in their schools and districts.

### Program Learning Outcomes (PLOs):

PLO1. Demonstrate knowledge of the components of a comprehensive mathematics curriculum for the middle grades

PLO2. Demonstrate knowledge about middle grade students as learners of mathematics (varied learning styles, culturally diverse backgrounds, special needs, etc.)

PLO3. Apply effective, developmentally appropriate mathematical pedagogy for the middle grades including the use of appropriate academic technology

PLO4. Demonstrate understanding of mathematical content from a teacher's perspective enabling connections to the topics of both elementary and secondary school

PLO5. Collect, design, and organize a set of appropriate mathematical tasks for a lesson a lesson plan and/or unit of study for individual or team teaching

PLO6. Demonstrate awareness of knowledge of important issues and directions in mathematics education, teaching, and learning

PLO7. Explore, evaluate, and justify the use of specific mathematical resources (print, technological, and other materials; local, state, and national organizations, etc.)

### In addition to National College of Education Graduate Admission Requirements (p. 148), applicants must:

- Have a valid Professional Educator License

### Program Details:

- Requires 32 SH for completion

### Required Courses

MED Core - 2 SH

EPS 541	Cognition and Instruction	1
		TO
		2

Note: EPS 541 must be taken for 2 semester hours.

Mathematics Program Requirements - 30 SH

MHE 485	Advanced Methods for Teaching Middle School Mathematics	3
		OR
		5

MHE 501	Number Concepts & Operations for Teachers	3
MHE 502	Modern Algebra for Teachers	3
MHE 510	Geometry for Teachers	3
MHE 511	Number Theory for Teachers	3
MHE 512	Topics and Applications of Statistics and Probability	3
MHE 523	Differentiating Mathematics Instruction	3
MHE 503	Mathematics Education Issues & Trends	3
MHE 515	History of Mathematics	3
MHE 593	Mathematics Education Capstone Seminar	3

Note: MHE 485 must be taken for 3 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersadvanced/mathematics/>

## Middle Grades Education, M.A.T.

NCE offers three ways to earn the Middle Grades Education, M.A.T. and eligibility for an Illinois Professional Educator License (Grades 5-8):

- The Middle Grades Education, M.A.T. (Traditional) (p. 177) is appropriate for most candidates
- The Middle Grades Education, M.A.T. (Teacher Residency Program) (p. 179) is for candidates accepted into NLU's teacher residency licensure partner program
- The Middle Grades Education, M.A.T. (Alternative Teacher Licensure) (p. 181) is for candidates accepted into NLU's alternative teacher licensure partner program

In all versions of the M.A.T., candidates must choose one of the following disciplines:

- Science
- Literacy
- Mathematics
- Social Science

## Middle Grades Education, M.A.T. (Traditional Program)

The Middle Grades Education, M.A.T., Traditional Program, leads to a master's degree and a Professional Educator License endorsed for middle grades education (grades 5 to 8) and content-area

endorsement in Science, Literacy, Mathematics, and/or Social Science. Visit Licensure and Endorsements at NLU for more details.

**Program Learning Outcomes (PLOs):**

PLO1. Young Adolescent Development: Articulate the unique needs of young adolescent learners based on their physical, intellectual, emotional, social, and spiritual (PIESS) development and the influences of gender, socioeconomics, culture, media, special populations (Plus+). Referred to as PIESS+.

PLO2. Young Adolescent Development: Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

PLO3. Middle Level Curriculum: Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent's competence.

PLO4. Middle Level Instruction: Deconstruct the impact of media/technology/popular culture on the lives of each young adolescent learner.

PLO5. Middle Level Instruction: Create and participate in joyful teaching and learning with young adolescent learners.

PLO6. Responsive Teaching: Demonstrate critical and creative thinking when working with young adolescent learners.

PLO7. Responsive Teaching: Implement responsive strategies for use within the diverse range of each young adolescent learner.

PLO8. Middle Level Philosophy and School Organization: Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.

PLO9. Communication Skills: Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

PLO10. Professional Roles: Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

PLO11. Professional Roles: Apply mindful knowledge and respect of the unique community assets and school context to maximize success for each young adolescent learner.

PLO12. Advocacy: Commit to being an advocate who supports, listens and responds to each young adolescent, family and community member.

**Program Details:**

- Requires 36 SH for completion
- Candidates cannot be admitted to the program with more than two General Education deficiencies; these must be completed prior to participation in MGE 505
- Candidates must provide evidence of taking 21 SH of General Education coursework or equivalent CLEP/Dantes tests in the following areas:
  - For candidates seeking MG science endorsement: 21 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences)
  - For candidates seeking MG literacy endorsement: 21 SH of literacy content
  - For candidates seeking MG math endorsement: 21 SH of math content
  - For candidates seeking MG social science endorsement: 21 SH of social science content (to include coursework in each of the following areas, in relation to Illinois, the United States and the world: history, geography, civics and government, and economics )
- Requires a passing score on the Middle Grades Education Content Area Test before Student Teaching
- Requires observations
- Requires practicum
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**Required Courses**

MAT Core - 4 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Note: FND 510 must be taken for 2 semester hours.

Program Requirements - 29 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3

MGE 503	Advocacy Practicum: Young Adolescents in Context II	3
MGE 505	Teaching and Learning Practicum: Young Adolescents in Context III	3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
MGE 590	Student Teaching: Young Adolescents in Context IV	6
MGE 510	Methods of Teaching Middle Grades Science	3
	or	
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
	or	
MGE 514	Methods of Teaching Middle Grades Mathematics	3
	or	
MGE 518	Methods of Teaching Middle Grades Social Studies	3
	and	
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: MGE 501, MGE 503, MGE 505, and MGE 509 must be taken for a total of 3 semester hours.

Middle Grades Education Elective Options - 3 SH

Choose one of the following courses:

CIL 500	Foundations of ESL and Bilingual Education	3
ESR 514	Research in Action: Becoming Practitioner Researchers	3
MGE 510	Methods of Teaching Middle Grades Science	3
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
MGE 514	Methods of Teaching Middle Grades Mathematics	3
MGE 518	Methods of Teaching Middle Grades Social Studies	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3

Note: Students may select a second content area methods course (MGE 510, MGE 512, MGE 514 or MGE 518) if they meet the additional 21 semester hours General Education requirement.

**For more information about this program, visit**  
<https://www.nl.edu/academics/educationmasterteacherprep/middlegradeseducation/>

**Middle Grades Education, M.A.T. (Teacher Residency Program)**

The Middle Grades Education, M.A.T., Teacher Residency Program, leads to a master’s degree and a Professional Educator License endorsed for middle grades education (grades 5 to 8) and content-area endorsements in Science, Literacy, Mathematics, and/or Social Science. Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

**Program Learning Outcomes (PLOs):**

PLO1. Young Adolescent Development: Articulate the unique needs of young adolescent learners based on their physical, intellectual, emotional, social, and spiritual (PIESS) development and the influences of gender, socioeconomics, culture, media, special populations (Plus+). Referred to as PIESS+.

PLO2. Young Adolescent Development: Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

PLO3. Middle Level Curriculum: Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent’s competence.

PLO4. Middle Level Instruction: Deconstruct the impact of media/technology/popular culture on the lives of each young adolescent learner.

PLO5. Middle Level Instruction: Create and participate in joyful teaching and learning with young adolescent learners.

PLO6. Responsive Teaching: Demonstrate critical and creative thinking when working with young adolescent learners.

PLO7. Responsive Teaching: Implement responsive strategies for use within the diverse range of each young adolescent learner.

PLO8. Middle Level Philosophy and School Organization: Integrate knowledge of the philosophical ideologies, historical development,

curricular models of middle grades education, and the leaders of the middle grades movement.

**PLO9. Communication Skills:** Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

**PLO10. Professional Roles:** Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

**PLO11. Professional Roles:** Apply mindful knowledge and respect of the unique community assets and school context to maximize success for each young adolescent learner.

**PLO12. Advocacy:** Commit to being an advocate who supports, listens and responds to each young adolescent, family and community member.

### Program Details:

- Requires 35 SH for completion
- Candidates cannot be admitted to the program with more than two General Education deficiencies; these must be completed prior to participation in MGE 587
- Candidates must provide evidence of taking 21 SH of General Education coursework or equivalent CLEP/Dantes tests in the following areas:
  - For candidates seeking MG science endorsement: 21 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences)
  - For candidates seeking MG literacy endorsement: 21 SH of literacy content
  - For candidates seeking MG math endorsement: 21 SH of math content
  - For candidates seeking MG social science endorsement: 21 SH of social science content (to include coursework in each of the following areas, in relation to Illinois, the United States and the world: history, geography, civics and government, and economics )
- Requires a passing score on the Middle Grades Education Content Area Test before Resident Teacher Student Teaching
- Requires placement in Residency training site
- Requires practicum
- Requires student teaching

### Required Courses

#### MAT Core - 10 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EPS 511	Human Learning and Development in Instructional Contexts	2
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: FND 510 must be taken for 2 semester hours.

#### Program Requirements - 22 SH

MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
MGE 507	Voices and Choices in Middle Grades Education	1
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
MGE 577	Teaching & Learning in Context	1
MGE 587	Resident Teacher Practicum	3
MGE 597	Resident Teacher Student Teaching and	3
MGE 510	Methods of Teaching Middle Grades Science	3
	or	
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
	or	
MGE 514	Methods of Teaching Middle Grades Mathematics	3
	or	
MGE 518	Methods of Teaching Middle Grades Social Studies	3

Note: MGE 507 must be taken for a total of 2 SH. MGE 509 must be taken for a total of 3 SH. MGE 597 must be taken for a total of 6 SH.

#### Middle Grades Education Elective Options - 3 SH

Choose one of the following courses:

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 531	Cross Cultural Education	3
ESR 514	Research in Action: Becoming Practitioner Researchers	3

MGE 510	Methods of Teaching Middle Grades Science	3
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
MGE 514	Methods of Teaching Middle Grades Mathematics	3
MGE 518	Methods of Teaching Middle Grades Social Studies	3
SCE 513	Science Inquiry and Content for Teachers	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

**For more information about this program, visit** <https://www.nl.edu/academics/educationmasterteacherprep/middlegradeseducation/>

### Middle Grades Education MAT Alternative Teacher Licensure

**The Middle Grades Education, M.A.T., Alternative Teacher Licensure program, leads to a master’s degree and a Professional Educator License. Teacher candidates will be placed in schools as teachers of record or co-teachers while completing their coursework towards professional educator licensure with an endorsement in Middle Grades Education. In addition, candidates will earn either a LBS I endorsement or an ESL endorsement (qualified candidates may also earn a Bilingual endorsement). A mentoring program will be in place to support and guide the teacher candidates throughout the two years of residency in the program.**

**Visit Licensure and Endorsements at NLU for more details.**

#### **Program Learning Outcomes (PLOs):**

**PLO1. Young Adolescent Development:** Articulate the unique needs of young adolescent learners based on their physical, intellectual, emotional, social, and spiritual (PIESS) development and the influences of gender, socioeconomics, culture, media, special populations (Plus+). Referred to as PIESS+.

**PLO2. Young Adolescent Development:** Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

**PLO3. Middle Level Curriculum:** Demonstrate deep knowledge in chosen content teaching field(s) to

create meaningful learning experiences that contribute to each young adolescent’s competence.

**PLO4. Middle Level Instruction:** Deconstruct the impact of media/technology/popular culture on the lives of each young adolescent learner.

**PLO5. Middle Level Instruction:** Create and participate in joyful teaching and learning with young adolescent learners.

**PLO6. Responsive Teaching:** Demonstrate critical and creative thinking when working with young adolescent learners.

**PLO7. Responsive Teaching:** Implement responsive strategies for use within the diverse range of each young adolescent learner.

**PLO8. Middle Level Philosophy and School Organization:** Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.

**PLO9. Communication Skills:** Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

**PLO10. Professional Roles:** Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

**PLO11. Professional Roles:** Apply mindful knowledge and respect of the unique community assets and school context to maximize success for each young adolescent learner.

**PLO12. Advocacy:** Commit to being an advocate who supports, listens and responds to each young adolescent, family and community member.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Be admitted before starting the first term of Jumpstart
- Have a bachelor's degree with a major in the content area of reading, English/language arts, mathematics or physical or social sciences
- Sit for a formal interview with National College of Education program faculty at least two weeks prior to the start of the first term
- Submit three academic or professional letters of recommendation (recommenders must be listed on the application)

#### **Program Details:**

- Requires 49 SH for completion
- Candidates cannot be admitted to the program with more than two General Education deficiencies; these must be completed prior to participation in the residency phase of the program
- Candidates must provide evidence of taking 21 SH of General Education coursework or equivalent CLEP/Dantes tests in the following areas:
  - For candidates seeking MG science endorsement: 21 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences)
  - For candidates seeking MG literacy endorsement: 21 SH of literacy content
  - For candidates seeking MG math endorsement: 21 SH of math content
  - For candidates seeking MG social science endorsement: 21 SH of social science content (to include coursework in each of the following areas, in relation to Illinois, the United States and the world: history, geography, civics and government, and economics )
- Requires a passing score on the Middle Grades Education Content Area Test before Advocacy Practicum II
- Requires observations
- Requires practicum
- Requires student teaching

**Required Courses**

Jumpstart - 8 SH

MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
EPS 511	Human Learning and Development in Instructional Contexts	2
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Note: FND 510 must be taken for 2 semester hours.

Residency Year 1 - 22 SH

MGE 503	Advocacy Practicum: Young Adolescents in Context II	3
MGE 505	Teaching and Learning Practicum: Young Adolescents in Context III	3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 522	Engaging Young Adolescent Learners	1
MGE 525	Authentic Assessment Seminar: Young Adolescents in Context IV	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
CIL 500	Foundations of ESL and Bilingual Education	3
	and	
MGE 510	Methods of Teaching Middle Grades Science	3
	or	
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
	or	
MGE 514	Methods of Teaching Middle Grades Mathematics	3
	or	
MGE 518	Methods of Teaching Middle Grades Social Studies	3
	and	
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	3

Note: MGE 509 must be taken for 3 semester hours. Candidates select SPE 501 or CIL 512 based on their second endorsement track.

Residency Year 2 - 19 SH

MGE 507	Voices and Choices in Middle Grades Education	1
MGE 526	Seminar: Value and Honor Young Adolescent Learning	2
MGE 527	Seminar: Middle Grades Educators' Joyful Teaching Experiences	2
MGE 528	Capstone Seminar: Celebrating Collaborative Engagement	1
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 531	Cross Cultural Education	3

	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
	or	
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
	or	
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 506	Methods and Materials for Teaching Bilingual Education	3
	or	
CIL 510	Assessment of ESL and Bilingual Education Students	3

Note: MGE 507 must be taken for a total of 2 semester hours. Candidates select 6 semester hours from SPE 506, SPE 527, CIL 501, CIL 506, and/or CIL 510 based on their second endorsement track.

**Reading Program**

National College of Education’s Reading program is designed for teachers already holding a Professional Educator License who are interested in developing their teaching or in qualifying as Reading Specialists or Reading Teachers.

- The Reading, M.Ed. (Reading Specialist Endorsement) (p. 183)
- The Reading, M.Ed. (Reading Teacher Endorsement) (p. 184)

There are different state requirements for Reading Specialist and Reading Teacher. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

**Reading, M.Ed. (Reading Specialist)**

This program is designed for teachers already holding a Professional Educator License who are interested in developing their literacy teaching or in applying to be Reading Specialists. The reading sequence fulfills the state of Illinois guidelines for the Reading Specialist Endorsement. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

**Program Learning Outcomes (PLOs):**

PLO1. Have a strong knowledge base in literacy teaching and learning and the inquiry and reflection tools to continue to update that knowledge.

PLO2. Have a strong practice base in literacy teaching and learning and the inquiry and reflection tools to continue to update their practice

PLO3. Create literate environments for diverse students that positively affect student learning

PLO4. Can support teachers and paraprofessionals in such a way that this support positively affects student learning

PLO5. Can use technology appropriate to their roles

PLO6. Understand the role of formative and summative assessment as it is used to positively affect student learning

PLO7. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self- and other-critique for learning, appreciation for diversity, advocacy and collegiality.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a valid Professional Educator License

**Program Details:**

- Requires 34 SH for completion
- Students who receive more than one "C" grade in any courses may not continue in the program
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

**Required Courses**

MED Core - 5 SH

FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3
EPS 541	Cognition and Instruction	1 TO 2

Note: EPS 541 must be taken for 2 semester hours.

Program - 28 SH

RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLW 541	Teaching Writing	2 TO 3
RLL 520	Survey of Youth Literature, PreK-12	3

RLR 510	Diagnosis and Assessment of Literacy	3
RLR 511	Instructional Strategies for Literacy Interventions	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2
RLR 518	Leadership and Staff Development in Reading	3
RLR 593	Seminar in Reading Research	3

Note: RLW 541 must be taken for 3 semester hours.

Reading Elective - 1 SH

Choose 1 SH of RLL (p. 468), RLR (p. 471), or RLW (p. 473) coursework with advisor approval. No workshops will be accepted.

Note: RLL 595 or RLR 595 will also be accepted.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasteradvanceded/reading/>

### Reading, M.Ed. (Reading Teacher Option)

This program is designed for teachers already holding a Professional Educator License who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the Reading Teacher Endorsement. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

#### Program Learning Outcomes (PLOs):

PLO1. Have a strong knowledge base in literacy teaching and learning and the inquiry and reflection tools to continue to update that knowledge.

PLO2. Have a strong practice base in literacy teaching and learning and the inquiry and reflection tools to continue to update their practice

PLO3. Create literate environments for diverse students that positively affect student learning

PLO4. Can support teachers and paraprofessionals in such a way that this support positively affects student learning

PLO5. Can use technology appropriate to their roles

PLO6. Understand the role of formative and summative assessment as it is used to positively affect student learning

PLO7. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self-

and other-critique for learning, appreciation for diversity, advocacy and collegiality.

#### **In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a valid Professional Educator License

#### **Program Details:**

- Requires 32 SH for completion
- Students who receive more than one "C" grade in any courses may not continue in the program
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

#### Required Courses

MED Core - 8 SH

ESR 505	Educational Inquiry and Assessment	3
EPS 541	Cognition and Instruction	1 TO 2
FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3

Note: EPS 541 must be taken for 2 semester hours.

Reading Program - 22 SH

RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLW 541	Teaching Writing	2 TO 3
RLL 520	Survey of Youth Literature, PreK-12	3
RLR 510	Diagnosis and Assessment of Literacy	3
RLR 511	Instructional Strategies for Literacy Interventions	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

Note: RLW 541 must be taken for 3 semester hours.

Reading Electives - 2 SH

Choose 2 SH of RLL (p. 468), RLR (p. 471) or RLW (p. 473) courses with advisor approval. No workshops will be accepted.



Note: RLL 595 and RLR 595 will also be accepted.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersadvanced/reading/>

## School Psychology, Ed.S.

This program is designed for applicants who seek to be school psychologists, endorsed by the Illinois State Board of Education (ISBE). The purpose is to provide more advanced knowledge and skills in evidence-based practices in schools and with families to promote positive outcomes.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program. Students are evaluated using a combination of course grades, portfolio assessments, field-based competencies, and professional dispositions assessment.

Students who successfully complete the School Psychology, Ed.S. coursework are eligible for an endorsement in school psychology from the State of Illinois and certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP).

### **Program Learning Outcomes (PLOs):**

**PLO1. Standard 2. Data-Based Decision Making and Accountability.** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**PLO2. Standard 3. Consultation and Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**PLO3. Standard 4. Direct and Indirect Services: Student Level Services. Element 4.1 Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**PLO4. Standard 4. Direct and Indirect Services: Student Level Services. Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral

and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

**PLO5. Standard 5. Direct and Indirect Services: Systems Level Services-Schools. Element 5.1 School-Wide Practices to Promote Learning** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**PLO6. Standard 5. Direct and Indirect Services: Systems Level Services-Schools. Element 5.2 Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

**PLO7. Standard 6. Family-School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

**PLO8. Standard 7. Foundations of School Psychologists' Service Delivery: Diversity.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

**PLO9. Standard 8. Foundations of School Psychologists' Service Delivery: Research and Program Evaluation, Legal, Ethical, and Professional Practice. Element 8.1. Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data

collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

PLO10. Standard 8. Foundations of School Psychologists' Service Delivery: Research and Program Evaluation, Legal, Ethical, and Professional Practice. Element 8.2: Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Submit a personal statement describing their interest in school psychology as a profession and how the NLU School Psychology program helps them accomplish their career goals
- Submit at least two letters of recommendation, which are academic in nature, regarding the applicants capacity for graduate work
- Submit a professional resume or curriculum vitae describing relevant background and work experiences

**Program Details:**

- Requires 67 SH for completion
- Students who receive two or more “C” or lower grades will be dropped from the program
- Requires a one-day per week unpaid practicum in schools in Year 1
- Requires a two-day per week unpaid practicum in schools in Year 2
- Requires a full-school year, partially paid internship in public schools in Year 3

**Required Courses**

Year 1 - 31 SH

SPY 506	Interventions in Schools with Multicultural Students	3
SPY 508	Practices and Principles of School Psychology	2
SPY 510	School-Family-Community Partnerships	3
SPY 514	Tests and Measurement	2
SPY 518	Universal Prevention and Promotion for Behavioral Health	3
SPY 520	Educational Assessment for Tiered Services	2

SPY 524	Methods of Research-Based Instruction for All Students	3
SPY 528	Linking Students to Mental Health and Behavioral Supports	3
SPY 530	Applied Research Methods for School Psychologists	2
SPY 534	Cognitive Assessment in Contemporary School Practice	3
SPY 538	Applied Behavior Analysis	2
SPY 560	School Psychology Practices and Principles Practicum	1
SPY 561	Educational Assessment for Tiered Services Practicum	1
SPY 562	Applied Behavior Analysis Practicum	1

Year 2 - 30 SH

SPY 525	Methods of Research-Based Intervention for Tiered Services	3
SPY 540	Professional Issues in School Psychology	1
SPY 544	Theory and Practice of Consultation	3
SPY 548	Social-Emotional and Behavioral Assessment	3
SPY 550	Cognitive and Behavioral Therapy Approaches I	3
SPY 551	Cognitive and Behavioral Therapy Approaches II	3
SPY 554	System Level Consultation and Collaboration	3
SPY 565	School Psychology Practicum II	1 TO 3

Note: SPY 540 must be taken for 3 SH. SPY 565 must be taken for a total of 9 SH.

Year 3 - 6 SH

SPY 590	Internship in School Psychology	2
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Note: SPY 590 must be taken for a total of 6 SH.

Secondary Education, M.A.T.

NCE offers two ways to earn the Secondary Education, M.A.T. and a Professional Educator License:

- The Secondary Education, M.A.T. (Resident Teacher Program) (p. 187) is offered in partnership with the Academy for Urban School Leadership (AUSL)
- The Secondary Education, M.A.T. (Traditional) (p. 187) is appropriate for most candidates

In both versions of the M.A.T., candidates must choose one of the following disciplines:

- Biological Science
- English/Language Arts
- Foreign Language
- Mathematics
- Physical Science
- Social Studies

### **Program Learning Outcomes (PLOs)**

The PLOs for the Secondary Education M.A.T. vary by the area of concentration according to the standards set by the professional organization for each content area. Below are the guidelines that govern the PLOs across all concentrations.

- Designing high impact, inclusive, and developmentally appropriate learning environments that facilitate rigorous content-rich, inquiry-based, collaborative instructional practices.
- Engaging with diverse cultural and community contexts to advocate for policies and practices that help to improve educational experiences for students
- Contributing to their ongoing personal and professional development in their respective fields
- Reflect critically to develop their professional identity as an educator.

### **Secondary Education, M.A.T. (Traditional Program)**

The Secondary Education, M.A.T., Traditional Program, leads to a master's degree and a Professional Educator License endorsed for the applicable grade level and content-area endorsements in one of six disciplines below:

- Biological Science (p. 277)
- English/Language Arts (p. 280)
- Foreign Languages (p. 284)
- Mathematics (p. 290)
- Physical Sciences (p. 294)
- Social Studies (p. 298) Please select a discipline to learn about degree requirements and coursework.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasterteacherprep/secondaryeducation/>

### **Secondary Education, M.A.T. (Resident Teacher Program)**

The Secondary Education, M.A.T., Resident Teacher Program, leads to a master's degree and a Professional Educator License, endorsed for the applicable grade level and content-area endorsement in one of six disciplines listed below:

- Biological Science (p. 275)
- English/Language Arts (p. 279)
- Foreign Languages (p. 282)
- Mathematics (p. 287)
- Physical Sciences (p. 292)
- Social Studies (p. 296)

Select a discipline to learn more about degree requirements and coursework.

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in classrooms of Chicago Public Schools with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasterteacherprep/secondaryeducation/>

### **Special Education**

NCE offers the following Special Education programs, designed to prepare candidates for a variety of roles working with children and adolescents with exceptional learning needs:

- Special Education, M.A.T. (p. 188)
- Special Education, M.Ed. (p. 192)

The M.A.T. is intended for those candidates seeking an Illinois Professional Educator License.

The M.Ed. is intended for those candidates who already have a Professional Educator License, but are

endorsed in an area or level other than special education.

If you are not seeking licensure, please see the General Special Education program.

### ***Special Education, M.A.T.***

NCE offers three versions of the Special Education, M.A.T program:

- The Special Education, M.A.T. (Alternative Teacher Licensure) (p. 189) is for candidates accepted into one of NLU's alternative teacher licensure partner programs
- The Special Education, M.A.T. (Resident Teacher Program) (p. 190) is offered in partnership with the Academy of Urban School Leadership (AUSL)
- The Special Education, M.A.T. (Traditional Program) (p. 188) is appropriate for most candidates

### Special Education, M.A.T. (Traditional Program)

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees seeking the a Professional Educator License endorsed for LBS I (preK to age 21). Visit Licensure and Endorsements at NLU for more details.

#### **Program Learning Outcomes (PLOs):**

**PLO1. Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**PLO2. Learning Environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**PLO3. Curricular Content Knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

**PLO4. Assessment:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**PLO5. Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

#### **Program Details:**

- Requires 44 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
- Requires practicum/ student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

#### **Required Courses**

MAT Core - 7 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
ESR 514	Research in Action: Becoming Practitioner Researchers	3
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Note: FND 510 must be taken for 2 semester hours.

Program Requirements - 37 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3

SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 572	Practicum I	2 OR 3
SPE 573	Differentiated and Inclusive Curriculum & Instruction I	3
SPE 576	Practicum II: Curricular Content Strategies for the Inclusive Classroom	3
SPE 592C	Practicum/Teaching Children and Adolescents with Special Needs	2 TO 6
SPE 502	Language Development and Challenges in Children and Adolescents	2
	or	
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2

- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersteacherprep/specialeducation/>

### Special Education, M.A.T. (Alternative Teacher Licensure)

This route to the M.A.T. and teacher licensure is for candidates accepted into one of NLU's partner programs. Candidates in these programs teach in high-needs schools while earning their degrees and licenses with endorsements in Special Education LBS I (pre-K to age 21). A specialized mentoring program will be in place to support and guide the teacher candidates throughout the two years of the program.

#### Program Learning Outcomes (PLOs):

PLO1. Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

PLO2. Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

PLO3. Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

PLO4. Assessment: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

PLO5. Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Notes: SPE 572 must be taken for 3 semester hours. SPE 592C must be taken for a total of 5 semester hours. SPE 500 may be waived per advisor.

#### Special Education Practicum/Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests before student teaching/practicum
- Complete all of their licensure courses except for SPE 592C
- Pass all methods courses at National Louis University with a grade no lower than a B

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a bachelor’s degree from a regionally accredited institution with a major in the content area of reading, English/language arts, mathematics or one of the sciences
- Offer documentation of congruence of the candidate's baccalaureate education and employment experience with the teaching area for which the candidate seeks preparation and licensure
- Sit for a formal interview with NCE program faculty at least two weeks prior to the start of the first term
- Three academic or professional letters of recommendation (recommenders must be listed on the application)

**Program Details:**

- Requires 48 SH for completion
- Requires a passing score on the LBS1 and Special Education Content Area Test before Student Teaching/ Practicum
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534

**Required Courses**

Jumpstart - 9 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 572	Practicum I	2
		OR
		3

Note: SPE 572 must be taken for 3 semester hours.

**Residency Year 1 - 20 SH**

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 502	Language Development and Challenges in Children and Adolescents	2
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

Note: SPE 587 must be taken for 3 semester hours during Residency Year 1.

**Residency Year 2 - 19 SH**

EPS 511	Human Learning and Development in Instructional Contexts	2
EPS 513	Frameworks for Data Driven Instruction	1 TO 3
ESR 514	Research in Action: Becoming Practitioner Researchers	3
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
SPE 523	Teaching Students with Math Disabilities	3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3

Note: EPS 513 must be taken for 3 semester hours. FND 510 must be taken for 2 semester hours. SPE 587 must be taken for 3 semester hours during Residency Year 2. TIE 535 must be taken for 3 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasterteacherprep/specialeducation/>

**Special Education, M.A.T. (Resident Teacher Program)**

The Special Education, M.A.T., Teacher Residency Program, leads to a master's degree and a Professional Educator License endorsed for Learning

Behavioral Specialist I (preK to age 21). Visit Licensure and Endorsements at NLU for more details.

The field residency model requires teacher candidate placement in a classroom during an entire academic year.

**Program Learning Outcomes (PLOs):**

**PLO1. Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**PLO2. Learning Environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**PLO3. Curricular Content Knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

**PLO4. Assessment:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**PLO5. Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Program Details:**

- Requires 45 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534

- Requires practicum

**Required Courses**

MAT Core - 7 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
ESR 514	Research in Action: Becoming Practitioner Researchers	3
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Note: FND 510 must be taken for 2 semester hours.

Program Requirements - 38 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 572	Practicum I	2 OR 3
SPE 573	Differentiated and Inclusive Curriculum & Instruction I	3
SPE 576	Practicum II: Curricular Content Strategies for the Inclusive Classroom	3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6
SPE 502	Language Development and Challenges in Children and Adolescents	2
	or	
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2

Notes: SPE 572 must be taken for 3 semester hours. SPE 587 must be taken for a total of 6 semester hours. SPE 500 may be waived per advisor if SPE 500 or its equivalent has been previously taken.

**Special Education Practicum/Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests before student teaching/practicum
- Complete all of their licensure courses except for SPE 587
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livertext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**For more information about this program, visit** <http://www.nl.edu/academics/educationmastersteacherprep/specialeducation/>

### ***Special Education, M.Ed.***

NCE offers two different ways to earn the Special Education M.Ed. and subsequent teaching endorsement in special education (pK–age 21).

- The Special Education, M.Ed. (Resident Teacher Program) (p. 193) is offered in partnership with the Academy for Urban School Leadership (AUSL)
- The Special Education, M.Ed. (Traditional Program) (p. 192) is appropriate for most candidates

### **Special Education, M.Ed. (Traditional Program)**

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees and Professional Educator Licenses endorsed in areas or levels other than special education. Graduates, with the completion of other state requirements, may be eligible for a subsequent teaching endorsement in special education. Visit Licensure and Endorsements at NLU for more details.

#### **Program Learning Outcomes (PLOs):**

**PLO1. Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**PLO2. Learning Environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**PLO3. Curricular Content Knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

**PLO4. Assessment:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**PLO5. Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.



**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a Professional Educator License endorsed for an area or level other than special education

**Program Details:**

- Requires 38-41 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
- Requires practicum

**Required Courses**

MED Core - 8 SH

EPS 541	Cognition and Instruction	1
		TO
		2
ESR 505	Educational Inquiry and Assessment	3
FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3

Note: EPS 541 must be taken for 2 semester hours.

Special Education Program Requirements - 30-33 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 502	Language Development and Challenges in Children and Adolescents	2
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 572	Practicum I	2
		OR
		3

SPE 592C	Practicum/Teaching Children and Adolescents with Special Needs	2
		TO
		6

Notes: SPE 500 may be waived per advisor. SPE 572 must be taken for 2 semester hours. SPE 592C must be taken for 3 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/specialeducation/>

**Special Education, M.Ed. (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.Ed. Special Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework. It is designed for students with baccalaureate degrees and Professional Educator Licenses endorsed in levels or areas other than special education.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take coursework that allows them to earn Masters of Education degrees from NLU. Graduates, with the completion of other state requirements, may be eligible for a subsequent teaching endorsement in special education. Visit Licensure and Endorsements at NLU for more details.

**Program Learning Outcomes (PLOs):**

**PLO1. Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**PLO2. Learning Environments:** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**PLO3. Curricular Content Knowledge:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

**PLO4. Assessment:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**PLO5. Instructional Planning and Strategies:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**PLO6. Professional Learning and Ethical Practice:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**PLO7. Collaboration:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have an Illinois Professional Educator License endorsed in an area or level other than special education

**Program Details:**

- Requires 41–44 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534

**Required Courses**

MED Core - 8 SH

EPS 541	Cognition and Instruction	1 TO 2
ESR 505	Educational Inquiry and Assessment	3
FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3

Note: EPS 541 must be taken for 2 semester hours.

Special Education Program Requirements - 33-36 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 502	Language Development and Challenges in Children and Adolescents	2

SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 572	Practicum I	2 OR 3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6

Notes: SPE 500 may be waived per advisor if SPE 500 or its equivalent has been previously taken. SPE 572 must be taken for 2 semester hours. SPE 587 must be taken for a total of 6 semester hours.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmaste rsadvanceded/specialeducation/>

**Teacher Leadership Programs**

National College of Education offers two options for earning a degree in the area of Teacher Leadership and for qualified candidates, a Teacher Leader Endorsement (p. 233) in Illinois:

- Teacher Leadership, M.Ed. (p. 194)
- Teacher Leadership, Ed.S. (p. 196), for candidates currently holding a master's degree

**Teacher Leadership, M.Ed.**

Teacher Leadership, M.Ed. program focuses on developing teacher leadership throughout the school, encouraging effective teamwork and teacher mentoring, and providing a platform for teacher team involvement in furthering the school's effectiveness and enriching its culture. In high demand nationwide, Teacher Leaders mentor and coach fellow teachers, lead school improvement efforts, and collaborate across their schools to improve teaching and learning.

**Program Learning Outcomes (PLOs):**

PLO1. Take leadership in creating a collaborative and inclusive learning culture at the team level and

beyond that supports student learning and educator development.

PLO2. Engage in systematic inquiry as an essential approach to researching, selecting, critiquing, employing, adapting, and communicating effective practices to improve teaching and learning.

PLO3. Design effective, differentiated, adult learning-informed, and technologically appropriate professional learning experiences for faculty colleagues.

PLO4. Participate as a leader in improving teaching, learning, and student experience beyond the individual classroom.

PLO5. Guide data teams in school settings in analysis and action for school and district improvement.

PLO6. Collaborate with school and community stakeholders.

PLO7. Engage in advocacy action for student achievement and advancement of the profession.

PLO8. Demonstrate initiative in finding and/or creating opportunities for meaningful teacher leadership at the school and/or district level.

PLO9. Assess strengths and areas for growth as a teacher leader and seek opportunities to challenge self.

PLO10. Expand understanding and performance of relational teacher leader skills needed beyond the individual classroom, e.g., negotiating differences, building trust, and identifying and owning bias.

PLO11. Critical Reflection Striving to be critically reflective about one’s teaching and profession

PLO12. Issues Identifying social, economic, and political issues in teaching, learning, and schooling

PLO13. Action Research Engaging in action research on personally and professionally relevant topics that will contribute to teaching, learning, and schooling

PLO14. Community Helping build a community of learners that engage in meaningful conversation about critical issues of education and teaching practice

PLO15. History Reflecting critically on teaching and learning within the context of one’s own life history and teaching career

PLO16. Diversity Engaging with the complexities of diversity and multiculturalism in our culture and our classrooms

PLO17. Exploring ways to integrate technology with one’s professional life

PLO18. Change Agents Acting as change agents advocating for all learners

PLO19. Student Growth Integrating assessment into one's professional practice to impact and evidence student growth and learning

**In addition to the National College of Education Graduate Admission Requirements (p. 148), applicants must:**

- Hold valid and current Illinois Professional Educator License (PEL) if they wish to apply for an Illinois endorsement
- Submit resume documenting two years of teaching experience and short written description of access to an appropriate educational setting for clinical experiences
  - If the candidate doesn't have two years of teaching experience, he/she may participate in an interview with a Teacher Leadership faculty member to determine if the program will be a good fit with his/her experience. In this case, the two years requirement may be waived.
- Submit a professional letter of recommendation, addressing topics or questions as established and periodically revised by the faculty. The letter of recommendation must be written by an individual who knows the candidate from an academic or professional perspective and is able to comment on the candidate’s potential for succeeding in graduate studies.

**Program Details:**

- Requires 33 SH

**Required Courses**

Program Courses - 27 SH

LDR 511	Emerging as a Teacher Leader	2
LDR 513	Collaborating with Stakeholders to Promote Change	3
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	2
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	3
LDR 531	Leading Teacher Development and Student Learning	2
LDR 535	Advocating for the Teaching Profession	2
LDR 571	Planning Teacher Leadership	3
LDR 572	Implementing Teacher Leadership	3

LDR 573 Evaluating Teacher Leadership 3  
Program Electives - 6 SH

Choose 6 SH of NCE graduate level offerings in consultation with Program Chair and Academic Advisor.

### Teacher Leadership, Ed.S.

Teacher Leadership, Ed.S. program focuses on developing teacher leadership throughout the school, encouraging effective teamwork and teacher mentoring, and providing a platform for teacher team involvement in furthering the school's effectiveness and enriching its culture. In high demand nationwide, Teacher Leaders mentor and coach fellow teachers, lead school improvement efforts, and collaborate across their schools to improve teaching and learning.

#### **Program Learning Outcomes (PLOs):**

PLO1. Take leadership in creating a collaborative and inclusive learning culture at the team level and beyond that supports student learning and educator development.

PLO2. Engage in systematic inquiry as an essential approach to researching, selecting, critiquing, employing, adapting, and communicating effective practices to improve teaching and learning.

PLO3. Design effective, differentiated, adult learning-informed, and technologically appropriate professional learning experiences for faculty colleagues.

PLO4. Participate as a leader in improving teaching, learning, and student experience beyond the individual classroom.

PO5. Guide data teams in school settings in analysis and action for school and district improvement.

PLO6. Collaborate with school and community stakeholders.

PLO7. Engage in advocacy action for student achievement and advancement of the profession.

PLO8. Demonstrate initiative in finding and/or creating opportunities for meaningful teacher leadership at the school and/or district level.

PLO9. Assess strengths and areas for growth as a teacher leader and seek opportunities to challenge self.

PLO10. Expand understanding and performance of relational teacher leader skills needed beyond the individual classroom, e.g., negotiating differences, building trust, and identifying and owning bias.

PLO11. Critical Reflection Striving to be critically reflective about one's teaching and profession

PLO12. Issues Identifying social, economic, and political issues in teaching, learning, and schooling

PLO13. Action Research Engaging in action research on personally and professionally relevant topics that will contribute to teaching, learning, and schooling

PLO14. Community Helping build a community of learners that engage in meaningful conversation about critical issues of education and teaching practice

PLO15. History Reflecting critically on teaching and learning within the context of one's own life history and teaching career

PLO16. Diversity Engaging with the complexities of diversity and multiculturalism in our culture and our classrooms

PLO17. Exploring ways to integrate technology with one's professional life

PLO18. Change Agents Acting as change agents advocating for all learners

PLO19. Student Growth Integrating assessment into one's professional practice to impact and evidence student growth and learning

#### **In addition to the National College of Education Graduate Admission Requirements (p. 148), applicants must:**

- Hold valid and current Illinois Professional Educator License (PEL) if they wish to apply for an Illinois endorsement
- Have a master's degree from a regionally accredited institution
- Submit resume documenting two years of teaching experience and short written description of access to an appropriate educational setting for clinical experiences
  - If the candidate doesn't have two years of teaching experience, he/she may participate in an interview with a Teacher Leadership faculty member to determine if the program will be a good fit with his/her experience. In this case, the two years requirement may be waived.
- Submit a professional letter of recommendation, addressing topics or questions as established and periodically revised by the faculty. The letter of recommendation must be written by an individual who knows the candidate from an academic or professional perspective and is able to comment on the candidate's potential for succeeding in graduate studies.

**Program Details:**

- Requires 30 SH

**Required Courses**

Program Courses - 30 SH

LDR 511	Emerging as a Teacher Leader	2
LDR 513	Collaborating with Stakeholders to Promote Change	3
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	2
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	3
LDR 531	Leading Teacher Development and Student Learning	2
LDR 535	Advocating for the Teaching Profession	2
LDR 571	Planning Teacher Leadership	3
LDR 572	Implementing Teacher Leadership	3
LDR 573	Evaluating Teacher Leadership and	3
EDL 546	Perspectives and Administration of Educational Policy or	3
CCD 625	Critical Policy Analysis	3

Teaching and Learning, Ed.S.

National College of Education offers three options to earn the Teaching and Learning, Ed.S. degree:

- Curriculum, Advocacy and Policy (CAP) (p. 212)
- Disabilities and Equity in Education (DEE) (p. 214)
- Reading, Language and Literacy (RLD) (p. 215)
- Postsecondary Teaching and Instructional Leadership (PTIL) (p. 201)

**Curriculum, Advocacy and Policy, Ed.S.**

The Curriculum, Advocacy and Policy program is designed to prepare high level scholar-practitioners for curriculum leadership positions in schools and other educational communities. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to the school community and society and on developing the

scholarship necessary to be leaders and change agents, scholars and researchers.

**Program Learning Outcomes (PLOs):**

PLO1. Develop an understanding of relationships among authors, texts, and audiences in the form of speech, conversation, writing, and enactment

PLO2. Foster an appreciation of different types of knowledge, scholarship, and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning, and communication

PLO4. Enhance the knowledge of professional ethics, and responsibilities

**In addition to** National College of Education Doctoral Admissions Requirements (p. 205), **applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate’s capacity to complete rigorous graduate studies and one by a person supervising the applicant’s professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that

includes three components: a group interview, a written response, and an individual interview

- The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
- After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 52 SH for completion

**Required Courses**

Foundational Courses - 16 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3

Curriculum, Advocacy and Policy Major - 15 SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 601	Cultures of Schools and Communities	3
CAP 602	Curriculum Theory: Contemporary Issues and Practices	3
CAP 603	Curriculum Planning, Organization, and Evaluation	3
CAP 605	Professional Development and School Change	3

Research and Dissertation - 11 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3

or

ESR 618	Interpretive and Critical Research Design	3
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Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor.

Capstone Course - 1 SH

CCD 693A	Capstone	1
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**Disability and Equity in Education, Ed.S.**

Social equity and justice require action and social action requires leaders who are critically reflective, future-oriented thinkers willing to take risks and accept responsibilities for enacting the vision of a just society. The heart of the Disability and Equity in Education program is a commitment to working actively and strategically toward social justice and equity in schools, communities, policy, politics and practice.

This program is designed for those interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The Disability and Equity in Education program prepares educators for roles in higher education, teacher education, research, community leadership or public policy analysis.

**Program Learning Outcomes (PLOs):**

PLO1. Understand relationships with and among authors, texts, and audiences in the form of speech, conversation, writing and enactment

PLO2. Foster appreciation of different types of knowledge, scholarship, and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning and communication

PLO4. Enhance the knowledge of professional ethics and responsibilities

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and one by a person supervising the applicant's professional work.
- Submit written responses to the following four questions:

- What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
- What previous professional and personal experiences encouraged you to apply to this program?
- Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
- How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
  - Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 52 SH for completion

**Required Courses**

Foundational Courses - 16 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3
Disability and Equity in Education Major - 15 SH		
DEE 604	Social and Political Implications of Assessment	3
DEE 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Advocacy Through Consulting	3
DEE 690	Seminar: Special Topics in Disability and Equity in Education	1 TO 12
DEE 693	Disability Studies in Education Seminar	3

Note: DEE 690 must be taken for a total of 3 semester hours.

Research and Dissertation - 11 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

Capstone Course - 1 SH

CCD 693E	Capstone	1
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**Reading, Language and Literacy Ed.S.**

This program is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work or college-level teaching. Rigorous coursework and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

**Program Learning Outcomes (PLOs):**

PLO1. Understand relationships with and among authors, texts, and audiences in the form of speech, conversation, writing and enactment

PLO2. Foster appreciation of different types of knowledge, scholarship and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning and communication

PLO4. Enhance knowledge of professional ethics and responsibilities

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and one by a person supervising the applicant's professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and

sent to the applicant in advance.

- After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 52 SH for completion

**Required Courses**

Foundational Courses - 16 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3

Reading and Language Major - 15 SH

RLD 600	Language, Linguistics and Literacy	3
RLD 601	Research in Early Literacy	3
RLD 602	Literacy Comprehension: Research and Application	3
RLD 606	Instruction and Staff Development in Reading and Language	3
RLD 607	Seminar on Theory and Research in Writing	3

Research and Dissertation - 11 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

Capstone Course - 1 SH

CCD 693C	Capstone	1
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## Postsecondary Teaching and Instructional Leadership Ed.S.

The Ed.S. and Ed.D. degrees in Teaching and Learning with a major in Postsecondary Teaching and Instructional Leadership is an advanced professional practitioner program for college and university faculty. This program serves postsecondary educators who seek to deepen their professional teaching practice, expand knowledge of instructional approaches that help college students learn, adopt a critically reflective approach to teaching, and strengthen capacities to approach college students as adult learners. With emphasis on teaching and learning processes, this major prepares educators for a variety of academic roles related to instructional leadership in postsecondary institutions.

### Program Learning Outcomes (PLOs):

PLO1. Demonstrate depth of knowledge in a primary teaching area.

PLO2. Apply knowledge of adult learning theory and cultural proficiency to create stimulating, inclusionary learning environments aligned with diverse attributes of the specific learners in the teaching environment.

PLO3. Apply knowledge of curriculum theory and educational research to selection of effective instructional practices and methods at the postsecondary level.

PLO4. Design effective instructional plans to set measurable learning objectives, create relevant and authentic student learning activities, and assess student outcomes with validity and reliability.

PLO5. Create stimulating classroom-based, blended, and online learning environments using instructional design principles and appropriate technology.

PLO6. Assess cognitive and dispositional outcomes of student learning to improve quality of instruction.

PLO7. Utilize *knowledge of higher education governance and organizational theory* to foster effectiveness in academic leadership roles and institutional improvement.

PLO8. Create a doctoral research project framed by a curricular problem of instructional practice, contributing new knowledge to the professional field.

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity

to complete rigorous graduate studies and one by a person supervising the applicant's professional work.

- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
  - Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 48 SH for completion

Postsecondary Teaching and Instructional Leadership Major - 48 SH

Required Courses

CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 604	Data Analysis, Interpretation, and Presentation	3
CCD 625	Critical Policy Analysis	3
CCD 698	Dissertation Research Seminar	1 TO 3
HED 600	Higher Education in the United States	3
LSE 601	Instructional Design in Higher Education	3
LSE 605	Postsecondary Teaching in Content Specializations	3
LSE 691	Field Study for Postsecondary Teaching in Content Specializations	3
EDL 605	Leading Change	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 625	Scholarly Writing for Practitioners	1 TO 4
EDL 626	Leading Instruction to Advance Student Learning	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
EDL 691	Internship in Postsecondary Teaching in the Content Area	1 TO 8

Note: CCD 698 must be taken for 3 SH, EDL 625 must be taken for 5 SH, and EDL 691 must be taken for 4 SH.

Teaching, Learning and Assessment, M.Ed.

National College of Education offers two options to earn the Teaching, Learning and Assessment, M.Ed. degree:

- Teaching, Learning and Assessment, M.Ed. (p. 202)
- Teaching, Learning and Assessment, M.Ed. (Teacher Leader, Florida) (p. 203)

Teaching, Learning and Assessment, M.Ed.

This program, offered in online, face-to-face and blended formats, prepares degree candidates to respond to the complexities of today's school environment with a holistic approach to assessing learning needs, shaping effective curricula and supporting student success.

**Program Learning Outcomes (PLOs):**

- PLO1. Critical Reflection Striving to be critically reflective about one's teaching and profession
- PLO2. Issues Identifying social, economic, and political issues in teaching, learning, and schooling
- PLO3. Action Research Engaging in action research on personally and professionally relevant topics that will contribute to teaching, learning, and schooling
- PLO4. Community Helping build a community of learners that engage in meaningful conversation about critical issues of education and teaching practice
- PLO5. History Reflecting critically on teaching and learning within the context of one's own life history and teaching career
- PLO6. Diversity Engaging with the complexities of diversity and multiculturalism in our culture and our classrooms
- PLO7. Exploring ways to integrate technology with one's professional life
- PLO8. Change Agents Acting as change agents advocating for all learners
- PLO9. Student Growth Integrating assessment into one's professional practice to impact and evidence student growth and learning

**Program Details:**

- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

Required Courses

Core Course Requirements - 13 SH

ESR 531	Exploring Action Research: Action Research I	2
ESR 532	Engaging in Action Research: Action Research II	2 TO 3

ESR 533	Continuing Action Research: Action Research III	2 OR 3
ESR 534	Completing Action Research: Action Research IV	2 OR 3
FND 509	Building on Educational Foundations	3
TLA 541	Assessing Teaching and Learning: Introduction to Assessment	2
Major in Teaching, Learning, and Assessment Requirements - 13 SH		
TLA 543	Reflecting on Teaching, Learning and Assessment	2
TLA 578	Developing School Cultures	2
TLA 579	Engaging with Critical Multicultural Perspectives	3
TLA 588	Constructing Curriculum for Engaging the Whole Learner	3
TLA 589	Differentiating for Diverse Learners	3
Major in Teaching, Learning, and Assessment Electives - 6 SH		
TLA 542	Linking Assessment of Teaching and Learning: Field Study	2
TLA 591	Meeting Complex Challenges of Contemporary Classrooms/Field Study	2
TLA 594	Examining Curriculum Perspectives/Independent Study	2

Note: These courses can be replaced with transfer credit.

### Teaching, Learning and Assessment, M.Ed. (Teacher Leader, Florida)

This program, offered in online, face-to-face and blended formats, allows degree candidates to focus on their area of interest or desired career path. The Teacher Leader coursework is aligned to national standards in teacher leadership.

#### Program Learning Outcomes (PLOs):

PLO1. Critical Reflection Striving to be critically reflective about one’s teaching and profession

PLO2. Issues Identifying social, economic, and political issues in teaching, learning, and schooling

PLO3. Action Research Engaging in action research on personally and professionally relevant topics that will contribute to teaching, learning, and schooling

PLO4. Community Helping build a community of learners that engage in meaningful conversation

about critical issues of education and teaching practice

PLO5. History Reflecting critically on teaching and learning within the context of one’s own life history and teaching career

PLO6. Diversity Engaging with the complexities of diversity and multiculturalism in our culture and our classrooms

PLO7. Exploring ways to integrate technology with one’s professional life

PLO8. Change Agents Acting as change agents advocating for all learners

PLO9. Student Growth Integrating assessment into one’s professional practice to impact and evidence student growth and learning

#### In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:

- Have two years of teaching experience
- Have a valid and current teaching certificate
- Submit one letter of recommendation and a list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity

#### Program Details:

- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

#### Required Courses

Core Course Requirements 14 SH

FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
ESR 532	Engaging in Action Research: Action Research II	2 TO 3
ESR 533	Continuing Action Research: Action Research III	2 OR 3
ESR 534	Completing Action Research: Action Research IV	2 OR 3
EDL 546	Perspectives and Administration of Educational Policy	3

Notes: FND 510 must be taken for 2 semester hours. ESR 532, ESR 533 and ESR 534 must be taken for 3 semester hours.

Major in Teacher Leader Requirements 13 SH

TLA 535	Teacher as Leader Seminar I	1
EDL 510	Leadership and Organizational Development	2
TLA 541	Assessing Teaching and Learning: Introduction to Assessment	2
TLA 588	Constructing Curriculum for Engaging the Whole Learner or	3
RLL 563	Instructional Models, Practices and Theories of Literacy Development and	3
TLA 536	Teacher as Leader Seminar II	1
TLA 530	Supporting Teaching and Learning Through Mentoring and Coaching or	3
RLL 566A	Teacher Leadership: School Change Seminar I	3

Major in Teacher Leader Electives 5 SH

Choose 5 SH from the list of courses below:

TLA 542	Linking Assessment of Teaching and Learning: Field Study	2
TLA 589	Differentiating for Diverse Learners	3
TLA 579	Engaging with Critical Multicultural Perspectives	3
EDL 520	Leading Diverse Schools	2
EDL 521	Building School Community Partnerships	2
RLL 568A	Literacy Instructional Designs for Diverse Learners Practicum I	2
RLL 559	Comprehensive Literacy Model for School Improvement	2
RLL 565	Introduction to Literacy Instruction for Diverse Learners	2

Note: These courses can be replaced with transfer credit.

**For more information about this program, visit** <http://www.nl.edu/academics/educationmasteradvanceded/teachinglearningandassessmentwithteacherleadermajor/>

## National College of Education—Doctoral

National College of Education's doctoral programs are built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend NLU's and

NCE's tradition of providing quality education for educational practitioners, academic scholars and researchers.

### Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises carefully constructed learning environments that initiate both students and faculty into a variety of sustainable discourse communities, while developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program's conceptual framework revolves around critical reflective thinking in three interconnected key domains: theory, research and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains, and explore their inter-relationships through coursework, research and writings. To this end, faculty and students form a diverse community of learners in order to continuously examine each of following elements and their interconnections:

- Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
- Development of critical reflective perspectives
- Exploring the complexities of issues and the problems which surface from a critical reflective orientation
- Development of multiple and interdisciplinary perspectives
- Building on previous undergraduate and graduate work
- Exploring the implications of ideas from diverse individual, social, psychological, cultural, political and historical perspectives
- Interrogating multiple ways of knowing: raising epistemological and ontological questions
- Building a capacity to consider and/or engage in social action in a variety of settings
- Contributing to our knowledge and understanding in disciplinary fields
- Developing habits of scholarship in a variety of areas including teaching, research, writing, publication, presentations and leadership in professional organizations

The above orientation to doctoral studies distinguishes our program locally and places it at the cutting-edge nationally. The conceptual framework is imbedded into each of the doctoral programs, which

further develop it in accordance to the specific disciplinary perspective.

#### Admission Criteria

In addition to the NLU Graduate Admission Requirements (p. 13), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE doctoral program:

- A grade point average of 3.25 or better in master's level courses is required of all applicants. Please note that only credit from regionally accredited institutions will be considered for transfer credit.
- Submit a professional resume or curriculum vitae describing relevant background and work experiences

Individual programs may require additional materials. Please see program pages for details. Applicants will be notified by the program director if additional materials are required.

#### Financial Aid

Students admitted to the doctoral programs are eligible to apply for the NCE Doctoral Scholarship. Because a major purpose of the doctoral program scholarship fund is to encourage students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students demonstrating need may be eligible for full- or half-tuition scholarships for one academic year. In addition, teaching, staff development, clinical and research opportunities may be available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (three semester hours) or more. The typical award covers half of the tuition during each of the three quarters. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then on the basis of merit.

#### Academic Policies

##### *Time Limit*

The doctoral degree must be completed within eight years of the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

#### *Enrollment Requirements and Leave of Absence*

It is expected that doctoral students will be continuously registered until the completion of their degrees. When unforeseen circumstances require a student to temporarily withdraw from his or her doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see the Doctoral Handbook). A leave of absence may be approved for up to one year. Please note that students who are granted a leave of absence must still complete the program within the original eight-year time limit.

Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the doctoral program. Students who wish to be reinstated must submit a written petition stating the reason for the inactivity to the Academic Policies Committee and file a re-entry form with the Office of Admissions and Records.

#### *Transfer of Credit*

Transfer credit for 12 semester hours of post-master's coursework from NLU or other institutions offering graduate degrees is approved on a case-by-case basis by the directors of the doctoral programs. Approval for transfer credit beyond 12 semester hours may be obtained through petition to the Academic Policies Committee. Credit for courses taken more than six years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Academic Policies Committee.

#### *Educational Specialist (Ed.S.) Credits*

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours.

Eligible students should petition the director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Final approval for the program reduction must be obtained from the director of doctoral programs and submitted to the registrar's office.

#### *Grade Policies/Credits*

Programs will monitor student academic progress at the end of each term. Any student who receives one or

more grades of “C” or lower in any program, research or doctoral core courses in any one term will be placed on probation. Students on probation will receive official notification from the NCE doctoral office. Probation continues until the student completes all doctoral coursework. A student who receives one or more grades of “C” or lower in two terms will be withdrawn from the program. If the student has already registered for the next term, the student will be charged tuition in accordance with published University policy. Students may appeal such decisions to the individual program directors and then to the Academic Policies Committee following the University Policy on Academic Appeals (p. 28). Students must have a grade point average of 3.0 or higher to fulfill their degree requirements. Courses in which the student has received grades of “D” or lower will not apply toward the degree.

A student who accumulates one or more in-progress/incomplete (“I”) grade for two consecutive terms will not be allowed to register for a subsequent term until in-progress course requirements are completed and the “I” grades are updated. When the “I” grades for at least one quarter are updated to letter grades and posted, the student should contact his or her program director to have the registration hold lifted. “I” grades are issued following the In-Progress Grade Policy (p. 42).

#### ***Comprehensive Qualifying Examinations***

In most programs, a doctoral student must successfully complete a comprehensive examination prior to beginning formal work on his or her dissertation. Each of the doctoral programs determines the format and scope of the comprehensive exam. Students must register for CCD 697 Comprehensive/Qualifying Doctoral Exam Continuation for each term in which they have no other registration, but have not yet passed their comprehensive exams. At least two faculty members and the program director (or designee) of the respective program evaluate the exam. The program director notifies the student in writing concerning the results of the exam. The program director will inform the NCE Director of Doctoral Programs and the student’s advisor of the final outcome. Once a student has passed the comprehensive examination he or she is eligible to register for ESR 604 Dissertation Proposal Seminar and CCD 699 Dissertation. If a student fails the comprehensive examination, the student will not be allowed to proceed to dissertation.

#### ***Dissertation Requirements***

Doctoral students should demonstrate the competencies associated with a traditional dissertation including:

- The ability to analyze, synthesize, interpret and discuss the implications of existing literature on a well-defined question
- The ability to formulate, pose and justify a researchable problem or issue
- The ability to develop an appropriate research design and methodology
- The ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one’s own research

Continuous registration is required until the written dissertation is complete. Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the doctoral program. Students who wish to be reinstated must file a re-entry form with the Office of Admissions and Records and submit a written petition to the Academic Policies Committee stating the reason for their inactivity.

#### ***Dissertation Completion***

Students planning to complete all doctoral requirements prior to the June, September, December, or April degree dates must adhere to the following time-line:

- Final dissertation hearing must take place no fewer than four weeks prior to the degree date
- Students submit an electronic copy of their dissertation to the Library via Digital Commons at NLU (Instructions are found here: <http://libguides.nl.edu/dc/dissertations>).
- Students obtain approval from the committee to schedule the final hearing, submit the Form to Schedule Dissertation Approval Meeting, and submit a copy of the final document to the Director of Doctoral Program and the Dean’s Representative, no fewer than three weeks prior to the final hearing date
- Students should plan to complete a final draft of the dissertation and obtain approval for scheduling a final hearing no fewer than seven weeks prior to the degree date
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30
- Students who have their hearing after the April 30 deadline will be invited to participate in the June commencement ceremony the following year

**Doctoral Handbook**

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the University Course Catalog and the Doctoral Handbook to determine program requirements. The Handbook is available on the NCE website at <http://www.nl.edu/nce/tools/nceintegrateddoctoralprograms/>.

**Educational Leadership, Ed.D.**

This program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. By combining coursework and internship experiences, the program integrates theory, research and practice into a cohesive plan of study for educational leaders.

Applicants must specify which option listed below is the most appropriate for their needs:

- The District Level Educational Leadership option
- The Leadership for Learning and Organizational Development option

**Program Learning Outcomes (PLOs):**

PLO1. Candidates will demonstrate skills in all aspects of school/district leaders and administration including processes of planning, organization, communication, decision making, influence/politics and evaluation stemming from a shared vision, mission, and core values.

PLO2. Candidates will develop relationship and collaborate among internal and external stakeholders to develop and promote a community of academic success, development of personal potential and well-being of all students.

PLO3. Candidates will lead adult learning and build capacity among school personnel, staff, and teachers to improve student achievement.

PLO4. Candidates will support the intellectually rigorous and coherent systems of curriculum, instruction and assessment for continuous improvement to promote each students' academic success and well-being.

PLO5. Candidates will pursue educational equity through cultural proficiency and opportunity to advance the overall well-being of students.

PLO6. Candidates will act professionally, ethically, and demonstrate emotional intelligence in a compassionate, caring manner promoting each student's success.

PLO7. Candidates will strive for school improvement by diagnosing challenges, working collaboratively, and using evidence to initiate change that promotes students' academic success.

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit a professional resume or curriculum vitae
- Submit official transcripts from all institutions attended. Please note that only credit from regionally accredited institutions will be considered for transfer credit. Completion of baccalaureate and master's degrees from regionally accredited institutions must be verified. A grade point average of 3.25 or better in master's level courses is required of all applicants.
- Present documented evidence of at least two years of leadership in an educational setting.
- Submit three letters of recommendation. Letters should originate from people supervising the applicant's professional work or people associated with the applicant's graduate work.
- Submit written responses to substantive questions that directly speak to the applicant's intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant's potential for success in pursuing the Ed.D. degree.
- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty.

The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

**Program Details:**

- Each option requires 60 SH for completion

- Requires an internship
- Requires a dissertation
- Candidates may transfer in up to 12 SH of coursework from another doctoral program if approved by faculty and not part of a completed degree program. Applicants who have completed the Educational Leadership (formerly Administration and Supervision), Ed.S. degree at NLU may transfer a maximum of 6 SH of internship credit toward the doctoral degree upon the approval of the director of the Educational Leadership doctoral program or designee.
- Candidates may bring up to 12 SH of post-master's degree courses taken before admission into the program, including courses taken at NLU. They must seek approval from the School Directors in consultation with their Academic Advisor.
- Candidates who have completed the Educational Leadership, Ed.S., District Level Educational Leadership track (p. 167) (formerly Administration and Supervision, Ed.S., District Level Educational Leadership) at NLU may have all of the program hours applied toward the Educational Leadership, Ed.D. program within 8 years.

CCD 699B	Dissertation: Educational Leadership	1 TO 12
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Note: CCD 699B must be taken for a total of 12 SH.

Educational Leadership Core - 39 SH

EDL 601	Analyzing Resource Allocation and Equity in Educational Financial Management	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
EDL 605	Leading Change	3
EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 608	Communicating and Engaging with Staff, Families, and Communities	3
EDL 620	Understanding the Dynamics of Political, Legal, and Ethical Issues in Education	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 624	Improving Instruction through Professional Development and Evaluation	3
EDL 625	Scholarly Writing for Practitioners	1 TO 4
EDL 626	Leading Instruction to Advance Student Learning	3
EDL 690	Educational Leadership Internship	1 TO 8

Notes: EDL 625 must be taken for a total of 4 semester hours. EDL 690 must be taken for a total of 8 semester hours.

The District Level Educational Leadership option

The District Level Educational Leadership option is for students interested in earning the doctoral degree and leading and managing multi-school educational systems and school districts, and prepares individuals to serve as systems administrators and district superintendents. This option includes instruction in educational administration; education of students at various levels; system planning and budgeting; educational policy; educational law and regulations; public relations; professional standards and ethics; and applications to specific issues, cultural context, and geographic locales. Students choosing this option must hold an Illinois general administrative or principal endorsement upon admission. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, and are then eligible to apply for the Illinois Superintendent endorsement.

Research and Dissertation - 21 SH

EDL 628	Analyzing and Using Data for Systemic Improvement	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3

The Leadership for Learning and Organizational Development option

The Leadership for Learning and Organizational Development option is for individuals seeking to supervise instructional and support personnel at the organizational, facility or staff level. Includes instruction in the principles of staffing and organization, the supervision of learning activities, personnel relations, administrative duties related to departmental or unit management, and specific applications to various educational settings and curricula. This option, however, does not lead to state credentials, either principal or superintendent, upon completion of the doctoral program. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, but are not eligible to apply for principal endorsement or the Superintendent endorsement.



Students taking this option may, in the future, complete the Administration and Supervision, Ed.S. (p. 163) leading to the general administrative or principal endorsement in Illinois and then the Superintendent Subsequent Endorsement. (p. 232)

Research and Dissertation - 21 SH

EDL 628	Analyzing and Using Data for Systemic Improvement	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
CCD 699B	Dissertation: Educational Leadership	1 TO 12

Note: CCD 699B must be taken for a total of 12 SH.

Educational Leadership Core - 39 SH

EDL 601	Analyzing Resource Allocation and Equity in Educational Financial Management	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
EDL 605	Leading Change	3
EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 608	Communicating and Engaging with Staff, Families, and Communities	3
EDL 620	Understanding the Dynamics of Political, Legal, and Ethical Issues in Education	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 624	Improving Instruction through Professional Development and Evaluation	3
EDL 625	Scholarly Writing for Practitioners	1 TO 4
EDL 626	Leading Instruction to Advance Student Learning	3
EDL 690	Educational Leadership Internship	1 TO 8

Notes: EDL 625 must be taken for a total of 4 semester hours. Students wishing to substitute EDL 690 for electives, must seek approval from the School Directors in consultation with their Academic Advisor. EDL 690 or the approved electives must be taken for a total of 8 semester hours.

Educational Psychology/Human Learning and Development, Ed.D.

This program is designed to help students integrate theory, research and practice in the field of psychology and education. It helps prepare graduates for leadership and research positions in a broad range of educational settings, universities and continuing education programs for adults. Those whose undergraduate and master's degrees are not in psychology may be required to complete prerequisites in addition to the requirements below.

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit written responses to substantive questions that directly speak to the applicant's intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant's potential for success in pursuing the Ed.D. degree.
- Submit official scores from the Graduate Records Examination (GRE)
- Submit four letters of recommendation. Two of the four required letters should be completed by people associated with the applicant's recent graduate work and two by people supervising the applicant's professional work.
- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty. Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process.

The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

**Program Details:**

- Requires 63 SH for completion
- Requires comprehensive examination
- Requires a dissertation

**Required Courses**

Educational Psychology/Human Learning and Development Core - 15 SH

EPD 659	Studies in Family-School Partnerships and Relationship-Building	3
EPD 660	Advanced Studies in Cognition: Learning and Knowledge as Social Practices	3
EPD 667	Advanced Studies in Cognition: Learning through Design-Based Research in Schools	3
EPD 668	Interpersonal Relationship in Culturally Diverse Educational Environments	3
EPD 669	Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems	3

Educational Psychology/Human Learning and Development Minor Concentration - 12 SH

In consultation with a doctoral advisor, choose 12 SH in one or two areas of minor concentrations which are designed to provide breadth of knowledge in areas relevant to Educational Psychology

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with a doctoral advisor

Doctoral Core - 6 SH

Research and Dissertation - 21 SH

ESR 604	Dissertation Proposal Seminar	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	
CCD 699D	Dissertation: Educational Psychology	1 TO 8

Note: CCD 699D must be taken for a total of 8 semester hours.

**Comprehensive Examination**

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

**School Psychology, Ed.D.**

This program prepares graduates to work as school psychologists in schools and potentially other clinical settings, to develop breadth or depth in the knowledge and skills of evidence-based practices with schools and families, expand their skills in evaluating and conducting research or to pursue higher education positions.

Students who successfully complete the Ed.D. may be eligible for the School Psychology endorsement if they have not previously been endorsed, but likely would be required to complete additional courses. They also may be eligible for certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP) and the Illinois Clinical Psychology license.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program using a combination of course grades, portfolio assessments, field-based competencies and professional dispositions assessment.

**Program Learning Outcomes (PLOs):**

PLO1. Standard 2. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

PLO2. Standard 3. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

PLO3. Standard 4. Direct and Indirect Services: Student Level Services. Element 4.1 Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

PLO4. Standard 4. Direct and Indirect Services: Student Level Services. Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

PLO5. Standard 5. Direct and Indirect Services: Systems Level Services–Schools. Element 5.1 School-Wide Practices to Promote Learning School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

PLO6. Standard 5. Direct and Indirect Services: Systems Level Services–Schools. Element 5.2 Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

PLO7. Standard 6. Family–School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

PLO8. Standard 7. Foundations of School Psychologists' Service Delivery: Diversity. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

PLO9. Standard 8. Foundations of School Psychologists' Service Delivery: Research and Program Evaluation, Legal, Ethical, and Professional Practice. Element 8.1. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

PLO10. Standard 8. Foundations of School Psychologists' Service Delivery: Research and Program Evaluation, Legal, Ethical, and Professional Practice. Element 8.2: Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit at least 2 letters of recommendation, which are academic in nature, regarding the applicant’s capacity for graduate work
- Submit written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant’s potential for success in pursuing the Ed.D. degree.
- Note: Applicants may apply to the Ed.D. degree at the time they apply to the M.Ed master’s degree
- Note: Applicants who already hold a master’s degree from a regionally accredited institution may apply to the Ed.D. per required admission criteria
- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty. Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process.

The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

**Program Details:**

- Requires 63 SH for completion
- Requires comprehensive examination
- Requires a dissertation
- Requires a full-school year (9–12 month), paid internship in public schools or approved clinical settings

**Required Courses**

Research and Dissertation - 21 SH

ESR 604	Dissertation Proposal Seminar	2
ESR 610	Paradigms of Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
CCD 699F	Dissertation: School Psychology	1
		TO 8

Note: CCD 699F must be taken for a total of 8 semester hours.

School Psychology Core - 29 SH

EPS 654	Multi-Tiered Systems of Support in Mental Health	3
EPS 659	Studies in family-school partnerships and relationship-building	3
EPS 668	Diversity and Multiculturalism in Schools	3
EPS 669	Multi-Tiered Systems of Services and Supports as a Vehicle for School Change	3
EPS 670	Fundamentals of Supervision	1
		TO 3
EPS 690	Doctoral Internship in School Psychology	2

EPS 692      Doctoral Practicum in School Psychology      2

Notes: EPS 670 must be taken for 3 semester hours. EPS 690 must be taken for a total of 8 semester hours. EPS 692 must be taken for a total of 6 semester hours.

Program Electives - 13 SH

Choose 13 SH of NCE graduate courses with the approval of a doctoral advisor

**Comprehensive Examination**

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Teaching and Learning Ed.D.

National College of Education offers three options to earn the Teaching and Learning, Ed.D. degree:

- Curriculum, Advocacy and Policy (CAP) (p. 212)
- Disabilities and Equity in Education (DEE) (p. 214)
- Reading, Language and Literacy (RLD) (p. 215)
- Postsecondary Teaching and Instructional Leadership (PTIL) (p. 217)

**Curriculum, Advocacy and Policy, Ed.D.**

The Curriculum, Advocacy and Policy doctoral program is designed to prepare high level scholar-practitioners for curriculum leadership positions in schools and other educational communities. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to the school community and society and on developing the scholarship necessary to be leaders and change agents, scholars and researchers.

**Program Learning Outcomes (PLOs):**

PLO1. Develop an understanding of relationships among authors, texts, and audiences in the form of speech, conversation, writing, and enactment

PLO2. Foster an appreciation of different types of knowledge, scholarship, and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning, and communication

PLO4. Enhance the knowledge of professional ethics, and responsibilities

**In addition to National College of Education Doctoral Admissions Requirements, applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate’s capacity to complete rigorous graduate studies and one by a person supervising the applicant’s professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays

to assess the student’s ability to construct a written document.

- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 63 SH for completion
- Requires qualifying paper
- Requires a dissertation

**Required Courses**

Foundational Courses - 19 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3
CCD 698	Dissertation Research Seminar	1
		TO 3

Note: CCD 698 must be taken for a total of 3 semester hours.

Curriculum, Advocacy and Policy Major - 15 SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 601	Cultures of Schools and Communities	3
CAP 602	Curriculum Theory: Contemporary Issues and Practices	3
CAP 603	Curriculum Planning, Organization, and Evaluation	3
CAP 605	Professional Development and School Change	3

Research and Dissertation - 19 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	

CCD 699A    Dissertation

1  
TO  
8

Note: CCD 699A must be taken for a total of 8 semester hours.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor.

### Qualifying Paper

Students take the qualifying exam when they have completed their coursework or in conjunction with their last required program course. If they have completed all coursework before taking the qualifying exam, they may also register for dissertation hours. Students will work with a faculty advisor to plan a qualifying paper that represents a synthesis of their learning. This plan must be approved by the faculty advisor for the paper's focus and the start date. Before starting the writing, but after obtaining approval, the student registers for CCD 696A.

### Disability and Equity in Education, Ed.D.

Social equity and justice require action and social action requires leaders who are critically reflective, future-oriented thinkers willing to take risks and accept responsibilities for enacting the vision of a just society. The heart of the Disability and Equity in Education doctoral program is a commitment to working actively and strategically toward social justice and equity in schools, communities, policy, politics and practice.

This program is designed for those interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The Disability and Equity in Education program prepares educators for roles in higher education, teacher education, research, community leadership or public policy analysis.

### Program Learning Outcomes (PLOs):

PLO1. Understand relationships with and among authors, texts, and audiences in the form of speech, conversation, writing and enactment

PLO2. Foster appreciation of different types of knowledge, scholarship, and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning and communication

PLO4. Enhance the knowledge of professional ethics and responsibilities

### In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and one by a person supervising the applicant's professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.

- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 63 SH for completion
- Requires a qualifying paper
- Requires a dissertation

**Required Courses**

Foundational Courses - 19 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3
CCD 698	Dissertation Research Seminar	1
		TO
		3

Note: CCD 698 must be taken for a total of 3 semester hours.

Disability and Equity in Education Major - 15 SH

DEE 604	Social and Political Implications of Assessment	3
DEE 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Advocacy Through Consulting	3
DEE 690	Seminar: Special Topics in Disability and Equity in Education	1
		TO
		12
DEE 693	Disability Studies in Education Seminar	3

Note: DEE 690 must be taken for a total of 3 semester hours.

Research and Dissertation - 19 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3

CCD 699E	Dissertation	1
		TO
		8

Note: CCD 699E must be taken for a total of 8 semester hours.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

**Qualifying Paper**

Students take the qualifying exam when they have completed their coursework or in conjunction with their last required program course. If they have completed all coursework before taking the qualifying exam, they may also register for dissertation hours. Students will work with a faculty advisor to plan a qualifying paper that represents a synthesis of their learning. This plan must be approved by the faculty advisor for the paper's focus and the start date. Before starting the writing, but after obtaining approval, the student registers for CCD 696E.

**Reading, Language and Literacy Ed.D.**

This program is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work or college-level teaching. Rigorous coursework and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

**Program Learning Outcomes (PLOs):**

PLO1. Understand relationships with and among authors, texts, and audiences in the form of speech, conversation, writing and enactment

PLO2. Foster appreciation of different types of knowledge, scholarship and research

PLO3. Gain an advanced level of understanding and skills of collaborative learning and communication

PLO4. Enhance knowledge of professional ethics and responsibilities

**In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit official transcripts from all institutions attended.
- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity

to complete rigorous graduate studies and one by a person supervising the applicant's professional work.

- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
  - Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**

- Requires 63 SH for completion

- Requires a qualifying paper
- Requires a dissertation

**Required Courses**

Foundational Courses - 19 SH

CCD 606	Scholarly Habits of Mind I	2
CCD 607	Scholarly Habits of Mind II	2
CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Teacher Knowledge in Disciplines	3
CCD 698	Dissertation Research Seminar	1
		TO 3

Note: CCD 698 must be taken for a total of 3 semester hours.

Reading and Language Major - 15 SH

RLD 600	Language, Linguistics and Literacy	3
RLD 601	Research in Early Literacy	3
RLD 602	Literacy Comprehension: Research and Application	3
RLD 606	Instruction and Staff Development in Reading and Language	3
RLD 607	Seminar on Theory and Research in Writing	3

Research and Dissertation - 19 SH

ESR 608	Foundations of Doctoral Research	2
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
CCD 699C	Dissertation	1
		TO 8

Note: CCD 699C must be taken for a total of 8 semester hours.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

**Qualifying Paper**

Students take the qualifying exam when they have completed their coursework or in conjunction with their last required program course. If they have



completed all coursework before taking the qualifying exam, they may also register for dissertation hours. Students will work with a faculty advisor to plan a qualifying paper that represents a synthesis of their learning. This plan must be approved by the faculty advisor for the paper's focus and the start date. Before starting the writing, but after obtaining approval, the student registers for CCD 696C.

## Postsecondary Teaching and Instructional Leadership Ed.D.

The Ed.S. and Ed.D. degrees in Teaching and Learning with a major in Postsecondary Teaching and Instructional Leadership is an advanced professional practitioner program for college and university faculty. This program serves postsecondary educators who seek to deepen their professional teaching practice, expand knowledge of instructional approaches that help college students learn, adopt a critically reflective approach to teaching, and strengthen capacities to approach college students as adult learners. With emphasis on teaching and learning processes, this major prepares educators for a variety of academic roles related to instructional leadership in postsecondary institutions.

### **Program Learning Outcomes (PLOs):**

PLO1. Demonstrate depth of knowledge in a primary teaching area.

PLO2. Apply knowledge of adult learning theory and cultural proficiency to create stimulating, inclusionary learning environments aligned with diverse attributes of the specific learners in the teaching environment.

PLO3. Apply knowledge of curriculum theory and educational research to selection of effective instructional practices and methods at the postsecondary level.

PLO4. Design effective instructional plans to set measurable learning objectives, create relevant and authentic student learning activities, and assess student outcomes with validity and reliability.

PLO5. Create stimulating classroom-based, blended, and online learning environments using instructional design principles and appropriate technology.

PLO6. Assess cognitive and dispositional outcomes of student learning to improve quality of instruction.

PLO7. Utilize *knowledge of higher education governance and organizational theory* to foster effectiveness in academic leadership roles and institutional improvement.

PLO8. Create a doctoral research project framed by a curricular problem of instructional practice, contributing new knowledge to the professional field.

### **In addition to National College of Education Doctoral Admissions Requirements (p. 205), applicants must:**

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and one by a person supervising the applicant's professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the

discussion. Faculty will later review the essays to assess the student's ability to construct a written document.

- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

### Program Details:

- Requires 60 SH for completion

### Postsecondary Teaching and Instructional Leadership Major - 48 SH

#### Required Courses

CCD 615	Psychological Foundations of Teaching and Learning	3
CCD 604	Data Analysis, Interpretation, and Presentation	3
CCD 625	Critical Policy Analysis	3
CCD 698	Dissertation Research Seminar	1 TO 3
CCD 699G	Dissertation: Content Specialization Research	1 TO 12
HED 600	Higher Education in the United States	3
LSE 601	Instructional Design in Higher Education	3
LSE 605	Postsecondary Teaching in Content Specializations	3
LSE 691	Field Study for Postsecondary Teaching in Content Specializations	3
EDL 605	Leading Change	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 625	Scholarly Writing for Practitioners	1 TO 4
EDL 626	Leading Instruction to Advance Student Learning	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
EDL 691	Internship in Postsecondary Teaching in the Content Area	1 TO 8

Note: CCD 698 must be taken for 3 SH, CCD 699G must be taken for a total of 12 SH, EDL 625 must be taken for 5 SH, and EDL 691 must be taken for 4 SH.

## Non-Degree Endorsement Offerings

NLU offers coursework that may lead to endorsements on the Illinois Professional Educator License. These endorsements have additional requirements beyond coursework. Visit the Illinois State Board of Education for more details.

### Transfer Credit

Although additional requirements may apply, the following criteria must be met for transfer credit toward a non-degree endorsement:

- The student must be admitted before submitting a request for transfer credit
- Credit must be from a regionally accredited institution
- The student must have received a grade of "C" or better in the course. If the student has received any type of grade other than a traditional letter grade, a letter is required from the Registrar of the institution where the course was taken verifying that the grade is equivalent to at least a "C" (2.0 on a scale of 4.0)
- Continuing Education/Professional Development courses may be accepted
- The number of credit hours that may be transferred equals 6 semester hours (exceptions may be approved)
- Transfer credit from institutions outside the United States must be submitted to an approved outside agency for evaluation. These agencies translate and interpret the transcript according to American university standards. The official foreign transcript evaluation must be submitted to the Office of Admissions and Records for processing.

**Note:** Transfer of credit must be approved by Office of the Registrar and the program director or faculty. For transfer credit to be considered, a student must contact his or her academic advisor and submit a completed

**Student Adjustment Form** (signed by the appropriate faculty) to the Registrar's Office. The Office of the Registrar must also have on file an official transcript reflecting the credit to be transferred.

## Bilingual Education Endorsement

NLU courses meet the Illinois standards for endorsement in Bilingual Education. Earning the endorsement calls for both coursework and fulfilling additional requirements.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 clock hours of clinical experience or three months of teaching experience with English Language learners (20 clinical/clock hours may be earned in each course)

**Program Details:**

- Requires 18 SH for completion
- A grade of “C” or better in all coursework is required
- Requires completion of 100 clock hours or three months in a bilingual teaching setting
- Requires successful completion of language proficiency assessment in the target language
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

### Required Courses

Bilingual Education Approval or Endorsement Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3

Bilingual Education Approval or Endorsement Electives - 3 SH

Choose 3 SH from the courses below:

CIL 501	Introduction to Linguistics for TESOL	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Learners	3
CIL 512	Literacy in a New Language: Linguistic Considerations	3

CIL 532	Technology Instruction for Linguistically and Culturally Diverse Students	3
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## Bilingual Special Education Approval

To qualify for the Bilingual Special Education approval, candidates must meet all of the requirements in ONE of the four options listed below.

To apply for this approval, candidates must submit an online application on their ELIS account.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)

**Program Details:**

- Requires 3-15 SH for completion depending on the option
- A grade of “C” or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

### Option 1

**Candidates must:**

- Hold an Illinois teaching license endorsed in a special education teaching field or a license with a special education approval
- Pass the language proficiency assessment in the target language (*for which the endorsement is to be issued*)
- Complete 9 SH of coursework listed below

#### Required Courses

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3

### Option 2

**Candidates must:**

- Hold an Illinois teaching license endorsed in early childhood, elementary, secondary, or special education and bilingual education

- Complete 9 SH of coursework listed below

Required Courses

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

Option 3

**Candidates must:**

- Hold an Illinois teaching license with a transitional bilingual educator endorsement and have two years of successful teaching experience
- Complete 15 SH of coursework listed below

Required Courses

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

Option 4

**Candidates must:**

- Hold an Illinois teaching license endorsed in a school support personnel area (except school nurse)
- Pass the language proficiency assessment in the target language (*for which the endorsement is to be issued*)
- Complete 3 SH of coursework listed below

Required Courses

CIL 510	Assessment of ESL and Bilingual Education Students	3
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**Director of Special Education Endorsement**

NLU offers coursework suitable for candidates interested in earning the State of Illinois Director of Special Education endorsement.

**In addition to the National Louis University Graduate Admission Requirements (p. 13), applicants must have:**

- An Illinois Professional Education License (PEL) already endorsed in an ISBE-approved administrative field
  - Documentation of a minimum of two years of full time special education teaching (LBSI) on a valid Illinois license as the teacher of record within a Pre K-age 21 (common schools) experience or service as a school social worker, school psychologist or speech language pathologist on a valid IL license
  - A master's degree or higher from a regionally accredited institution
  - Passed the Test of Basic Skills
- Program Details:**

- Requires 30 SH for completion
- A grade of "C" or better in all coursework is required
- Requires passing of the Director of Special Education content test (#180)

Required Courses

Four Required Areas of Coursework

In accordance with ISBE requirements, candidates must take one course in each of the following areas:

- The supervision of programs for children with disabilities
- Special education law
- Special education finance
- Cross-categorical special education methodsThe below coursework fulfills ISBE's criteria.

SPE 561	Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults	3
SPE 549	Legal Aspects of Administration and Supervision of Programs for Exceptional Children, Adolescents	3
SPE 544	School Finance for Special Education Administrators	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

Additional Coursework

ISBE requires that candidates for the Director of Special Education endorsement take the remainder of

their 30 semester hours of coursework in any of the following areas:

- Curricular adaptations/modifications and/or assistive technology
- Facilitation of the least restrictive environment for all students
- Characteristics of students with disabilities
- Collaboration of parents and school personnel
- Educational and psychological diagnosis and remedial techniques

The below courses are aligned with one or more of these areas.

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 572	Practicum I	2 OR 3

Note: SPE 572 should be taken for 2 semester hours.

### Early Childhood Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for elementary education, secondary education or special education may add an endorsement in early childhood education through this standards-based sequence. Candidates for subsequent teaching endorsement must be admitted to NLU.

**In addition to National College of Education Graduate Admission Requirements (p. 148), program requires:**

- Professional resume
- Valid and current Illinois Professional Educator License

- Two years of classroom experience is recommended, within the last five years, prior to beginning of the program
- Written verification of classroom experience from a previous or current employer
- Interview with a faculty advisor
- General Education coursework as determined by transcript evaluation completed before the beginning of Practicum:
  - Science- coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Science- coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

#### Option 1 - Portfolio Approach

Courses in Option 1 are required for candidates with a valid Illinois PEL who have teaching experience in the new endorsement area.

ECE 569	Portfolio Development Subsequent Teaching Endorsement	3
ECE 575	Practicum for Subsequent Teaching Endorsement	4 TO 6

Note: Additional program content and general education courses are selected with the program area advisor to help candidates meet the licensure requirements. Study plans documenting selected courses are created at the completion of ELE 569.

#### Option 2 - Coursework Approach

Courses in Option 2 are required for candidates with a valid Illinois PEL who have no teaching experience in the new endorsement area.

ECE 502	Quality Child Care for Infants and Toddlers	2
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 504	Human Development: Infancy and Childhood	3
ECE 507	Teaching and Learning in ECE Settings: Science and Math	3

ECE 575	Practicum for Subsequent Teaching Endorsement	4 TO 6
	and	
RLL 535	Foundations of Emergent Literacy	3
	and/or	
RLL 537	Early Literacy Methods PreK-3	3

Note: Candidates will be directed to take RLL 535 and/or RLL 537 and may also need to complete CIL 531 and SPE 500 determined by transcript review.

### Early Childhood Special Education Endorsement

Students may earn an Early Childhood Special Education endorsement on a Professional Educator License already endorsed for self-contained general education (age 0 to grade 3) or LBS I (preK to age 21) by having the following four courses required by the Illinois State Board of Education. The Early Childhood Special Education Endorsement is valid for PreK special education only. Any PreK teacher teaching in a special education setting must hold this credential.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)

**Program Details:**

- Requires 11 SH for completion
- A grade of “C” or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 510	Early Childhood Special Education Language Development and Challenges	2
SPE 532	Early Childhood Special Education Curriculum, Instruction and Methods	3
SPE 533	Early Childhood Special Education Diagnostic Assessment	3
SPE 534	Early Childhood Special Education Collaboration, Family and Community	3

### Elementary Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, secondary education or special education may add a subsequent teaching endorsement in elementary education through this standards-based sequence. Candidates for subsequent teaching endorsement must be admitted to NLU.

**In addition to National College of Education Graduate Admission Requirements (p. 148), program requires:**

- Professional resume
- Valid and current Illinois Professional Educator License
- Two years of classroom experience is recommended, within the last five years, prior to beginning of the program
- Written verification of classroom experience from a previous or current employer
- Interview with a faculty advisor
- General Education coursework as determined by transcript evaluation completed before the beginning of Practicum:
  - Science- coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Science- coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Option 1 - Portfolio Approach

Courses in Option 1 are required for candidates with a valid Illinois PEL who have teaching experience in the new endorsement area.

ECE 569	Portfolio Development Subsequent Teaching Endorsement	3
ECE 575	Practicum for Subsequent Teaching Endorsement	4 TO 6

Note: Additional program content and general education courses are selected with the program area advisor to help candidates meet the licensure

requirements. Study plans documenting selected courses are created at the completion of ELE 569.

Option 2 - Coursework Approach

Courses in Option 2 are required for candidates with a valid Illinois PEL who have no teaching experience in the new endorsement area.

ELE 545	Methods for Teaching Arts Education	1
ELE 547	Methods for Teaching Health and Physical Education	1
ELE 575	Practicum for Subsequent Teaching Endorsement	3 TO 6
MHE 480B	Methods for Teaching Elementary Schools Mathematics	2
SCE 480B	Methods of Teaching Science	2
CIS 480B	Methods of Teaching Social Studies and	2
RLL 538	Literacy Methods: K-6	1 TO 2
	and/or	
RLR 550	Teaching Reading Comprehension and Content Literacy in Grades 1-6	2

Note: Candidates will be directed to take RLL 538 and/or RLR 550 and may also need to complete CIL 531 and SPE 500 determined by transcript review.

English as a Second Language/ Bilingual Endorsements

NLU courses meet the Illinois standards for endorsement in ESL/Bilingual Education. Earning the endorsements calls for both coursework and fulfilling additional requirements.

Candidates interested in the bilingual approval are recommended to obtain both the ESL and Bilingual approvals since the required hours are equivalent.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 clock hours of clinical experience or three months of teaching experience with English language learners (20 clinical/clock hours may be earned in each course)

**Program Details:**

- Requires 18 SH for completion

- A grade of “C” or better in all coursework is required
- Requires successful completion of language proficiency assessment in the target language
- Requires completion of 100 clock hours or three months in a bilingual teaching setting
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Courses

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	3

English as a Second Language Endorsement

National Louis University courses meet the Illinois standards for endorsement in English as a Second Language. Earning the endorsement calls for both coursework and fulfilling additional requirements.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 clock hours of clinical experience or three months of teaching experience with English language learners (20 clinical/clock hours may be earned in each course)

**Program Details:**

- Requires 18 SH for completion
- A grade of “C” or better in all coursework is required

- Note: Candidates may be eligible for federal financial aid. Consult the Financial Aid office for more information.

**Required Courses**

English as a Second Language Approval or Endorsement Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	3

English as a Second Language Concentration-Electives - 3 SH

Choose 3 SH from the below courses:

CIL 501	Introduction to Linguistics for TESOL	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Learners	3
CIL 512	Literacy in a New Language: Linguistic Considerations	3
CIL 532	Technology Instruction for Linguistically and Culturally Diverse Students	3

**English as a Second Language Special Education Approval**

To qualify for the ESL Special Education approval, candidates must meet all of the requirements in ONE of the three options listed below.

To apply for this approval, candidates must submit an online application on their ELIS account.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)

**Program Details:**

- Requires 3-9 SH for completion depending on the option
- A grade of “C” or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

**Option 1**

**Candidates must:**

- Hold an Illinois teaching license endorsed in a special education teaching field or a license with a special education approval
- Complete 9 SH of coursework listed below

Required Courses

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 510	Assessment of ESL and Bilingual Education Students	3

**Option 2**

**Candidates must:**

- Hold an Illinois teaching license endorsed in early childhood, elementary, secondary, or special education and ESL
- Complete 9 SH of coursework listed below

Required Courses

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

**Option 3**

**Candidates must:**

- Hold an Illinois teaching license endorsed in a school support personnel area (except school nurse)
- Complete 3 SH of coursework listed below

Required Courses

CIL 510	Assessment of ESL and Bilingual Education Students	3
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## Learning Behavior Specialist I (LBS I) Endorsement

The LBS I endorsement is for teachers with a valid Illinois Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3), self-contained general education (kindergarten to grade 9) or secondary education with applicable levels and content areas. In order to earn the endorsement, candidates must pass the LBS I content test.

**In addition to the National Louis University Graduate Admission Requirements (p. 13), applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)

### Program Details:

- Requires 12 SH for completion
- A grade of “C” or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

### Required Courses

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

## Learning Behavior Specialist II (LBS II) Endorsement

National College of Education offers three non-degree special education programs that address state standards-based requirements needed to demonstrate competency in the area of Learning Behavior Specialist II (LBS II) for the Curriculum Adaptation Specialist, Technology Specialist and Transition Specialist. These endorsements are only available to teachers who have an LBS I endorsement.

### **In addition to National College of Education Graduate Admission Requirements (p. 148), candidates must:**

- Have a valid Illinois Professional Educator License with LBS I (preK to age 21) endorsement

### Program Details:

- Requires 12 SH for completion
- A grade of “C” or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

## LBS II Curriculum Adaptation Specialist

The LBS II Curriculum Adaptation Specialist program prepares candidates to select or design accommodations or adaptations to the general curriculum and instruction for students with disabilities ages 3-21. The program prioritizes translating research into practice, fostering collaboration among professionals, integrating technology into instruction, selecting and/or designing curricular and instructional adaptations for students ages 3-21 working in the general curriculum, and curriculum-based assessment.

### LBS II Technology Specialist

The LBS II Technology Specialist prepares candidates to identify, obtain and teach with assistive technologies for K–12 students with disabilities. Candidates will be prepared to assess a student’s technology needs and to integrate such technology into the daily instruction and routine for the student. The program will prepare candidates to provide consultation to colleagues and families regarding technologies. Candidates completing the certificate program will have met the LBS II Content Area Standards for Technology Specialist. The program prioritizes translating research into practice, fostering collaboration among professionals, integrating technology into instruction and coordinating interdisciplinary services and case management within the school.

### LBS II Transition Specialist

The LBS II Transition Specialist program prepares candidates in foundations, planning, teaching and assessment skills to serve students with disabilities longitudinally, ages 3-21 for an effective school to post-school transition. The program prioritizes integrating theory and research into practice and

fostering collaboration among students, families, professionals and agencies. Candidates will learn how to develop community and vocational experiences and instruct students with disabilities in these areas. Varied planning, instructional and evaluation strategies are taught so candidates will have the skills to formally and informally support students with disabilities to be successful in the workplace and community.

**Required Courses**

LBS II Curriculum Adaptation Specialist - 12 SH

SPE 555	Differentiated Instruction in the Least Restrictive Environment	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 588A	LBS II Contextual Applications	1 TO 3

Note: SPE 588A must be taken for a total of 3 SH.

LBS II Technology Specialist - 12 SH

SPE 546	Foundations of Assistive Technology	3
SPE 548	Applications of Assistive Technology	3
SPE 590A	Learning Behavior Specialist II Internship	1 TO 3

Note: SPE 590A must be taken for a total of 3 SH.

LBS II Transition Specialist - 12 SH

SPE 535	Community-Vocational Development & Instruction	3
SPE 536	Transition Foundations, Preparation & Planning	3
SPE 537	Family-Community Partnerships & Assessment	3
SPE 588B	LBS II Contextual Applications	1 TO 3

Note: SPE 588B must be taken for a total of 3 SH.

**Middle Grades Education Subsequent Teaching Endorsement**

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education, secondary education or special education may add a subsequent teaching endorsement in middle grades education through this standards-based sequence. Teachers who have only a

teaching credential from another state or who have only a temporary, substitute or other specialized teaching credential are not eligible for this program. Candidates for subsequent teaching endorsement must be admitted to NLU.

**In addition to National College of Education Graduate Admission Requirements, program requires:**

- Professional resume
- Valid and current Illinois Professional Educator License
- Two years of classroom experience is recommended, within the last five years, prior to beginning of the program
- Written verification of classroom experience from a previous or current employer
- Interview with a faculty advisor
- General Education coursework as determined by transcript evaluation completed before the beginning of Practicum:
  - Science- coursework covering at least three of the following areas: physical, life science, and earth and space
  - Social Science- coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

**Required Courses**

Courses

MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 575	Practicum for Subsequent Teaching Endorsement	4 TO 6
	and	
MGE 510	Methods of Teaching Middle Grades Science	3
	or	
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
	or	

MGE 514	Methods of Teaching Middle Grades Mathematics	3
	or	
MGE 518	Methods of Teaching Middle Grades Social Studies	3

Note: MGE 501 and MGE 509 must be taken for 3 SH. 21 SH of general education coursework (not including Methods courses) must be completed before enrollment in MGE 575. Candidates may also need to complete CIL 531, MGE 520 and SPE 500 determined by transcript review.

RLR 518	Leadership and Staff Development in Reading	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2
RLR 593	Seminar in Reading Research	3
RLW 541	Teaching Writing	2
		TO 3

Note: RLW 541 must be taken for 3 semester hours.

### Reading Specialist Endorsement

The reading sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Reading Specialists. Candidates are referred to the website of the [Illinois State Board of Education](#) for specific requirements, updates and amendments.

**In addition to National College of Education Graduate Admissions Requirements, applicants must:**

- Have a valid Professional Educator License (PEL)
- Have a master's degree from regionally accredited institution
- Hold membership in a professional literacy organization

**Program Details:**

- Requires 28 SH for completion
- Requires two years of teaching experience working with varied grade levels in school-based and clinical settings
- Requires passing of the Reading Specialist Test #221 (previously #176)
- Students who receive more than one "C" grade in any courses may not continue in the program

### Required Courses

Reading Specialist

RLL 520	Survey of Youth Literature, PreK-12	3
RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLR 510	Diagnosis and Assessment of Literacy	3
RLR 511	Instructional Strategies for Literacy Interventions	3

### Reading Teacher Endorsement

The reading sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Reading Teachers. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

**In addition to the National Louis University Graduate Admission Requirements (p. 13), applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Hold membership in professional literacy organization
- Have an electronic portfolio

**Program Details:**

- Requires 24 SH for completion
- A grade of "C" or better in all coursework is required
- Requires Practicum
- Requires passing of the Reading Teacher Test #177 or Reading Specialist test #221
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

### Required Courses

Reading Program - 22 SH

RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLW 541	Teaching Writing	2
		TO 3

RLL 520	Survey of Youth Literature, PreK-12	3
RLR 510	Diagnosis and Assessment of Literacy	3
RLR 511	Instructional Strategies for Literacy Interventions	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

Note: RLW 541 must be taken for 3 semester hours.

Reading Electives - 2 SH

Choose 2 SH from RLL (p. 468), RLR (p. 471), or RLW (p. 473) courses with advisor approval.

Note: No workshops are accepted.

## School Counseling Endorsement

NLU courses meet the Illinois standards for School Counseling endorsement. Earning the endorsement calls for both coursework and fulfilling additional requirements. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 114), applicants must:**

- Have a master's degree in clinical counseling or in an equivalent clinical program
- Submit official transcripts from all institutions attended
- Submit the results of the Watson-Glaser Critical Thinking Appraisal
- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Pass the Test of Basic Skills
- Submit a written response to questions provided by the Office of Admissions

### Coursework:

- 12 SH OR 22 SH—Additional courses, as determined by an individual evaluation with the Counseling faculty, may be required
- A grade of "B" or better in all coursework is required
- Practicum
- An internship

- Candidates must fulfill coursework for one of two options: Course requirements for candidates who hold a Professional Educator License OR Course requirements for candidates who do not hold a Professional Educator License

### Additional requirements:

- Note: Candidates are eligible for federal financial aid only for courses used for a degree in which the candidate is simultaneously enrolled
- Note: This program is offered jointly through the College of Professional Studies and Advancement and the National College of Education
- Those who hold the Masters of Science in Counseling from NLU must retake HSC 581 and HSC 582 in order to fulfill the internship requirement for this endorsement

## Required Courses

Course Requirements for Candidates Who Hold a Professional Educator License - 12 SH

HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 533	Counseling Practicum	3
HSC 581	Counseling Internship I	3
HSC 582	Counseling Internship II	3

Course Requirements for Candidates Who Do Not Hold a Professional Educator License - 22 SH

EPS 539	Foundations of Behavioral Support	2
EPS 509	Structure and Organization of the Educational System for School Counselors	2
LAP 506	Advanced Human Development	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 533	Counseling Practicum	3
HSC 581	Counseling Internship I	3
HSC 582	Counseling Internship II	3

## Secondary Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education or special education may add endorsement in secondary education through this standards-based sequence. Candidates for subsequent teaching endorsement must be admitted to NLU.

At the conclusion of this personalized program, candidates complete a practicum experience, SEC 575, the extent of which is determined by the faculty team, taking into account candidates' previous experience and state standards. Upon conclusion of the practicum, candidates may apply for state endorsement in secondary education.

**In addition to National College of Education Graduate Admission Requirements (p. 148), program requires:**

- Professional resume
  - Valid and current Illinois Professional Educator License
  - Two years of classroom experience is recommended, within the last five years, prior to beginning of the program
  - Written verification of classroom experience from a previous or current employer
  - Interview with a faculty advisor
  - General Education coursework as determined by transcript evaluation completed before the beginning of Practicum
  - Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.
- Biological Science:**
- Have a grade point average of 3.0 or better in Biology coursework
  - Have 12 SH of upper division courses in Biology
  - Pass the Content Test in Biology
  - A major in Biology from a regionally accredited institution or a minimum of 32 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
    - One course in Chemistry
    - One course in Earth Science/Space Science
    - One course in Environmental Science
    - One course in Physics
    - 6 SH in Math—must be above College Algebra
- English/Language Arts:**
- Have a grade point average of 3.0 or better in English coursework
  - Have 32 SH of coursework in English (12 SH of upper division courses)
  - Pass the Content Test in English/Language Arts
- 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses, or writing-intensive courses) and 3 SH of Creative Writing
  - 17 SH must be in Literature with one course in each of the following areas:
    - Introduction to Literary Criticism
    - American Literature
    - English Literature
    - Nonwestern or Ethnic American Literature
    - Shakespeare
    - Poetry or Adolescent Literature
  - 6 SH can be in writing, literature, speech or journalism
- Foreign Languages:**
- Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
  - Have a grade point average of 3.0 or better in foreign language designation coursework
  - Have 32 SH of coursework in foreign language designation (12 SH of upper division)
  - Pass the ACTFL foreign language oral proficiency exam
  - Pass the foreign language designation test
  - Beginning Language I & II in the designation language
  - Intermediate Language I & II in the designation language
  - One course in each of the following areas in the designation language:
    - Grammar and Composition
    - Introduction to Literature
    - Introduction to History and Culture
- Mathematics:**
- Have a grade point average of 3.0 or better in Mathematics coursework
  - Have 32 SH of coursework in Mathematics (12 SH of upper division courses)
  - Pass the Content Test in Mathematics
  - CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus

in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

- **FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)**—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.
- **GEOMETRY (3 SH)**—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.
- **NUMBER THEORY (3 SH)**—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.
- **MODERN/ABSTRACT ALGEBRA (3 SH)**—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.
- **LINEAR ALGEBRA (3 SH)**—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.
- **DISCRETE MATHEMATICS (3 SH)**— Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.
- **PROBABILITY & STATISTICS (3 SH)**— Coursework in this area should contain the treatment of topics as mutually exclusive events, independent and dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics in other areas (business, economics, etc.) may be placed here.
- **HISTORY OF MATHEMATICS (3 SH)**—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.
- **MATH ELECTIVES (2 SH)**—any college-level math electives if needed to reach 32 SH

#### **Physical Science:**

- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designated area (10 SH of laboratory coursework for students who don't have major in the designated area)
- Have at least one course in Biology and each of the other designations
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation area

#### **Social Studies:**

- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation course work

- Have 32 SH of coursework in Social Studies (12 SH of upper division)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.
- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a nonwestern focus
- Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement. Candidates must fulfill all of these areas:
  - 18 SH of History including the minimum of two U.S. History courses and one in Nonwestern/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)
  - One course in Economics
  - One course in Geography
  - One course in Political Science
  - One course in Psychology
  - One course in Sociology/Anthropology
  - Pass the Content Test (114)

	and	
SEC 510	Methods of Teaching Biology at the Secondary Level	5
	or	
SEC 512	Methods of Teaching English at the Secondary Level	5
	or	
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	5
	or	
SEC 516	Methods for Teaching Physical Science at the Secondary Level	5
	or	
SEC 518	Methods of Teaching Social Studies at the Secondary Level	5
	or	
SEC 522	Methods of Teaching Classical Languages (Latin) K-12	4 TO 5
	or	
SEC 524	Methods of Teaching World Languages K-12	5
	and	
SEC 575	Practicum for Subsequent Teaching Endorsement	4 TO 6
	and	
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3

Note: SEC 522 must be taken for 5 SH. 32 SH of general education coursework (not including Methods courses) must be completed before enrollment in SEC 575. Candidates may also need to complete CIL 531 and SPE 500 determined by transcript review.

### Special Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education or secondary education may add a subsequent teaching endorsement in special education through this standards-based sequence. Candidates for subsequent teaching endorsement must be admitted to NLU.

### In addition to National College of Education Graduate Admission Requirements (p. 148), program requires:

- Professional resume

#### Required Courses

SEC 502	Introduction to Teaching at the Secondary Level	5
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- Valid and current Illinois Professional Educator License SPE 573      Differentiated and Inclusive Curriculum & Instruction I      3
- Two years of classroom experience is recommended, within the last five years, prior to beginning of the program SPE 575      Practicum for Subsequent Teaching Endorsement      4 TO 6
- Written verification of classroom experience from a previous or current employer
- Interview with a faculty advisor
- General Education coursework as determined by transcript evaluation completed before the beginning of Practicum
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Note: Candidates may need to complete CIL 531 and SPE 500 determined by transcript review.

### Superintendent Credential

Those who have a doctoral degree in education but not the superintendent credential may earn that endorsement at NLU. In Illinois it is the Superintendent Endorsement on the Professional Educator License (candidates must already have the general administrative or principal endorsement).

#### **In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a doctoral degree from regionally accredited institution in the field of educational administration, educational leadership, educational policy or a closely related subject
- Pass the Test of Basic Skills
- Document evidence of at least two years of leadership in the educational field
- Submit four letters of recommendation from people who are familiar with applicant's professional or academic work (at least one from a person supervising professional work)
- Submit a professional resume
- Submit doctoral questions and answers response
- Undergo faculty review
- Sit for an interview
- Note: If the applicant has received a doctoral degree in Educational Leadership from NLU, then the four letters of recommendation, professional resume, doctoral questions and answers response, faculty review and interview are waived.

#### **This credential requires:**

- A minimum of 9 SH of coursework; additional coursework, including 9 SH of internship, may be required upon evaluation of portfolio
- A grade of "B" or better in all coursework
- An electronic portfolio created in EDL 610
- Note: This program is ineligible for federal financial aid

#### Option 1 - Portfolio Approach

Courses in Option 1 are required for candidates with a valid Illinois PEL who have teaching experience in the new endorsement area.

ECE 569	Portfolio Development Subsequent Teaching Endorsement	3
ECE 575	Practicum for Subsequent Teaching Endorsement	4 TO 6

Note: Additional program content and general education courses are selected with the program area advisor to help candidates meet the licensure requirements. Study plans documenting selected courses are created at the completion of ELE 569.

#### Option 2 - Coursework Approach

Courses in Option 2 are required for candidates with a valid Illinois PEL who have no teaching experience in the new endorsement area.

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Literacy Across the Curriculum for Students with Disabilities	3
SPE 509	Literacy Instruction for Diverse Learners	3
SPE 523	Teaching Students with Math Disabilities	3
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2
SPE 527	Differentiated and Individualized Curriculum and Instruction	3



Required Courses - 9 SH

EDL 610	Entry Portfolio Development for Superintendent Endorsement	1 TO 9
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Note: If needed, additional courses and 9 SH of internship (EDL 690 Educational Leadership Internship) are selected in collaboration with an advisor to complete certification standards.

Teacher Leader Endorsement

The Teacher Leadership (p. 194) sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Teacher Leader. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

**In addition to the** National Louis University Graduate Admission Requirements (p. 13), **applicants must:**

- Hold valid and current Illinois Professional Educator License (PEL)
- Have a master’s degree from a regionally accredited institution
- Submit resume documenting two years of teaching experience and short written description of access to an appropriate educational setting for clinical experiences
  - If the candidate doesn't have two years of teaching experience, he/she may participate in an interview with a Teacher Leadership faculty member to determine if the program will be a good fit with his/her experience. In this case, the two years requirement may be waived.
- Submit a professional letter of recommendation, addressing topics or questions as established and periodically revised by the faculty. The letter of recommendation must be written by an individual who knows the candidate from an academic or professional perspective and is able to comment on the candidate’s potential for succeeding in graduate studies.

**Program Details:**

- Requires 18 SH for completion
- A grade of “C” or better in all coursework is required

Required Courses

Teacher Leader Requirements - 18 SH

LDR 511	Emerging as a Teacher Leader	2
LDR 513	Collaborating with Stakeholders to Promote Change	3
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	2
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	3
LDR 531	Leading Teacher Development and Student Learning	2
LDR 535	Advocating for the Teaching Profession	2

## UNDERGRADUATE COLLEGE

### University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 107).

### Admission Requirements

Requirements for admission to the Undergraduate College are the same as those for admission to National Louis University (p. 12). Specific programs, however, may have additional admission requirements.

### Academic Standards

Students enrolled in the undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 28) of this catalog.

### Pathways

In the Pathways Program, students can earn a bachelor's degree in any of NLU's undergraduate degree options in business, education, human services, criminal justice, health care, communications and more. The first two years are based on a standardized general education curriculum designed to create a framework of collaborative, project-based learning. This experience is customized for each student and critical for life as well as professional success. Students choose between three curricular paths for their first two years: general studies, education or business. These paths will enable students to proceed in earning their bachelor's degrees in any of NLU's undergraduate programs.

Classes are offered at NLU's Chicago and Wheeling, IL campuses in a blended model with some content delivered online and some face-to-face. The support model ensures students are provided with the individualized guidance they need to succeed. Student Success Coaches provide personal, professional, and academic support throughout students' time at NLU.

The Pathways Program is available to freshman students with 15 or fewer transferable quarter hour credits. All applicants must meet NLU's general admission requirements. Refer to the appropriate application checklist available online at [nl.edu/applyonline](http://nl.edu/applyonline).

For more details about the program visit <https://www.nl.edu/academics/pathwaysatnlu/>.

### Education Programs

#### Preservice Teacher Education Undergraduate Degree Programs

Students planning to enter a teacher education licensure program are preliminary admitted to National Louis University (p. 12) while completing general education and concentration coursework. Students must be fully admitted to the program before beginning their Professional Sequence/ Major coursework.

#### Illinois Teacher Licensure by Entitlement

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

- Early Childhood Education (birth–age 8)
- Elementary Education (1–6)

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the ISBE for licensure purposes. Undergraduate College assumes no responsibility for courses taken by students with the intent of obtaining licensure unless the students are under the direct supervision of and meet regularly with an academic advisor at NLU and the courses are taken within a program approved by the ISBE. It is the student's responsibility to ensure that he or she meets all licensure and academic standards.

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

Please note that the Early Childhood Practice, B.A. is a non-licensure degree program.

#### Teacher Credentials

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

Students seeking licensure by entitlement may apply through NLU or obtain applications for licensure at [www.isbe.net/licensure/](http://www.isbe.net/licensure/).

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

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

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

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

- Criminal background checks must be completed after registering and within the first week of classes at NLU. Please use the NLU UCIA Criminal Background Check.

Candidates cannot begin any field experience without a “passed” background check. Locations and fingerprinting times for Accurate Biometrics are posted on their website.

Candidates are responsible for all fees and the results must be sent to the students’ email or home address.

- By the second week of classes, copies of the Illinois State Background check, TB test (Mantoux Method), and Certificate of Completion for Mandated Reporter must be submitted to the Academic Advisor for forwarding to the Office of Field Experiences. NLU collects all documents but students are responsible for submitting to schools or districts considering placement. Students should carry all originals when visiting schools.
- A candidate may not be placed in any school if the background check determines that he or she has been convicted of criminal behavior that, by law, automatically prohibits him or her from attaining Illinois licensure. The offenses that automatically prohibit licensure include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child,

obscenity, child pornography, criminal sexual assault, aggravated sexual criminal assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.

- In the event that no district will accept a student because of his or her criminal history, Academic Advisors will assist the student in choosing alternative course of study. There is no guarantee that courses will be transferable between programs and no financial reimbursement will be given.
- In accordance with Illinois School Code (105 ILCS5/24-5), a school district might require a physical examination by a licensed physician.

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

Many student teaching field placements are linked with practicum hours for two quarters (fall/winter or winter/spring). All candidates for initial teacher licensure must successfully complete a student teaching experience of a minimum of 11 weeks in the classroom at an assigned school.

### Early Childhood Education, B.A.

The Early Childhood Education program is designed for those interested in teaching children in a pre-kindergarten environment through age eight. Successful completion of the program enables students in Illinois to apply for a Professional Educator License, endorsed for early childhood and self-contained general education (age 0 to grade 2).

#### **Program Learning Outcomes (PLOs):**

PLO1. Apply knowledge of self, students, curriculum content, and effective instruction to develop appropriate learning outcomes and design activities to meet diverse learner needs including students with special needs and diverse cultural and linguistic backgrounds.

PLO2. Develop a variety of assessments and explain how they will use them to anticipate varied ways students might perform, make accommodations, monitor student progress, and adjust and evaluate instruction.

PLO3. Demonstrate respectful and responsive interactions with students that motivate, support, and advance students’ development and learning.

PLO4. Establish a culture of appropriately high expectations for student learning and behavior and design a classroom environment that supports all students to be successful.

PLO5. Persist in their efforts to engage all students in content learning through effective instructional discourse, use of appropriate technologies, ongoing performance monitoring, flexibility, and adaptability to support students' behavior and advance their learning.

PLO6. Apply knowledge of human development and learning to interpret a variety of assessments to inform their instruction and provide meaningful feedback.

PLO7. Use feedback from a variety of stakeholders to develop meaningful professional learning goals and identify appropriate professional activities to continuously improve their practice.

PLO8. Demonstrate the capacity to collaborate effectively and ethically with colleagues, families, and community members to promote positive and inclusive learning for all students.

#### **Admissions Requirements:**

Admission to the Early Childhood program is a two step process. In the first step, students are admitted to National Louis University (p. 12) with a preliminary status. In the second step, students must be admitted with full status before beginning their Early Childhood Education Major courses.

#### **Full Admission requirements for students beginning Early Childhood Education Major courses:**

- Successful completion of GEN 103
- Successful completion of all Education Concentration courses
- Successful completion of all pre-requisites general education courses as determined by the program
- Achieve a GPA of 2.5 or better on all previous coursework, with a grade of "C" or better in all courses

#### **Program Details:**

- Requires 180 QH, including 70 QH of General Education (p. 107), for completion
- A minimum grade of "C" or better in all courses in the program is required
- Credit by examination is accepted for general education and elective credit
- All program major courses must be taken at NLU

- Students must complete a program Concentration
- Students may choose one of the two optional Minors: ESL/Bilingual or ECE Special Education
  - Note: Students seeking ESL/Bilingual endorsement must pass appropriate Target Language Proficiency or English Language Proficiency test. Student seeking Learning Behavior Specialist I (LBS1) endorsement must pass test 155.
- A minimum of 15 QH of the Minor coursework must be taken at NLU
- A minimum GPA of 2.5 is required
- Requires completion of the following field hours built into courses across the entire program:
  - 75 hours in infant/toddler
  - 165 hours in pre-K (15 of which are in a pre-K observing a child with disability or special need)
  - depending upon Minor chosen, 100 hours in ESL/Bilingual pre-K or 50 hours in ECE SPE pre-K
  - 125 hours in kindergarten classroom
  - 537.5 hours in 1st/2nd grade classroom
- Requires the following courses to be completed within 6 years of degree completion: CIS 480A, EDU 300, EDU 350, EDU 400, EDU 410, ECE 200, ECE 324, ECE 334, ECE 470, MHE 480A, RLL 479 and SCE 480A.

#### **Required Courses**

Student Success Seminar- 5 QH

GEN 103	Student Success Seminar	5
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Communications- 15 QH

ENG 101	Beginning English Composition	5
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ENG 201	Intermediate English Composition	5
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ENG 203	Effective Speaking for the Undergraduate	5
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Humanities- 5 QH

ENG 210	Children's Literature for Educators	5
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*Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may only use a course in Children's Literature substantially equivalent to the NLU's course at the discretion of the program.*

Fine Arts- 5 QH

ART 101	Basic Art Appreciation	5
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*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Introductory Art, Music, or Theater including any Fine Arts History or Appreciation courses. Studio Arts and Performance courses cannot be used to fulfill the licensure requirements.*

Quantitative Reasoning- 10 QH

MTH 105	Math for Educators I	5
MTH 115	Math for Educators II	5

*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in mathematics content for teachers substantially equivalent to the NLU's course at the discretion of the program.*

Physical and Life Sciences - 10 QH

SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5

**SCI 101 Note:** Students transferring coursework from other institutions or applying coursework previously completed at NLU may use coursework in Physical Science, General Chemistry, Chemistry and Society, General Physics, Physics and Society, or Earth Science, which covers at least four areas of physical science.

**SCI 102 Note:** Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in general biology or other life science.

Social Sciences- 15 QH

HIS 102	Introduction to Political Science	5
HIS 103	History Across the Globe	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	3 TO 5

**Notes:** Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Politics or Government and coursework in U.S. History to fulfill the licensure program requirements.

Behavioral Science- 5 QH

PSY 101	Introduction to Psychology	5
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**Note:** Students transferring credit from other institutions or applying coursework previously completed at NLU may use coursework in general psychology substantially equivalent to the NLU's course at the discretion of the program.

Undergraduate Education Concentration - 20 QH

CIL 300	Foundations of ESL and Bilingual Education	5
EDU 210	Educational Philosophy- A Historical Account	5
PSY 200	Applied Educational Psychology	5
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5
Early Childhood Education Major- 60 QH		
CIS 480A	Methods of Teaching Social Studies	3
EDU 300	Teacher Education Practicum I	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 400	Teacher Education Practicum II	5
EDU 410	Teacher Education Practicum III	5
ECE 200	Early Childhood Learning, Growth & Development	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	4 TO 5
ECE 334	Early Language and Literature Development	5
ECE 470	Early Childhood Education: Student Teaching	10 TO 14
MHE 480A	Methods of Teaching Mathematics	4
RLL 479	Literacy Methods II	3
SCE 480A	Methods of Teaching Science	3

**Note:** ECE 324 and MHE 480A must be taken for 5 QH. ECE 470 must be taken for 10 QH. RLL 479 must be taken for 4 QH. Application to participate in ECE 470 must be made two quarters prior to the quarter of the student teaching experience.

ESL/Bilingual Minor - 30 QH

CIL 305	Methods and Materials for Teaching English as a Second Language	5
CIL 306	Methods and Materials for Teaching Bilingual Education	5
CIL 310	Assessment of ESL and Bilingual Education Students	5
CIL 312	Reading in a New Language: Linguistic Considerations	5
CIL 331	Cross Cultural Education	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
Early Childhood Special Education Minor - 30 QH		
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5

SPE 330	Assistive and Instructional Technology	5
SPE 432	Methods of Teaching Young Children with Special Needs	5
SPE 433	Screening & Assessment of Young Children with Special Needs	5
SPE 434	Teaming, Collaborating, Communicating: Resources for Families in Special Education Settings	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5

### Early Childhood Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the Undergraduate College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Pass the Early Childhood Content Test (206) prior to Practicum III (a linked placement with student teaching)
- Complete all of their licensure courses except for ECE 470 (Student Teaching)
- Pass all methods courses at National Louis University with an average grade of C or better
- Participate in program assessment
- Provide evidence (through professional disposition assessment) of emotional stability, adequate personality adjustment, competency, timeliness and responsibility for work in the field of education

**For more information about this program, visit** <http://www.nl.edu/academics/education/bachelors/baearlychildhoodeducation/>

### Early Childhood Education, Post Baccalaureate

The Fifth Year Post Baccalaureate non-degree program is designed to allow NLU's Early Childhood Practice (ECP) graduates (Bachelor of Arts degree) to obtain an Illinois Professional Educator License with an Early Childhood Endorsement. Upon completion of the ECP program, graduates earn the Gateways Level 5 ECE credential. The Post Baccalaureate non-degree program will allow ECP graduates to seamlessly transition into a fifth year of study, meeting all of the standards of NLU's Early Childhood licensure program. Since ECP and ECE BA (licensure candidates) take the same coursework in the Freshman, Sophomore and Junior years, the design of the Post Baccalaureate non-degree program supports candidate readiness to meet the requirements for licensure with great success.

The Post Baccalaureate non-degree program is designed around a one year (three-term) delivery and includes a full year of classroom experience in an approved early childhood setting, PreK- Grade 2.

#### **In addition to National Louis University Undergraduate Admission Requirements, applicants must:**

- Graduate from NLU's Early Childhood Practice or Kendall College's Early Childhood Education program, or another University's non-licensure BA in Early Childhood Education or related field
  - Complete the following General Education coursework determined by transcript evaluation prior to the beginning of the program:
    - Science- coursework covering at least three of the following areas: physical, life science, and earth & space
    - Social Science- coursework covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
  - Complete the following Early Childhood coursework determined by Faculty review prior to the beginning of the program: EDU 210, PSY 200, SPE 300, CIL 300, EDU 300, EDU 350, ECE 200, ECE 324, and ECE 334
  - Have completed all previous baccalaureate coursework with a grade of "C" or better as a requirement for Licensure in the state of Illinois
- Program Details:**
- Requires 35 QH for completion

- Requires a minimum GPA of 2.5 for all Post Baccalaureate coursework with a grade of "C" or better in each course required for Licensure in the state of Illinois
- Requires passing score of the ECE Content Test (206) prior to Practicum III

### ECE Fifth Year Post Baccalaureate Non-degree Program

#### Required Courses

CIS 480A	Methods of Teaching Social Studies	3
ECE 470	Early Childhood Education: Student Teaching	10 TO 14
EDU 400	Teacher Education Practicum II	5
EDU 410	Teacher Education Practicum III	5
MHE 480A	Methods of Teaching Mathematics	4
RLL 479	Literacy Methods II	3
SCE 480A	Methods of Teaching Science	3

Note: ECE 470 must be taken for 10 quarter hours.  
MHE 480A must be taken for 5 quarter hours.

### Early Childhood Practice, B.A.

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

Candidates who complete the program will be eligible to earn the Early Childhood Level 5 credential awarded by Gateways to Opportunity and the Infant/Toddler credential.

This program does NOT lead to a Professional Educator License. Students will not be eligible to be licensed to teach in settings that require a licensed teacher.

#### Program Learning Outcomes (PLOs):

PLO1. Apply knowledge of self, students, curriculum content, and effective instruction to develop appropriate learning outcomes and design activities to meet diverse learner needs including students with special needs and diverse cultural and linguistic backgrounds.

PLO2. Develop a variety of assessments and explain how they will use them to anticipate varied ways students might perform, make accommodations,

monitor student progress, and adjust and evaluate instruction.

PLO3. Demonstrate respectful and responsive interactions with students that motivate, support, and advance students' development and learning.

PLO4. Establish a culture of appropriately high expectations for student learning and behavior and design a classroom environment that supports all students to be successful.

PLO5. Persist in their efforts to engage all students in content learning through effective instructional discourse, use of appropriate technologies, ongoing performance monitoring, flexibility, and adaptability to support students' behavior and advance their learning.

PLO6. Apply knowledge of human development and learning to interpret a variety of assessments to inform their instruction and provide meaningful feedback.

PLO7. Use feedback from a variety of stakeholders to develop meaningful professional learning goals and identify appropriate professional activities to continuously improve their practice.

PLO8. Demonstrate the capacity to collaborate effectively and ethically with colleagues, families, and community members to promote positive and inclusive learning for all students.

#### In addition to National Louis University Undergraduate Admission Requirements (p. 12), applicants must:

- Sign and submit the "Student Acknowledgement of BA ECP Program (Non-licensure) Limitations" form to the Office of Admissions

#### Program Details:

- Requires 180 QH, including 70 QH of General Education (p. 107), for completion
- Credit by examination is accepted for general education and elective credit as well as the exam for Educational Psychology required for UG Education Concentration
- Requires completion of the following field hours built into courses across the entire program:
  - 200 hours in infant/toddler
  - 150 hours in pre-K (15 of which are in a pre-K observing a child with disability or special need)
  - depending upon Minor chosen, 100 hours in ESL/Bilingual pre-K, 50 hours in ECE SPE pre-K or 200 hours in Early Care & Education

Program Administration (either child care center or family child care)

- A minimum grade of "C" or better in all courses in the program is required
- A minimum grade of "D" or better in all General Education courses is required except for ENG 101, ENG 201, ENG 203, ENG 210 and MTH 105, all of which require a grade of "C" or better
- All program major courses must be taken at NLU
- A minimum of 15 QH of the Minor coursework must be taken at NLU
- A minimum GPA of 2.5 is required by the junior year
- Requires the following courses to be completed within 6 years of degree completion: ECE 200, ECE 301, ECE 302, ECE 321, ECE 324, ECE 334, ECE 340, ECE 341, ECE 342, ECE 343, EDU 300 and EDU 350.

## Required Courses

Student Success Seminar- 5 QH

GEN 103 Student Success Seminar 5

Communications - 15 QH

ENG 101 Beginning English Composition 5

ENG 201 Intermediate English Composition 5

ENG 203 Effective Speaking for the Undergraduate 5

Humanities- 5 QH

ENG 210 Children's Literature for Educators 5

*Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may only use another Literature or Humanities course.*

Fine Arts- 5 QH

ART 101 Basic Art Appreciation 5

*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Introductory Art, Music, or Theater including any Fine Arts History or Appreciation.*

Quantitative Reasoning- 10 QH

MTH 105 Math for Educators I and 5

MTH 115 Math for Educators II 5

*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use another college level mathematics elective(s) or a combination one college level mathematics elective and another General Education elective course.*

Physical and Life Sciences- 10 QH

SCI 101 Physical Science and 5

SCI 102 Survey of Biological Science with Lab 5

*Notes: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use another physical or life science elective(s) or a combination of one physical or life science elective and another elective course.*

Social Sciences- 15 QH

HIS 102 Introduction to Political Science 5

HIS 103 History Across the Globe 5

HIS 212 Think Global: Movements in US History and its Impact on Society and School TO 5

*Notes: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use another social science elective(s) or a combination of two social science electives and another elective course.*

Behavioral Science - 5 QH

PSY 101 Introduction to Psychology 5

*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use another Behavioral Science elective.*

Undergraduate Education Concentration - 20 QH

CIL 300 Foundations of ESL and Bilingual Education 5

EDU 210 Educational Philosophy- A Historical Account 5

PSY 200 Applied Educational Psychology 5

SPE 300 Introduction to Special Education and Methods of Teaching Students with Disabilities 5

Early Childhood Practice Major - 60 QH

ECE 200 Early Childhood Learning, Growth & Development 5

ECE 301 Understanding Infant & Toddler Development 5

ECE 302 Planning for Quality Infant/Toddler Programs 5

ECE 321 Curriculum in Infant/Toddler Programs 5



ECE 324	Integrated Preprimary Methodology in Early Childhood Education	4 TO 5	ECE 303	The Early Care & Education Administrator as Advocate	1 TO 5
ECE 334	Early Language and Literature Development	5	ECE 311	Administration I: Leadership Strategies and Staff Development	1 TO 5
ECE 340	Positive Guidance in Early Childhood Environments	5	ECE 312	Administration II: Managing Center Operations and Finance	1 TO 5
ECE 341	Early Intervention and Screening for Infants & Toddlers	5	ECE 313	Administration III: Implementing and Evaluating the Program	1 TO 5
ECE 342	Cultural Responsiveness for Families of Infants/Toddlers	5	ECE 344	Entrepreneurship in ECE Field	5
ECE 343	Teaching and Learning in Diverse Early Childhood Environments	5	EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 300	Teacher Education Practicum I	5			
EDU 350	Teacher Preparation Curriculum and Assessment	5			

Note: ECE 324 must be taken for 5 QH.

ESL/ Bilingual Minor - 30 QH

CIL 305	Methods and Materials for Teaching English as a Second Language	5
CIL 306	Methods and Materials for Teaching Bilingual Education	5
CIL 310	Assessment of ESL and Bilingual Education Students	5
CIL 312	Reading in a New Language: Linguistic Considerations	5
CIL 331	Cross Cultural Education	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5

Early Childhood Special Education Minor - 30 QH

EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
SPE 330	Assistive and Instructional Technology	5
SPE 432	Methods of Teaching Young Children with Special Needs	5
SPE 433	Screening & Assessment of Young Children with Special Needs	5
SPE 434	Teaming, Collaborating, Communicating: Resources for Families in Special Education Settings	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5

Note: SPE 330 must be taken for 5 QH.

Early Care & Education Program Administration Minor - 30 QH

Notes: ECE 3 (p. 350)03, ECE 311, ECE 312, and ECE 313 must be taken for 5 quarter hours.

**For more information about this program, visit <http://www.nl.edu/academics/educationbachelors/baearlychildhoodpractice/>**

**Elementary Education, B.A.**

The Elementary Education program is for future teachers who wish to teach grades 1–6. Successful completion of the program enables students to apply for licensure by entitlement in Illinois for a Professional Educator License endorsed for self-contained general education.

**Program Learning Outcomes (PLOs):**

PLO1. Apply knowledge of self, students, curriculum content, and effective instruction to develop appropriate learning outcomes and design activities to meet diverse learner needs including students with special needs and diverse cultural and linguistic backgrounds.

PLO2. Develop a variety of assessments and explain how they will use them to anticipate varied ways students might perform, make accommodations, monitor student progress, and adjust and evaluate instruction.

PLO3. Demonstrate respectful and responsive interactions with students that motivate, support, and advance students' development and learning.

PLO4. Establish a culture of appropriately high expectations for student learning and behavior and design a classroom environment that supports all students to be successful.

PLO5. Persist in their efforts to engage all students in content learning through effective instructional discourse, use of appropriate technologies, ongoing

performance monitoring, flexibility, and adaptability to support students' behavior and advance their learning.

PLO6. Apply knowledge of human development and learning to interpret a variety of assessments to inform their instruction and provide meaningful feedback.

PLO7. Use feedback from a variety of stakeholders to develop meaningful professional learning goals and identify appropriate professional activities to continuously improve their practice.

PLO8. Demonstrate the capacity to collaborate effectively and ethically with colleagues, families, and community members to promote positive and inclusive learning for all students.

### Admissions Requirements:

Admission to the Elementary Education program is a two step process. In the first step, students are admitted to National Louis University (p. 12) with a preliminary status. In the second step, students must be admitted with full status before beginning their Elementary Education Major courses.

### Full Admission requirements for students beginning Elementary Education Professional Sequence courses:

- Successful completion of GEN 103
- Successful completion of all Education Concentration courses
- Successful completion of all pre-requisite general education courses as determined by the program
- Achieve a GPA of 2.5 or better on all previous coursework, with grade of "C" or better in all courses

### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Elementary Education Major must be taken at NLU
- A minimum grade of "C" in all courses in the program is required
- Requires completion of field hours built into courses across the entire program. Candidates will complete over 680 hours in the field work by the end of their program.
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

- Credit by examination is accepted for general education and elective credit as well as the exam for Educational Psychology required for UG Education Concentration
- Demonstrate a 2.5 GPA or greater on a 4.0 scale by the junior year
- Requires the following courses to be completed within 6 years of degree completion: CIS 480A, EDU 300, EDU 350, EDU 400, EDU 410, ELE 470, MHE 480A, RLL 478, RLL 479 and SCE 480A.
- Candidates may complete one of the minors listed below

### Minor options:

- English (p. 266)
- ESL/Bilingual Education (p. 266)
- Mathematics (p. 267)
- Psychology (p. 267)
- Psychology/Human Development (p. 268)
- Science (p. 269)
- Sociology and Anthropology (p. 269)
- Special Education (p. 270)

### Required Courses

Communications- 15 QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities- 5 QH

ENG 210	Children's Literature for Educators	5
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*Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may only use a course in Children's Literature substantially equivalent to the NLU's course at the discretion of the program.*

Fine Arts- 5 QH

ART 101	Basic Art Appreciation	5
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*Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Introductory Art, Music, or Theater including any Fine Arts History or Appreciation. Studio Arts and Performance courses cannot be used to fulfill the licensure requirement.*

Quantitative Reasoning- 5 QH

MTH 105 Math for Educators I 5

Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in mathematics content for teachers substantially equivalent to the NLU's course at the discretion of the program.

Physical and Life Sciences- 10 QH

One course must have a lab.

SCI 101 Physical Science 5

SCI 102 Survey of Biological Science with Lab 5

SCI 101 Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Survey of Physical Science, General Chemistry, Chemistry and Society, General Physics, Physics and Society, or Earth Science, which covers at least four areas of physical science.

SCI 102 Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in general biology or other life science.

Social Sciences- 15 QH

HIS 102 Introduction to Political Science 5

HIS 103 History Across the Globe 5

HIS 212 Think Global: Movements in US History and its Impact on Society and School TO 3  
5

HIS 102 and HIS 212 Notes: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in Politics or Government and coursework in U.S. History to fulfill the licensure program requirements.

HIS 103 Notes: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in global economics substantially equivalent to NLU's course at the discretion of the program.

Behavioral Science- 5 QH

PSY 101 Introduction to Psychology 5

Notes: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use other coursework in general psychology substantially equivalent to the NLU's course at the discretion of the program.

Additional General Education Requirements - 20 QH

GEN 103 Student Success Seminar 5

MTH 115 Math for Educators II 5

EDU 290 Professionalism and Ethical Engagement with Children, Families and the Community 5

STEM 205 Inquiry and Thinking in STEM for Teachers I 5

STEM 205 and 210 Note: Students seeking Math or Science minors must complete both of these courses, otherwise students may choose one or the other to satisfy additional general education requirement.

EDU 290 Note: Students transferring coursework from other institutions or applying coursework previously completed at NLU may use another course as long as the content covers Ethics and Child, Family, Community.

Undergraduate Education Concentration - 20 QH

CIL 300 Foundations of ESL and Bilingual Education 5

EDU 210 Educational Philosophy- A Historical Account 5

PSY 200 Applied Educational Psychology 5

SPE 300 Introduction to Special Education and Methods of Teaching Students with Disabilities 5

Elementary Education Major - 50 QH

CIS 480A Methods of Teaching Social Studies 3

EDU 300 Teacher Education Practicum I 5

EDU 350 Teacher Preparation Curriculum and Assessment 5

EDU 400 Teacher Education Practicum II 5

EDU 410 Teacher Education Practicum III 5

ELE 470 Elementary Education: Student Teaching 12

MHE 480A Methods of Teaching Mathematics 4

RLL 478 Literacy Methods I 3

RLL 479 Literacy Methods II 3

SCE 480A Methods of Teaching Science 3

Note: MHE 480A and RLL 478 must be taken for 5QH. RLL 479 must be taken for 4QH.

Minor - 30 QH

See links to minors above

**Elementary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the Undergraduate College of Education

- File, by the designated deadline, the application form for student teaching
  - Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
  - Pass the Elementary Education (Grades 1-6) Content Area Test (197-200) prior to Practicum III (a linked placement with student teaching)
  - Complete all of their licensure courses except for ELE 470 (Student Teaching)
  - Pass all methods courses at National Louis University with an average grade of C or better
  - Participate in program assessment
  - Provide evidence (through professional disposition assessment) of emotional stability, adequate personality adjustment, competency, timeliness and responsibility for work in the field of education
- For more information about this program, visit** <http://www.nl.edu/academics/educationbachelors/baelementaryeducation/>

## Applied Communications, B.A.

The undergraduate major in Applied Communications prepares students to achieve success in the field of professional communications. The Applied Communications major provides the skillsets necessary for working in the following areas of contemporary communications: social media, writing for the Web, business writing, persuasive writing, public relations, conflict management, organizational communications, creative writing, public speaking, and presentation. The Applied Communications major also provides a foundation for graduate studies in Communications, Marketing, Business, Writing, and Public Relations.

The program is offered in both fully-online and blended formats.

### Program Learning Outcomes (PLOs):

PLO1. Demonstrate competence in effective oral, written, visual, and digital communication skills necessary in a world of professional communication.

PLO2. Articulate and critically analyze theoretical, cultural, historical, and practical frameworks of communications.

PLO3. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

PLO4. Identify and execute legal, ethical, and professional communication practices.

PLO5. Demonstrate competencies in strategies and skills for constructing, thinking critically, and delivering effective messages across multiple forms of media and communications channels.

PLO6. Apply theory and practical skills in a constantly changing social, political, economic and technological society.

PLO7. Demonstrate techniques for success in global environment characterized by intercultural, multigenerational understanding and diversity.

### Program Details:

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires a minimum grade of "C" in all major courses as well as ENG 101 and ENG 201
- Credit for Prior Learning (p. 18) may be accepted for general education, elective credit and as determined appropriate by the faculty, toward major requirements
- Students may complete a minor or concentration, listed below

### Minors:

- Criminal Justice (p. 261)
- Psychology (p. 262)
- Psychology/Human Development (p. 265)
- Sociology and Anthropology (p. 265)

### Concentration:

- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Urban and Public Policy (p. 303)

### Required Courses

Research Methods

RES 200      Research, Writing, and Analysis      1

Note: RES 200 is required for students completing a fully-online program.

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3	TO	5
BRV 200	Braven Leadership and Career Accelerator	5		
	or			
CAR 215	Personal Branding and	3		
CAR 216	Professional Networking	2		
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2		
	or			
CAR 217	Workplace Leadership	2		

Transfer Students

CAR 202	Creating Professional Identity	2		
CAR 203	You The Professional	0	TO	2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Gateway Courses

COM 104	Connected World	5
COM 105	Writing in a Digital Age	5

Core Courses

COM 200	The Influence of Culture on Communication	5		
COM 204	Multigenerational Workforce Communication	5		
COM 205	Social Media Networking	5		
COM 206	Professional Communication: Writing, Speaking and Creating for Success	5		
COM 207	Contemporary Media Communications	5		
COM 306	Organizational Communication and Conflict Management	5		
COM 404	Legal and Ethical Communications	5		
COM 406	Public Relations in Contemporary Society	5		
BUS 490	Internship in Business	2	TO	5

Note: BUS 490 must be taken for 5 quarter hours.

#### Capstone Course

COM 499	Capstone in Applied Communications	5
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#### Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing the minors and/or concentrations listed above.

**For more information about this program, visit** <http://www.nl.edu/academics/communication/bachelors/baappliedcommunications/>

### Business Administration, B.A.

This program, offered in face-to-face, blended (a combination of face-to-face and online) and online-only formats, is designed for students new to the business field. Students have the opportunity to develop a broad range of business skills built upon a solid liberal arts foundation. Students gain experience in accounting, finance, computer information systems, marketing, and management, equipping students for a wide variety of career options and preparing students for graduate study.

#### Program Learning Outcomes (PLOs):

PLO1. Identify, collect, and analyze financial, economic, market, and operational data, and present recommendations for managerial action.

PLO2. Recognize, assess, and propose solutions to legal, social, and ethical issues in the business environment.

PLO3. Identify and analyze global environments and diverse teams within a business and the opportunities associated with them.

PLO4. Devise strategic, innovative solutions for organizational challenges to include leveraging company operations in a market-driven economy.

PLO5. Identify and apply management and leadership theories to real-world settings.

PLO6. Identify and create tools needed for successful job searching and career advancement.

#### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Credit for Prior Learning (p. 18) is accepted for general education and elective credit
- Students may complete a minor or concentration, listed below

#### Minor:

- Applied Communications (p. 264)
- Criminal Justice (p. 261)

#### Concentrations:

- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Long-Term Care Administration (p. 303)
- Urban and Policy Studies (p. 303)

#### Required Courses

##### Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

##### Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

##### Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

##### Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics.

##### Physical and Life Sciences - 10QH

#### One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

ECO 200	Macroeconomics for Today's Professional	5
	and	
HIS 102	Introduction to Political Science	5
	or	
SOC 101	Foundational Sociology	5
	or	
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use one economics course substantially equivalent to the NLU's course, one course in any social sciences, and one course in any behavioral sciences.

Additional General Education Requirements

Students must complete GEN 103 and MTH 102 as well as one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3
		TO
		5
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 215	Personal Branding	3
	and	
CAR 216	Professional Networking	2
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2
	or	
CAR 217	Workplace Leadership	2

Transfer Students

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	0
		TO
		2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate

studies. GEN 210 is required for Pathways students only.

Business Administration Core - 79 QH

BUS 101	Principles of Business	5
BUS 430	Management and Leadership	5
BUS 431	Professional Communication for Managers	5
BUS 452	Legal and Corporate Governance Issues in Management	2
INT 315	Global Perspectives	5
MKT 300	Principles of Marketing	5
BUS 450	Data Analysis for Managers	5
BUS 453	Ethical Conduct and Social Responsibility in Management	2
BUS 400	Operations and Strategic Management	5
ACC 201	Principles of Financial Accounting	5
ACC 202	Principles of Managerial Accounting	5
MIS 103	Introduction to Software Applications	5
MIS 436	Technology Applications in Management	5
FIN 444	Finance and Accounting Concepts for Managers	5
HRM 400	Human Resource Management	5
PJM 454	Project Management	5
BUS 490	Internship in Business	2
		TO
		5

Note: BUS 490 must be taken for 5 quarter hours.

Electives

Choose elective courses to meet the minimum degree requirement of 180 QH. These hours may be satisfied by completing a minor and concentrations listed above.

**For more information about this program, visit** <http://www.nl.edu/academics/businessbachelors/babusinessadministration/>

Computer Science and Information Systems, B.S.

The Computer Science and Information Systems major combines theory and practical application of information systems to real-world scenarios. Students gain the skills necessary to succeed in a career in information technology by applying technical skills, business acumen, and soft skills throughout their

courses. Computer Science and Information Systems professionals support multiple levels of a business through access, analytics, and synthesis of information thereby giving management an opportunity to make appropriate decisions.

Students applying to the B.S. in Computer Science and Information Systems program are subject to the Undergraduate Admission Requirements.

### Program Learning Outcomes (PLOs):

PLO1. Identify, explain, analyze, and apply fundamental computer information systems concepts such as hardware, networking, software, programming, security, and data management.

PLO2. Use software tools and techniques such as application programming, web development, database development, information systems security development, and analysis techniques.

PLO3. Evaluate and suggest improvements to the security of information technology in an organization.

PLO4. Explain and analyze the role of computer information systems in diverse, globally distributed work-teams and organizations.

PLO5. Devise and plan the delivery of strategic, innovative technological solutions for organizational challenges.

PLO6. Use best practices and tools for personal career advancement and in mentoring others.

### Program Details:

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires a minimum grade of “C” in program major courses
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students are recommended to complete one of the concentrations listed below:
  - Network and Information Security
  - Analytics
  - Coding and Software Development
- Students may also complete a minor and/or additional concentrations, listed below

#### Minors:

- Applied Communications (p. 264)
- Criminal Justice (p. 261)

- English (p. 261)
- Mathematics (p. 261)
- Psychology (p. 262)
- Psychology/Human Development (p. 262)
- Science (p. 263)
- Sociology and Anthropology (p. 263)

#### Concentrations:

- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- International Management (p. 302)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Urban and Policy Studies (p. 303)

### Required Courses

#### Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

#### Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

#### Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics.

#### Physical and Life Sciences - 10QH

#### One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5



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

Social and Behavioral Sciences - 15QH

ECO 200	Macroeconomics for Today's Professional	5
	and	
HIS 102	Introduction to Political Science	5
	or	
SOC 101	Foundational Sociology	5
	or	
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use one economics course substantially equivalent to the NLU's course, one course in any social sciences, and one course in any behavioral sciences.

Additional General Education Requirements

Students must complete GEN 103 and MTH 102 as well as one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3 TO 5
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 215	Personal Branding	3
	and	
CAR 216	Professional Networking	2
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2
	or	
CAR 217	Workplace Leadership	2

Transfer Students

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	0 TO 2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate

studies. GEN 210 is required for Pathways students only.

Computer Science and Information Systems Major Requirements - 60QH

Gateway Course

MIS 103	Introduction to Software Applications	5
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Core Courses

CSS 200	Introduction to Information Systems	5
CSS 205	Operating Systems	5
CSS 210	Introduction to Networking and Information Security	5
CSS 215	Introduction to Systems Analysis	5
CSS 220	Discrete Structures	5
CSS 225	Introduction to Applied Programming	5
CSS 300	Data Analysis	5
CSS 301	Applied Object-Oriented Programming	5
MIS 433	Developing and Managing Databases	5
MIS 436	Technology Applications in Management	5

Capstone Course

CSS 492	Internship in Computer Science and Information Systems	2 TO 5
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Note: CSS 492 must be taken for 5 quarter hours.

Network and Information Security Concentration - 15QH

MIS 417	Network Management	5
CSS 302	Information Security	5
CSS 400	Advanced Studies in Information Security	5

Analytics Concentration - 15QH

MIS 462	Systems Development Life Cycle	5
CSS 401	Systems for Cloud Computing and Big Data	5
CSS 402	Advanced Studies in Analytics	5

Coding and Software Development Concentration - 15QH

CSS 303	User Interface Development	5
	and	
CSS 304	Application Development	5
	and	
CSS 403	Advanced Studies in Application Development	5
	or	

MIS 424	Developing and Managing Websites	2
	and	
CSS 404	Advanced Studies in Web Development	5

Note: Students choosing to complete MIS 424 and CSS 404 must also complete additional 3QH of concentration electives approved by the Program Chair.

#### Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing one of the concentrations listed above.

### Criminal Justice, B.A.

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

#### Program Learning Outcomes (PLOs):

PLO1. Develop and articulate a personal philosophy of professionalism, ethics, and service to the community, the society, and the criminal justice profession.

PLO2. Communicate effectively verbally and in writing about criminal justice issues.

PLO3. Critically analyze the philosophical, conceptual, and theoretical frameworks of criminal justice.

PLO4. Perform research, assess credibility of information, and examine criminal justice issues from multiple perspectives.

#### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Requires a minimum grade of "C" in Core and major courses
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as

determined appropriate by the faculty, toward program major requirements

- Students must select a major in either Criminal Justice Administration **OR** Forensic Social Justice
- Students may complete a minor or concentration, listed below

#### Minor:

- Applied Communications (p. 264)

#### Concentrations:

- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- (p. 301)Leadership Foundations (p. 302)

#### Required Courses

##### Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

##### Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

##### Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

##### Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course.

##### Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science	5
	and	
SCI 102	Survey of Biological Science with Lab	5
	or	

SCI 225 Human Impact on Environment 5  
 Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use one course in any physical science and one course in any life science.

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3	TO
		5	
BRV 200	Braven Leadership and Career Accelerator	5	
	or		
CAR 215	Personal Branding	3	
	and		
CAR 216	Professional Networking	2	
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2	
	or		
CAR 217	Workplace Leadership	2	
Transfer Students			
CAR 202	Creating Professional Identity	2	
CAR 203	You The Professional	0	TO
		2	

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Core Courses - 60 QH

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

Criminal Justice Administration Major - 30 QH

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

CSJ 210	Community Policing	5
CSJ 211	Police Organization	5
CSJ 356	Criminal Justice Administration	5
CSJ 357	Probation and Parole	5
CSJ 465	Human Resources Development in Criminal Justice	5
CSJ 466	Comparative Criminal Justice Systems	5
CSJ 490	Internship in Criminal Justice	2
		TO
		5

Forensic Social Justice Major - 30 QH

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

HSM 202	Crisis Intervention Principles and Practices	5
HSM 306	Legal Issues in Human Services	5
CSJ 490	Internship in Criminal Justice	2
		TO
		5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing a concentration listed above.

**For more information about this program, visit** <http://www.nlu.edu/academics/socialbehavioral/sciencesbachelors/bacriminaljustice/>

## Financial Operations, Baccalaureate Certificate

Certificate in Financial Operations is currently offered in face-to-face format. Students in this Certificate will learn about vital financial and business operations skills, as well as the intersection of business and ethics in today's marketplace. Students will also gain valuable skills that prepare them for their careers in financial operations that require them to be skillful presenters, communicators, and productive members of the business community.

### Program Details:

- Requires 30 QH for completion
- Requires a minimum of 10 QH to be completed at NLU

### Required Courses

Financial Operations Certificate:

ACC 201	Principles of Financial Accounting	5
ACC 202	Principles of Managerial Accounting	5
BUS 101	Principles of Business	5
BUS 290	Internship in Business	2
		TO
		5
BUS 453	Ethical Conduct and Social Responsibility in Management	2
FIN 295A	Special Topics in Finance: Anti-Money Laundering	2
MIS 436	Technology Applications in Management	5

Note: BUS 290 must be taken for a total of 6 quarter hours.

*For more information, please visit [NLU Program Disclosures](#).*

## Human Services, B.A.

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

professional practice. The program is conveniently offered in both online only and face-to-face formats.

Students applying to the B.A. Human Services program are subject to the Undergraduate Admission Requirements. (p. 12)

### Program Learning Outcomes (PLOs):

PLO1. Summarize the historical development of human services.

PLO2. Explain the dynamics of interaction within and among human systems including individual, interpersonal, group, family, organizational, community, and societal.

PLO3. Identify and analyze the scope of conditions that promote or inhibit human functioning.

PLO4. Obtain, organize, evaluate, present, and utilize information while using appropriate technology.

PLO5. Systematically analyze service needs; plan appropriate intervention strategies, services, and implementation; and evaluate outcomes.

PLO6. Identify and apply appropriate practices for providing direct services and intervening to clients and client groups.

PLO7. Effectively resolve conflict, establish rapport with colleagues and clients, and act in ways that reflect the values and ethics of the human services profession.

PLO8. Explain the functioning of the administrative aspects of the services delivery system.

PLO9. Apply and promote values and ethics intrinsic to the human services profession in practice, including self-determination, interdisciplinary team collaboration, and diversity.

PLO10. Develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

PLO11. Apply human services, knowledge, theory, and skills in the professional environment.

### Program Details:

- Requires 180 QH, including 60 quarter hours of General Education (p. 107), for completion
- Requires a completion of ENG 201 (or equivalent) with a grade of "C" or better before beginning the Program Major gateway courses; HSM 101 and HSM 102
- Requires a minimum grade of "C" in Human Services requirements
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as

determined appropriate by the faculty, toward program major requirements

- A maximum of 70 QH may be completed through any combination of transfer credit or Credit for Prior Learning (p. 18) toward the major requirements
- Students may complete a minor or concentration, listed below

**Minors:**

- Applied Communications (p. 264)
- Sociology and Anthropology (p. 263)
- Criminal Justice (p. 261)

**Concentrations:**

- Aging Studies (p. 300)
- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Long-Term Care Administration (p. 303)
- Urban and Policy Studies (p. 303)

**Required Courses**

Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously

completed at NLU may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science	5
	and	
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3 TO 5
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 215	Personal Branding	3
	and	
CAR 216	Professional Networking	2
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2
	or	
CAR 217	Workplace Leadership	2

Transfer Students

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	0
		TO
		2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Human Services Major Requirements - 85 QH

Gateway Courses

HSM 101	Introduction to Human Services	5
HSM 102	Principles and Practices of Group Process	5

Core Courses

HSM 201	Interviewing Principles and Practices	5
HSM 202	Crisis Intervention Principles and Practices	5
HSM 203	Family Intervention Principles and Practices	5
HSM 291	Human Services Fieldwork I	5
HSM 292	Human Services Fieldwork II	5
HSM 304	Human Development and Human Services in a Multicultural Society	5
HSM 305	Survey of Populations with Special Needs	5
HSM 306	Legal Issues in Human Services	5
HSM 400	Research Methods for the Behavioral Sciences	5
HSM 410	Management and Leadership in Human Services	5
HSM 415	Strategies of Community Intervention	5

Capstone Course

HSM 493	Human Services Fieldwork III	5
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Human Services Electives under Advisement

Choose 15 QH of Human Services electives with advisor approval

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing a minor or concentration listed above.

**For more information about this program, visit** <http://www.nl.edu/academics/healthhumanservicesbachelors/bahumanservices/>

## Human Services/Psychology, B.A.

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

Students applying to the B.A. Human Services/Psychology program are subject to the Undergraduate Admission Requirements. (p. 12)

### Program Learning Outcomes (PLOs):

PLO1. Summarize the historical development of human services.

PLO2. Explain the dynamics of interaction within and among human systems including individual, interpersonal, group, family, organizational, community, and societal.

PLO3. Identify and analyze the scope of conditions that promote or inhibit human functioning.

PLO4. Obtain, organize, evaluate, present, and utilize information while using appropriate technology.

PLO5. Systematically analyze service needs; plan appropriate intervention strategies, services, and implementation; and evaluate outcomes.

PLO6. Identify and apply appropriate practices for providing direct services and intervening to clients and client groups.

PLO7. Effectively resolve conflict, establish rapport with colleagues and clients, and act in ways that reflect the values and ethics of the human services profession.

PLO8. Explain the functioning of the administrative aspects of the services delivery system.

PLO9. Apply and promote values and ethics intrinsic to the human services profession in practice, including self-determination, interdisciplinary team collaboration, and diversity.

PLO10. Develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

PLO11. Apply human services, knowledge, theory, and skills in the professional environment.

### Program Details:

- Requires 180 QH, including 60 hours of General Education (p. 107), for completion
- Requires a completion of ENG 201 (or equivalent) with a grade of "C" or better before beginning the

Program Major gateway courses; HSM 101 and HSM 102

- Requires a minimum grade of “C” in Human Services/Psychology requirements
- Credit for Prior Learning (p. 18) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
  - A maximum of 70 QH may be completed through any combination of transfer credit or Credit for Prior Learning (p. 18) toward the major requirements
- Students may complete a minor or concentration, listed below

**Minors:**

- Applied Communications (p. 264)
- Sociology and Anthropology (p. 263)
- Criminal Justice (p. 261)

**Concentrations:**

- Aging Studies (p. 300)
- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Long-Term Care Administration (p. 303)
- Urban and Policy Studies (p. 303)

**Required Courses**

Research Methods

RES 200	Research, Writing, and Analysis	1
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Note: RES 200 is required for students completing a fully-online program.

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

Note: Students transferring credit from other institutions or applying coursework previously

completed at NLU may use any general education course in humanities or fine arts.

Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3 TO 5
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 215	Personal Branding and	3

CAR 216	Professional Networking	2
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2
	or	
CAR 217	Workplace Leadership	2
Transfer Students		
CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	0
		TO
		2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Human Services/Psychology Major Requirements - 85 QH

#### Gateway Courses

HSM 101	Introduction to Human Services	5
HSM 102	Principles and Practices of Group Process	5

#### Core Courses

HSM 201	Interviewing Principles and Practices	5
HSM 202	Crisis Intervention Principles and Practices	5
HSM 203	Family Intervention Principles and Practices	5
HSM 304	Human Development and Human Services in a Multicultural Society	5
HSM 305	Survey of Populations with Special Needs	5
HSM 306	Legal Issues in Human Services	5
HSM 400	Research Methods for the Behavioral Sciences	5
HSM 410	Management and Leadership in Human Services	5
HSM 415	Strategies of Community Intervention	5

Note: LAP 425 must be taken for 5 quarter hours.

#### Developmental Psychology

Choose one Developmental Psychology course from the list below:

Notes: If LAP 442 is selected, it must be taken for 5 quarter hours.

#### Capstone Course

Note: LAP 499 must be taken for 5 quarter hours.

#### Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing a minor or concentration listed above.

#### Psychology, B.A.

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

#### Program Learning Outcomes (PLOs):

PLO1. Describe, compare, and contrast major psychological theories as applied to human behavior.

PLO2. Apply psychological research process and theoretical frameworks to an independent project.

PLO3. Communicate effectively from a psychological perspective through writing and presentations.

PLO4. Apply psychological theory and skills in the professional environment.

PLO5. Demonstrate understanding of the complexity of sociocultural diversity in the inquiry and analysis of psychological issues.

#### Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Requires 25 QH of upper level coursework in Psychology
- 25 QH of upper level required courses in Psychology must be taken at NLU
- Requires a minimum grade of "C" in general education courses, required courses in Psychology and program concentration courses
- Credit by examination and portfolio are accepted for general education and elective credit
- Credit for Prior Learning (p. 18) is accepted for general education and elective credit
- Requires a concentration in General Psychology, Developmental Psychology or Organizational/Community Psychology
- Students may complete a minor or concentration, listed below

#### Minor:



- Applied Communications (p. 264)
  - Criminal Justice (p. 261)
- Concentration:**
- Entrepreneurship (p. 301)
  - (p. 301) Human Resource Management (p. 301)
  - (p. 301) Leadership Foundations (p. 302)

**Required Courses**

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science	5
	and	
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
	or	

HIS 102	Introduction to Political Science	5
	or	
SOC 101	Foundational Sociology	5
	or	
SOC 222	Culture and Identity	5
	and	
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3	TO
		5	
BRV 200	Braven Leadership and Career Accelerator	5	
	or		
CAR 215	Personal Branding	3	
	and		
CAR 216	Professional Networking	2	
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2	
	or		
CAR 217	Workplace Leadership	2	

Transfer Students

CAR 202	Creating Professional Identity	2	
CAR 203	You The Professional	0	TO
		2	

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Program Core - 50 QH

PSY 315	Lifespan Development	5
	and	
PSY 305	Memory and Cognition	5
	or	
PSY 401	Psychology of Learning	5
	and	

PSY 306	Theories of Personality and	5	PSY 401	Psychology of Learning	5
PSY 307	Abnormal Psychology and	5	PSY 403	History and Systems of Psychology	5
HSM 400	Research Methods for the Behavioral Sciences or	5	PSY 441	Psychology of Artistic Expression	5
PSY 402	Research Methods and	5	PSY 490	Independent Study in Psychology	2 TO 5
PSY 350	Culture and Self and	5	PSY 495	Special Topics in Psychology	2 TO 5
PSY 330	Social Psychology and	5	PSY 499	Psychology Seminar	5
PSY 425	Mental Health and	5	Notes: A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.		
PSY 450	Human Sexuality and	5	Developmental Psychology Concentration - 30 QH		
PSY 499	Psychology Seminar or	5	Choose 30 QH from the courses below:		
PSY 403	History and Systems of Psychology	5	PSY 200	Applied Educational Psychology	5
General Psychology Concentration - 30 QH			PSY 201	Psychology of Early Childhood	5
Choose 30 QH from the courses below:			PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 200	Applied Educational Psychology	5	PSY 303	Introduction to Psycholinguistics	5
PSY 201	Psychology of Early Childhood	5	PSY 316	Emotional Intelligence	5
PSY 202	Psychology of Middle Childhood and Adolescence	5	PSY 317	The Psychology of Happiness	5
PSY 205	Theoretical Approaches in Psychology	5	PSY 320	Psychological Assessment of the Young Child	5
PSY 206	Psychology in Everyday Life	5	PSY 325	Psychology of Play and Therapeutic Applications	5
PSY 303	Introduction to Psycholinguistics	5	PSY 441	Psychology of Artistic Expression	5
PSY 305	Memory and Cognition	5	PSY 490	Independent Study in Psychology	2 TO 5
PSY 308	Personality Theorists	5	PSY 495	Special Topics in Psychology	2 TO 5
PSY 309	Applied Social Psychology	5	Notes: A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.		
PSY 310	Introduction to Industrial and Organizational Psychology	5	Organizational Psychology Concentration - 30 QH		
PSY 311	Introduction to Community Psychology	5	Choose 30 QH from the courses below:		
PSY 316	Emotional Intelligence	5	PSY 200	Applied Educational Psychology	5
PSY 317	The Psychology of Happiness	5	PSY 309	Applied Social Psychology	5
PSY 320	Psychological Assessment of the Young Child	5	PSY 310	Introduction to Industrial and Organizational Psychology	5
PSY 325	Psychology of Play and Therapeutic Applications	5	PSY 311	Introduction to Community Psychology	5
PSY 348	Cross-Cultural Communication	5	PSY 316	Emotional Intelligence	5
PSY 352	Children and Families under Stress	5	PSY 317	The Psychology of Happiness	5
			PSY 320	Psychological Assessment of the Young Child	5

PSY 348	Cross-Cultural Communication	5
PSY 352	Children and Families under Stress	5
PSY 402	Research Methods	5
PSY 490	Independent Study in Psychology	2 TO 5
PSY 495	Special Topics in Psychology	2 TO 5

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

**Electives**

Choose additional courses to total 180 QH. These hours may be satisfied by completing a minor or concentration listed above.

**For more information about this program, visit** <http://www.nlu.edu/academics/socialbehavioral/sciencesbachelors/bapsychology/>

**Social Science, B.A.**

This program offers students a strong curriculum that provides critical thinking and analytical training needed for professional development, employment in social science-related fields, or graduate study. Students learn concepts, theories, and methodologies across a range of social science disciplines, with an emphasis on the interconnections between knowledge, people, and cultures in a global context. Students interested in exploration of cultural practices and dimensions of social behavior and organization, as well as those interested in sociology, anthropology, political science, economics, and applied interdisciplinary fields such as aging studies and urban and policy studies, will benefit from this program.

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 107), for completion
- Requires a minimum grade of "C" in Social Science core and program elective requirements
- Credit by examination and portfolio are accepted for general education and elective credit
- Students may complete a minor or concentration, listed below

**Minors:**

- Criminal Justice (p. 261)
- Psychology (p. 262)

- Psychology/Human Development (p. 262)

**Concentrations:**

- Aging Studies (p. 300)
- Entrepreneurship (p. 301)
- Human Resource Management (p. 301)
- International Management (p. 302)
- Leadership (p. 302)
- Leadership Foundations (p. 302)
- Urban and Policy Studies (p. 303)

**Required Courses**

Communications - 15QH

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English Composition	5
ENG 203	Effective Speaking for the Undergraduate	5

Humanities and Fine Arts - 15QH

ART 101	Basic Art Appreciation	5
HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5

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

Quantitative Reasoning - 5QH

MTH 101	Introduction to Mathematical Concepts	5
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course.

Physical and Life Sciences - 10QH

One course must have a lab:

SCI 101	Physical Science and	5
SCI 102	Survey of Biological Science with Lab	5
	or	
SCI 225	Human Impact on Environment	5

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

Social and Behavioral Sciences - 15QH

Choose two Social Science courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Introduction to Political Science	5
SOC 101	Foundational Sociology	5
SOC 222	Culture and Identity and	5
PSY 101	Introduction to Psychology	5

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

Additional General Education Requirements

Students must complete GEN 103 and one of the following course options:

Pathways Students

GEN 210	Think Global-Perspectives from the Field	3
		TO 5
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 215	Personal Branding and	3
CAR 216	Professional Networking	2
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2
	or	
CAR 217	Workplace Leadership	2

Transfer Students

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	0
		TO 2

Note: GEN 103 may be waived for on-campus students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. GEN 210 is required for Pathways students only.

Social Science Core Requirements - 45 QH

ECO 100	Introduction to Economics	5
SOC 101	Foundational Sociology	5
SOC 110	Intro to Cultural Anthropology	5
HSM 400	Research Methods for the Behavioral Sciences	5

LAS 311	Race and Ethnicity	5
LAS 420	Social Theory	5
LAS 453	Social Inequality	5
LAS 499	Social Science Seminar	3
		TO 5
LAS 302	Asian American Cultures and Society	5
	or	
LAS 303	Sub-Saharan African Cultures	5
	or	
LAS 304	Middle and South American Cultures	5
	or	
LAS 340	Native American Cultures	5

Note: LAS 499 must be taken for 5 quarter hours. Students may choose another research methods course in lieu of INT 310 with the approval of Program Chair or designate. Students may also choose another Ethnic Studies course in lieu of LAS 302, LAS 303, LAS 304 or LAS 340 with the approval of Program Chair or designate.

Social Science Program Electives - 20 QH

Choose 20 quarter hours (4 courses) from the Social Science categories below:

- Aging Studies (p. 300)
- Anthropology (p. 305)
- Economics (p. 305)
- Political Science (p. 305)
- Sociology (p. 305)
- Urban and Policy Studies (p. 303)

Note: Other Social Science courses may be used in the above categories or related disciplines by approval of the Program Chair or designate. Students may utilize their program electives to complete an optional concentration in Aging Studies (p. 300) or Urban and Policy Studies (p. 303).

Electives

Choose additional courses to total 180 quarter hours. These hours may be satisfied by completing minors and/or concentrations listed above.

**For more information about this program, visit <http://www.nl.edu/academics/socialbehavioral/sciencesbachelors/basocialscience/>**

## MINORS

### Applied Behavioral Sciences Minors

CSJ 235	Introduction to Forensic Science	5
CSJ 353	Criminal Investigations	5

### Criminal Justice Minor

Students in the following programs may select a minor in Criminal Justice:

- Applied Behavioral Sciences (p. 109)
- Applied Communications (p. 244)
- Business Administration (p. 246)
- Human Services (p. 252)
- Management (p. 113)
- Psychology (p. 256)
- Social Science (p. 259)

Criminal Justice minor is conveniently offered in both online-only and face-to-face formats. The program studies the nature of humans, their conduct in society, and the institutions established to address anti-social behavior in the pursuit of the common good. This minor would be useful for those engaged in any professions like counseling, education, health care, law and law enforcement.

#### Minor Details:

- Requires 30 QH, including Criminal Justice courses taken as part of the General Education requirement
- Requires a minimum grade of “C” for each course in the minor
- 5 QH must be taken at NLU

#### Required Courses

##### Core Courses

CSJ 106	Law Enforcement	5
	or	
CSJ 107	Criminal Justice System	5
CSJ 205	Criminology	5
CSJ 206	Criminal Law and Procedure	5
CSJ 207	Punishment, Prisons and Corrections	5

##### Additional Courses

Choose two of the courses below or two other courses under advisement:

CSJ 210	Community Policing	5
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### English Minor

Applied Behavioral Sciences (p. 109) students may select a minor in English. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

#### Minor Details:

- Requires 30 QH including English courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 5 QH of the upper level coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

#### Required Courses

Literature and/or Writing Electives - 30 QH

Choose 30 QH of undergraduate Literature or Writing (p. 410) courses

Notes: The following course does not count toward the literature and writing elective: LAE 100A. LAE 495 must be approved.

### Mathematics Minor

Applied Behavioral Sciences (p. 109) students may select a minor in Mathematics.

#### Minor Details:

- Requires 30 QH including Mathematics courses taken as part of the General Education requirement
- Requires 15 QH of coursework of upper level coursework
- 5 QH of upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

#### Required Courses

Core Courses - 5 QH

LAM 311	Calculus I	5
	or	
LAM 312	Calculus II	5

Mathematics Electives - 25 QH

Choose 25 QH of Mathematics (p. 415) courses

Notes: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, MTH 102, LAM 109, MTH 101, MTH 105 and MTH 115. LAM 490 and LAM 495 must be approved.

## Psychology Minor

Applied Behavioral Sciences (p. 109) and Applied Communications (p. 244) students may select a minor in Psychology. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further graduate study.

### Minor Details:

- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of "C" for each course in the minor

### Required Courses

Developmental Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 315	Lifespan Development	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

Core Course

PSY 101	Introduction to Psychology	5
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Social, Personality or Clinical Psychology

Choose one of the courses below:

PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5

PSY 320	Psychological Assessment of the Young Child	5
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PSY 320	Psychological Assessment of the Young Child	5
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PSY 330	Social Psychology	5
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PSY 441	Psychology of Artistic Expression	5
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Cognitive or Experimental Psychology

Choose one of the courses below:

PSY 303	Introduction to Psycholinguistics	5
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PSY 305	Memory and Cognition	5
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PSY 401	Psychology of Learning	5
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PSY 402	Research Methods	5
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Community Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
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PSY 201	Psychology of Early Childhood	5
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PSY 320	Psychological Assessment of the Young Child	5
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PSY 330	Social Psychology	5
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PSY 348	Cross-Cultural Communication	5
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PSY 350	Culture and Self	5
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PSY 352	Children and Families under Stress	5
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PSY 425	Mental Health	5
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PSY 450	Human Sexuality	5
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Psychology Electives

Choose 5 QH of undergraduate Psychology (p. 461) courses with advisor approval

## Psychology/Human Development Minor

Applied Behavioral Sciences (p. 109) and Applied Communications (p. 244) students may select a minor in Psychology/Human Development.

### Minor Details:

- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of "C" for each course in the minor

## Required Courses

### Core Courses

PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5

### Developmental Psychology

Choose two of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 315	Lifespan Development	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

### Psychology Electives

Choose two of the elective courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 303	Introduction to Psycholinguistics	5
PSY 305	Memory and Cognition	5
PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 325	Psychology of Play and Therapeutic Applications	5
PSY 330	Social Psychology	5
PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 352	Children and Families under Stress	5
PSY 401	Psychology of Learning	5
PSY 402	Research Methods	5
PSY 425	Mental Health	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

## Science Minor

Applied Behavioral Sciences (p. 109) students may select a minor in Science. Students may select courses that cover a wide range of topics in the physical and biological sciences.

## Minor Details:

- Requires 30 QH including Science courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 10 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based, or intersession

## Required Courses

Science Electives - 30 QH

Choose 30 QH of Science (p. 475) courses

Note: SCI 225 does not count toward the science electives.

## Sociology and Anthropology Minor

Students in the following programs may select a minor in Sociology and Anthropology:

- Applied Behavioral Sciences (p. 109)
- Applied Communications (p. 244)
- Elementary Education (p. 241)

## Minor Details:

- Requires 30 QH in addition to Social Science courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 10 QH of the upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

## Required Courses

Anthropology Electives

Choose 10 QH from the courses below:

LAS 302	Asian American Cultures and Society	5
LAS 303	Sub-Saharan African Cultures	5
LAS 304	Middle and South American Cultures	5
LAS 311	Race and Ethnicity	5
LAS 340	Native American Cultures	5

## Sociology Electives

Choose 10 QH from the courses below:

LAS 405	Social Problems	5
LAS 408	Media and Society	5
LAS 420	Social Theory	5
LAS 453	Social Inequality	5
LAS 495	Social Science Special Topic	1
		<b>TO</b>
		<b>5</b>

Note: LAS 495 the Special Topic must be in Sociology and taken for 5 quarter hours.

## Urban and Policy Studies

LAS 432	Gender in the Public Sector	5
LAS 438	Foundations of Public Administration	5
LAS 464	Urban Community Development	5

## Applied Communications Minors

## Applied Communications Minor

Students in the following programs may select a minor in Applied Communications:

- Business Administration (p. 246)
- Computer Science and Information Systems (p. 247)
- Criminal Justice (p. 250)
- Human Services (p. 252)
- Human Services/Psychology (p. 254)
- Management (p. 113)
- Psychology (p. 256)

**Minor Details:**

- Requires 30 QH
- Requires a minimum grade of "C" for each course in the minor
- 15 QH must be taken at NLU

## Required Courses

Applied Communications Minor - 30 QH

COM 104	Connected World	5
COM 105	Writing in a Digital Age	5
COM 200	The Influence of Culture on Communication	5

COM 206	Professional Communication: Writing, Speaking and Creating for Success	5
COM 306	Organizational Communication and Conflict Management	5
COM 406	Public Relations in Contemporary Society	5

## Psychology Minor

Applied Behavioral Sciences (p. 109) and Applied Communications (p. 244) students may select a minor in Psychology. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further graduate study.

**Minor Details:**

- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of "C" for each course in the minor

## Required Courses

Developmental Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 315	Lifespan Development	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

Core Course

PSY 101	Introduction to Psychology	5
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Social, Personality or Clinical Psychology

Choose one of the courses below:

PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 320	Psychological Assessment of the Young Child	5



PSY 330	Social Psychology	5
PSY 441	Psychology of Artistic Expression	5

## Cognitive or Experimental Psychology

## Choose one of the courses below:

PSY 303	Introduction to Psycholinguistics	5
PSY 305	Memory and Cognition	5
PSY 401	Psychology of Learning	5
PSY 402	Research Methods	5

## Community Psychology

## Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 330	Social Psychology	5
PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 352	Children and Families under Stress	5
PSY 425	Mental Health	5
PSY 450	Human Sexuality	5

## Psychology Electives

Choose 5 QH of undergraduate Psychology (p. 461) courses with advisor approval

## Psychology/Human Development Minor

Applied Behavioral Sciences (p. 109) and Applied Communications (p. 244) students may select a minor in Psychology/Human Development.

**Minor Details:**

- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of "C" for each course in the minor

## Required Courses

## Core Courses

PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5

## Developmental Psychology

## Choose two of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 315	Lifespan Development	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

## Psychology Electives

## Choose two of the elective courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 303	Introduction to Psycholinguistics	5
PSY 305	Memory and Cognition	5
PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 325	Psychology of Play and Therapeutic Applications	5
PSY 330	Social Psychology	5
PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 352	Children and Families under Stress	5
PSY 401	Psychology of Learning	5
PSY 402	Research Methods	5
PSY 425	Mental Health	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

## Sociology and Anthropology Minor

Students in the following programs may select a minor in Sociology and Anthropology:

- Applied Behavioral Sciences (p. 109)
- Applied Communications (p. 244)
- Elementary Education (p. 241)

**Minor Details:**

- Requires 30 QH in addition to Social Science courses taken as part of the General Education requirement

- Requires 15 QH of upper level coursework
- 10 QH of the upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

### Required Courses

#### Anthropology Electives

Choose 10 QH from the courses below:

LAS 302	Asian American Cultures and Society	5
LAS 303	Sub-Saharan African Cultures	5
LAS 304	Middle and South American Cultures	5
LAS 311	Race and Ethnicity	5
LAS 340	Native American Cultures	5

#### Sociology Electives

Choose 10 QH from the courses below:

LAS 405	Social Problems	5
LAS 408	Media and Society	5
LAS 420	Social Theory	5
LAS 453	Social Inequality	5
LAS 495	Social Science Special Topic	1 TO 5

Note: LAS 495 the Special Topic must be in Sociology and taken for 5 quarter hours.

#### Urban and Policy Studies

LAS 432	Gender in the Public Sector	5
LAS 438	Foundations of Public Administration	5
LAS 464	Urban Community Development	5

## Elementary Education Minors

### English Minor, Elementary Education

Elementary Education students may select a minor in English to fulfill their standard teaching concentration requirement. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

### Minor Details:

- Requires 30 QH in addition to English courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum grade of “C” for each course in the minor

### Required Courses

#### Core Course

LAE 314	History of the English Language	5
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#### Literary Period Course

LAE 305	Advanced Studies in British Literature: Beginning to 1750	5
	or	
LAE 405	Advanced Studies of American Literature: Beginning-1900	3 OR 5

Note: LAE 405 must be taken for 5 quarter hours.

Literature and/or Writing electives

Choose 20 QH of undergraduate literature or writing (p. 371) courses

Notes: LAE 495 must be approved.

## ESL Bilingual Education Minor

Elementary Education students may select a minor in ESL/Bilingual to fulfill their standard teaching concentration requirement. This sequence of courses also qualifies the candidate to earn the PreK-12 ESL endorsement and/or PreK-12 BIL endorsement after passing appropriate Teacher Language Proficiency test (TLP) or English Language Proficiency test. For more details visit Licensure and Endorsements at NLU.

### Minor Details:

- Requires 30 QH for completion
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum of “C” in all coursework in the minor

### Required Courses

#### ESL/Bilingual Minor

CIL 305	Methods and Materials for Teaching English as a Second Language	5
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CIL 306	Methods and Materials for Teaching Bilingual Education	5	MTH 308	Exploratory Probability and Statistics	5
CIL 310	Assessment of ESL and Bilingual Education Students	5	Area VII – History of Mathematics		
CIL 312	Reading in a New Language: Linguistic Considerations	5	LAM 450	History of Mathematics for Teachers: Algebra and Geometry	3 OR 5
CIL 331	Cross Cultural Education	5	LAM 451	History of Mathematics for Teachers: Probability and Statistics	3 OR 5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5	MTH 315	The History of Mathematics: A Problem-Solving Approach	5

## Mathematics Minor, Elementary Education

Elementary Education students may select a minor in Mathematics to fulfill their standard teaching concentration requirement.

### Minor Details:

- Requires 30 QH in addition to Mathematics courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum of “C” in all coursework in the minor
- To complete this minor, choose five courses from four of the seven Areas of Mathematics listed below. Two of the courses must be in the same area.

### Required Courses

Area I – Math Content for Elementary Ed Teachers

MTH 301	Mathematics Content for Teachers: Problem Solving	5
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Area II – Calculus

LAM 311	Calculus I	5
LAM 312	Calculus II	5

Area III – Modern Algebra / Number Theory

LAM 309	Theory of Numbers	5
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Area IV – Geometry

LAM 405	Geometry	5
MTH 307	Investigatory Geometry and Measurement	5

Area V – Computer Science

LAM 303	Computer Programming I	5
LAM 305	Computer Programming II	5

Area VI – Probability and Statistics

LAM 403	Mathematical Probability and Statistics	5
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Note: LAM 450 and LAM 451 must be taken for 5 quarter hours.

Mathematics Electives

Choose 5 QH from the courses below:

LAM 220	College Algebra	5
LAM 303	Computer Programming I	5
LAM 305	Computer Programming II	5
LAM 309	Theory of Numbers	5
LAM 311	Calculus I	5
LAM 312	Calculus II	5
LAM 403	Mathematical Probability and Statistics	5
LAM 405	Geometry	5
LAM 450	History of Mathematics for Teachers: Algebra and Geometry	3 OR 5
LAM 451	History of Mathematics for Teachers: Probability and Statistics	3 OR 5
MTH 307	Investigatory Geometry and Measurement	5
MTH 308	Exploratory Probability and Statistics	5
MTH 315	The History of Mathematics: A Problem-Solving Approach	5

Notes: LAM 450 and LAM 451 must be taken for 5 quarter hours.

## Psychology Minor, Elementary Education

Elementary Education students may select a minor in Psychology to fulfill their standard teaching concentration requirement. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including the classroom.

**Minor Details:**

- Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**

## Developmental Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 315	Lifespan Development	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

## Social, Personality or Clinical Psychology

Choose one of the courses below:

PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 330	Social Psychology	5
PSY 441	Psychology of Artistic Expression	5

## Cognitive or Experimental Psychology

Choose one of the courses below:

PSY 303	Introduction to Psycholinguistics	5
PSY 305	Memory and Cognition	5
PSY 401	Psychology of Learning	5
PSY 402	Research Methods	5

## Community Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 330	Social Psychology	5

PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 352	Children and Families under Stress	5
PSY 425	Mental Health	5
PSY 450	Human Sexuality	5

## Psychology Electives

Choose 10 QH of undergraduate Psychology (p. 461) courses with advisor approval

**Psychology/Human Development Minor, Elementary Education**

Elementary Education students may select a minor in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

**Minor Details:**

- Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum grade of “C” for each course in the minor

## Core Course

PSY 315	Lifespan Development	5
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## Developmental Psychology

Choose two of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 303	Introduction to Psycholinguistics	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 441	Psychology of Artistic Expression	5
PSY 450	Human Sexuality	5

## Social, Personality or Clinical Psychology

Choose one of the courses below:

PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5

PSY 320	Psychological Assessment of the Young Child	5
PSY 325	Psychology of Play and Therapeutic Applications	5
PSY 330	Social Psychology	5
PSY 441	Psychology of Artistic Expression	5

Cognitive or Experimental Psychology

Choose one of the courses below:

PSY 303	Introduction to Psycholinguistics	5
PSY 305	Memory and Cognition	5
PSY 401	Psychology of Learning	5
PSY 402	Research Methods	5

Community Psychology

Choose one of the courses below:

PSY 200	Applied Educational Psychology	5
PSY 201	Psychology of Early Childhood	5
PSY 320	Psychological Assessment of the Young Child	5
PSY 330	Social Psychology	5
PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 352	Children and Families under Stress	5
PSY 425	Mental Health	5
PSY 450	Human Sexuality	5

Psychology Electives

Choose 5 QH of undergraduate Psychology (p. 461) courses with advisor approval

## Science Minor, Elementary Education

Elementary Education students may select a minor in Science to fulfill their standard teaching concentration requirement.

### Minor Details:

- Requires 30 QH in addition to Science courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum of "C" in all coursework in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Science Electives

Choose 30 QH of Science (p. 475) courses  
Note: SCI 225 do not count toward the science electives.

## Sociology and Anthropology Minor, Elementary Education

Elementary Education students may select a minor in Sociology and Anthropology to fulfill their standard teaching concentration requirement.

### Minor Details:

- Requires 30 QH in addition to Social Science courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires minimum grade of "C" for each course in the minor

### Required Courses

Anthropology Electives

Choose 10 QH from the courses below:

SOC 110	Intro to Cultural Anthropology	5
LAS 302	Asian American Cultures and Society	5
LAS 303	Sub-Saharan African Cultures	5
LAS 304	Middle and South American Cultures	5
LAS 311	Race and Ethnicity	5
LAS 340	Native American Cultures	5

Sociology Electives

Choose 10 QH from the courses below:

LAS 405	Social Problems	5
LAS 408	Media and Society	5
LAS 420	Social Theory	5
LAS 453	Social Inequality	5
LAS 495	Social Science Special Topic	1 TO 5

Note: LAS 495 the Special Topic must be in Sociology and taken for 5 quarter hours.

Urban and Policy Studies

Choose 10 QH from the courses below:

LAS 432	Gender in the Public Sector	5
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LAS 438	Foundations of Public Administration	5
LAS 464	Urban Community Development	5

## Special Education Minor

Elementary Education students may select a minor in Special Education to fulfill their standard teaching concentration requirement. This sequence of courses also qualifies the candidate to earn the LBSI endorsement (155 LBSI test required) for the grade range of the ELE PEL (1-6). For more details visit Licensure and Endorsements at NLU.

### Minor Details:

- Requires 30 QH for completion
- Requires 10 QH of upper level coursework to be completed at NLU
- Requires a minimum of “C” in all coursework in the minor

### Required Courses

#### Special Education Minor

EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
SPE 330	Assistive and Instructional Technology	5
SPE 432	Methods of Teaching Young Children with Special Needs	5
SPE 433	Screening & Assessment of Young Children with Special Needs	5
SPE 434	Teaming, Collaborating, Communicating: Resources for Families in Special Education Settings	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5

## CONCENTRATIONS

### C&I with Advanced Professional Specializations Concentrations

#### Curriculum and Instruction, Ed.S.

##### Concentration Requirements

Required Courses - 9 SH

CIC 511	Designing Curriculum for 21st Century Skills	3
CIC 521	Developing Content Area Curriculum	3
CIC 531	Implementing and Assessing Content Area Curriculum	3

Required Electives - 3 SH

Choose 3 SH of graduate or doctoral level coursework with program faculty approval. Doctoral courses may be applied to specific doctoral program upon faculty approval.

#### Curriculum and Instruction, M.Ed.

##### Concentration Requirements

Required Courses - 12 SH

CIC 511	Designing Curriculum for 21st Century Skills	3
CIC 521	Developing Content Area Curriculum	3
CIC 531	Implementing and Assessing Content Area Curriculum	3
LSE 505	Data Literacy	3

### Early Childhood Special Education

##### Concentration Requirements

Early Childhood Special Education Endorsement applicants must hold a valid and active Illinois Professional License (PEL) endorsed for Early Childhood Education or Learning Behavior Specialist I (LBS I).

Required Courses - 11 SH

SPE 510	Early Childhood Special Education Language Development and Challenges	2
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SPE 532	Early Childhood Special Education Curriculum, Instruction and Methods	3
SPE 533	Early Childhood Special Education Diagnostic Assessment	3
SPE 534	Early Childhood Special Education Collaboration, Family and Community	3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Early Childhood Special Education. Visit the Illinois State Board of Education for more details.

### English as a Second Language

##### Concentration Requirements

Required Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	3
	and	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3

Required Electives - 3 SH

Choose 3 SH from the courses below:

CIL 501	Introduction to Linguistics for TESOL	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Learners	3
CIL 512	Literacy in a New Language: Linguistic Considerations	3
CIL 532	Technology Instruction for Linguistically and Culturally Diverse Students	3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in English as a Second

Language. Visit the Illinois State Board of Education for more details.

## ESL/ Bilingual Education

### Concentration Requirements

Required Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3

Required Electives - 3 SH

Choose 3 SH from the courses below:

CIL 501	Introduction to Linguistics for TESOL	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Learners	3
CIL 512	Literacy in a New Language: Linguistic Considerations	3
CIL 532	Technology Instruction for Linguistically and Culturally Diverse Students	3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in English as a Second Language and Bilingual Education. Visit the Illinois State Board of Education for more details.

## Learning Behavior Specialist I

### Concentration Requirements

Required Courses - 12 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of

Illinois endorsement in English as a Second Language and Bilingual Education. Visit the Illinois State Board of Education for more details.

Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates with SPE 500 course waiver will need to complete another 3 SH graduate course as a substitution for degree hours.

## Mathematics Education

### Concentration Requirements

Required Courses - 21 SH

MHE 501	Number Concepts & Operations for Teachers	3
MHE 502	Modern Algebra for Teachers	3
MHE 510	Geometry for Teachers	3
MHE 511	Number Theory for Teachers	3
MHE 512	Topics and Applications of Statistics and Probability	3
MHE 515	History of Mathematics	3
MHE 523	Differentiating Mathematics Instruction	3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Middle Grades Mathematics Education. Candidates who wish to earn a Middle School Mathematics endorsement must also complete MHE 485 or MGE 514. Visit the Illinois State Board of Education for more details.

This endorsement applies to candidates who have Illinois' prior Middle Level Education approvals and can add the new Mathematics for Middle Grades Education. Candidates without MLE approvals must complete Middle Grades Education Subsequent Teaching Endorsement (p. 226) program.

## Reading Teacher

### Concentration Requirements

Required Courses - 22 SH

RLL 520	Survey of Youth Literature, PreK-12	3
RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3



RLR 510	Diagnosis and Assessment of Literacy	3
RLR 511	Instructional Strategies for Literacy Interventions	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2
RLW 541	Teaching Writing	2
		TO
		3

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Reading Teacher. Visit the Illinois State Board of Education for more details.

### Teacher Leader

#### Concentration Requirements

Required Courses - 18 SH

LDR 511	Emerging as a Teacher Leader	2
LDR 513	Collaborating with Stakeholders to Promote Change	3
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	2
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	3
LDR 531	Leading Teacher Development and Student Learning	2
LDR 535	Advocating for the Teaching Profession	2

Note: This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Teacher Leader. Visit the Illinois State Board of Education for more details.

### Personalized Option

This concentration provides candidates with the opportunity to create a customized degree program according to personal and professional goals. Students may choose electives from courses in any area of graduate education, as approved by an academic advisor.

### Required Courses

Personalized Option Concentration - 12 SH

Choose 12 SH of NCE graduate courses with faculty and advisor approval.

Note: Workshop courses may be accepted in a maximum of 6 SH.

### Public Administration Concentrations

#### Community Psychology

##### Requirements

Required Courses - 9 SH

LAP 605	Principles of Community Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	or	
LAS 660	Advanced Leadership and Organizational Change	3
	and/or	
LAP 615	Community Organizing	3
	and/or	
LAP 665	Advanced Theoretical Foundations of Community Psychology	3
	and/or	
LAS 665	Urban Politics and the Community	3

### Health Services Administration

##### Requirements

Required Courses - 9 SH

Choose 9 SH from the courses below:

MHA 501	Leadership in Health Services Administration	3
MHA 505	Health Care Origins, Policies and Trends	3
MHA 508	Ethical and Legal Issues in Health Care Administration	3
MHA 522	Health Care Business Operations	3
MHA 531	Health Care Information Systems	3
MHA 540	Marketing in Health Care	3

## Human Resource Management

### Requirements

Required Courses - 9 SH

HRM 541	Employment Law and Regulations and	3
HRM 513	Total Rewards or	3
HRM 520	Performance Analysis and Measurement or	3
HRM 521	Talent Acquisition and Retention and	3
OBD 515	Training and Development or	3
OBD 533	Organizational Effectiveness and Development or	3
OBD 550	Culture of Learning Organizations or	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3

## Nonprofit Management

### Requirements

Required Courses - 9 SH

LAP 655	Grant Writing Focused on Community Needs or	3
MBA 503	Leadership & Organizational Behavior or	3
MBA 506	Ethical and Legal Issues or	3
MBA 522	Strategic Marketing or	3
MBA 526	Project Management or	3
MBA 532	Technology and Leadership or	3
PJM 520	Project Management Applications	3

Note: Students may select other graduate level courses with the approval of Program Chair or designate.

## Organizational Development

### Requirements

Required Courses - 9 SH

OBD 533	Organizational Effectiveness and Development and	3
LAP 526	Psychology of Organizational Leadership or	3
LAS 660	Advanced Leadership and Organizational Change and/or	3
MBA 503	Leadership & Organizational Behavior and/or	3
OBD 515	Training and Development and/or	3
OBD 550	Culture of Learning Organizations and/or	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3

## Public Policy

### Requirements

Required Courses - 9 SH

Choose 9 SH from the courses below:

PPA 505	Urban Community Development	3
PPA 510	Urban Inequality and Social Change	3
PPA 520	International Dimensions of Public Policy	3
PPA 532	Gender, Race, and Culture in the Public Sector	3
PPA 590	Internship in Public Policy and Administration	1 TO 3
PPA 595	Special Topic in Public Policy and Administration	3
RES 520	Quantitative and Qualitative Analysis	3

Note: PPA 590 must be taken for 3 SH.

## Public Safety and Justice Leadership

### Requirements

Required Courses - 9 SH

CSJ 500	Public Safety and Justice System	3
CSJ 505	Managing Public Safety, Critical Incidents, and Crises	3
CSJ 510	Homeland Security and Terrorism	3

## Teaching of Public Policy and Administration

### Requirements

Required Courses - 9 SH

HED 500	Instructional Design and Assessment in Higher Education	3
HED 510	Teaching and Learning with Technology-Based Practices	3
HED 591	Field Experience in Higher Education: Becoming a College Educator	3

## Secondary Education Concentrations

### Secondary Education, M.A.T., Biological Science Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/Biology (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

#### **Program Learning Outcomes (PLOs):**

PLO1. Content Knowledge: Effective teachers of science understand and articulate the knowledge and

practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

PLO2. Content Pedagogy: Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

PLO3. Learning Environments: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

PLO4. Safety: Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

PLO5. Impact on Student Learning: Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

PLO6. Professional Knowledge and Skills: Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

#### **In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology
- Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

**Program Details:**

- Requires 36 SH for completion
- Requires student teaching

**Required Courses**

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – Biological Science Requirements - 28 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 510	Methods of Teaching Biology at the Secondary Level	5
SEC 597A	Resident Student Teaching in Secondary Education Biology	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3

Notes: SEC 510 must be taken for 5 semester hours. SEC 597A must be taken for a total of 6 semester hours. TIE 535 must be taken for a total of 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

	or	
CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
	or	
RLW 541	Teaching Writing	2 TO 3
	and	
RLL 520	Survey of Youth Literature, PreK-12	3

Note: If selected, RLW 541 must be taken for 3 semester hours.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597A (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as

indicated by licensure coursework and departmental assessments

## Secondary Education, M.A.T., Biological Science Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Biology who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/Biology (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

### Program Learning Outcomes (PLOs):

**PLO1. Content Knowledge:** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

**PLO2. Content Pedagogy:** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

**PLO3. Learning Environments:** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

**PLO4. Safety:** Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

**PLO5. Impact on Student Learning:** Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

**PLO6. Professional Knowledge and Skills:** Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

### In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:

- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology completed with a grade of "B" or better
- Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

### Program Details:

- Requires 33 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

### Required Courses

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – Biological Science Requirements - 25 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
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RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
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SEC 502	Introduction to Teaching at the Secondary Level	5
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SEC 510	Methods of Teaching Biology at the Secondary Level	5
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SEC 590A	Student Teaching Secondary School Biological Science	6	EPS 511	Human Learning and Development in Instructional Contexts	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3	RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
Note: SEC 510 must be taken for 5 semester hours.			SEC 502	Introduction to Teaching at the Secondary Level	5
Secondary Education Elective Options - 6 SH			SEC 510	Methods of Teaching Biology at the Secondary Level	5
Choose one pair of the courses below:			SEC 590A	Student Teaching Secondary School Biological Science	6
CIL 500	Foundations of ESL and Bilingual Education	3	SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and		<p>Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.</p> <p><b>Secondary Education Student Teaching Enrollment Requirements</b></p> <p>Admission to and continuance in student teaching are contingent on the following actions.</p> <p>Candidates must:</p> <ul style="list-style-type: none"> <li>• Be accepted into the graduate program of National College of Education</li> <li>• File, by the designated deadline, the application form for student teaching</li> <li>• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form</li> <li>• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program</li> <li>• Complete all of their licensure courses except for SEC 590A (Student Teaching)</li> <li>• Pass all methods courses at National Louis University with a grade no lower than a B</li> <li>• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)</li> <li>• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments</li> </ul>		
CIL 510	Assessment of ESL and Bilingual Education Students	3			
	or				
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3			
	and				
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3			
	or				
MHE 509	Topics in Calculus and Discrete Mathematics	3			
	and				
MHE 512	Topics and Applications of Statistics and Probability	3			
	or				
RLW 541	Teaching Writing	2 TO 3			
	and				
RLL 520	Survey of Youth Literature, PreK-12	3			
	or				
RLR 502	Teaching Comprehension and Content Area Reading	3			
	or				
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3			
	and				
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3			
Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.					
The following courses are required for licensure:					
CIL 505	Methods and Materials for Teaching English as a Second Language	3			

## Secondary Education, M.A.T., English/Language Arts Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education /English/Language Arts (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

### Program Learning Outcomes (PLOs):

PLO1. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

PLO2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

PLO3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

PLO4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

PLO5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

PLO6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

PLO7. Candidates are prepared to interact knowledgeable with students, families, and colleagues based on social needs and institutional roles, engage

in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

### In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:

- Have a grade point average of 3.0 or better in English coursework
- Have 32 semester hours of coursework in English (12 semester hours of upper division)
- Pass the Content Test in English/Language Arts

In addition, candidates must fulfill all of the areas listed below:

- 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
- 17 SH must be in Literature: one course in each of the following areas:
  - Intro to Literary Criticism
  - American Literature
  - English Literature
  - Non-Western or Ethnic American Literature
  - Shakespeare
  - Poetry or Adolescent Literature
- 6 SH can be in writing, literature, speech or journalism

### Program Details:

- Requires 36 SH for completion
- Requires student teaching

### Required Courses

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – English/Language Arts Requirements - 28 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
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RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
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SEC 502	Introduction to Teaching at the Secondary Level	5
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SEC 512	Methods of Teaching English at the Secondary Level	5
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SEC 597B	Resident Student Teaching in English/Language Arts	2
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SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3

Notes: SEC 512 must be taken for 5 semester hours. SEC 597B must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
and		
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
or		
CIL 500	Foundations of ESL and Bilingual Education	3
and		
CIL 510	Assessment of ESL and Bilingual Education Students	3
or		
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
and		
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
or		
RLW 541	Teaching Writing	2 TO 3
and		
RLL 520	Survey of Youth Literature, PreK-12	3

Note: If selected, RLW 541 must be taken for 3 semester hours.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching

- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597B (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., English/Language Arts Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in English who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/ English/Language Arts (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

#### Program Learning Outcomes (PLOs):

PLO1. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

PLO2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

PLO3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

PLO4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

PLO5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.



PLO6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

PLO7. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a grade point average of 3.0 or better in English coursework
- Have 32 semester hours of coursework in English (12 semester hours of upper division courses must be completed with a grade of "B" or better)
- Pass the Content Test in English/Language Arts

**In addition, candidates must fulfill all of the areas listed below:**

- 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
- 17 SH must be in Literature: one course in each of the following areas:
  - Introduction to Literary Criticism
  - American Literature
  - English Literature
  - Non-Western or Ethnic American Literature
  - Shakespeare
  - Poetry or Adolescent Literature
- 6 SH can be in writing, literature, speech or journalism

**Program Details:**

- Requires 33 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**Required Courses**

MAT Core - 2 SH

EPS 511 Human Learning and Development in Instructional Contexts 2

Secondary Education – English Requirements - 25 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 512	Methods of Teaching English at the Secondary Level	5
SEC 590B	Student Teaching Secondary School Language Arts/English	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 512 must be taken for 5 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
	or	
MHE 509	Topics in Calculus and Discrete Mathematics	3
	and	
MHE 512	Topics and Applications of Statistics and Probability	3
	or	
RLW 541	Teaching Writing	2 TO 3
	and	
RLL 520	Survey of Youth Literature, PreK-12	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	and	

SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
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Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511	Human Learning and Development in Instructional Contexts	2
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 512	Methods of Teaching English at the Secondary Level	5
SEC 590B	Student Teaching Secondary School Language Arts/English	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590B (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livertext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., Foreign Language Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Foreign Language (grades K to 12) with a designation in a specific language. Visit Licensure and Endorsement at NLU for more details.

### Program Learning Outcomes (PLOs):

PLO1. Language Proficiency: Interpersonal, Interpretive, and Presentational. Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

PLO2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines. Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the

linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

PLO3. Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

PLO4. Integration of Standards in Planning and Instruction. Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

PLO5. Assessment of Languages and Cultures – Impact on Student Learning. Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

PLO6. Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional

language educator and are committed to equitable and ethical interactions with all stakeholders.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Choose a designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)

**In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designation language:**

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture

**Program Details:**

- Requires 36 SH for completion
- Requires student teaching

**Required Courses**

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – Foreign Language Requirements - 28 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 522	Methods of Teaching Classical Languages (Latin) K-12	4 TO 5

	or		
SEC 524	Methods of Teaching World Languages K-12	5	
	and		
SEC 597F	Resident Student Teaching in Secondary Education: Foreign Languages	2	
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3	
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3	

Notes: SEC 522 or SEC 524 must be taken for 5 semester hours. SEC 597F must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3	
	and		
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3	
	or		
CIL 500	Foundations of ESL and Bilingual Education	3	
	and		
CIL 510	Assessment of ESL and Bilingual Education Students	3	
	or		
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3	
	and		
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3	
	or		
RLW 541	Teaching Writing	2 TO 3	
	and		
RLL 520	Survey of Youth Literature, PreK-12	3	

Note: If selected, RLW 541 must be taken for 3 semester hours.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597F (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., Foreign Languages Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a foreign language who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Foreign Language (grades K to 12) with a designation in a specific language. Visit Licensure and Endorsement at NLU for more details.

#### Program Learning Outcomes (PLOs):

PLO1. Language Proficiency: Interpersonal, Interpretive, and Presentational. Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and

Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

**PLO2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.** Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

**PLO3. Language Acquisition Theories and Knowledge of Students and Their Needs.** Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

**PLO4. Integration of Standards in Planning and Instruction.** Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

**PLO5. Assessment of Languages and Cultures – Impact on Student Learning.** Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in

interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

**PLO6. Professional Development, Advocacy, and Ethics.** Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

**In addition to National College of Education Graduate Admissions Requirements (p. 148) applicants must:**

- Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division courses must be completed with a grade of "B" or better)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)

**In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designated language:**

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture

**Program Details:**

- Requires 33 SH for completion

- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**Required Courses**

MAT Core - 2 SH

EPS 511 Human Learning and Development in Instructional Contexts 2

Secondary Education – Foreign Language Requirements - 25 SH

CIL 505 Methods and Materials for Teaching English as a Second Language 3

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level 3

SEC 502 Introduction to Teaching at the Secondary Level 5

SEC 522 Methods of Teaching Classical Languages (Latin) K-12 4  
TO 5

or

SEC 524 Methods of Teaching World Languages K-12 5

and

SEC 590F Student Teaching Secondary School World Languages K-12 6

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: SEC 522 or SEC 524 must be taken for 5 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

CIL 500 Foundations of ESL and Bilingual Education 3

and

CIL 510 Assessment of ESL and Bilingual Education Students 3

or

MGE 501 Introduction to Middle Grades Education: Young Adolescents in Context I 2  
TO 3

and

MGE 509 Integrated Curriculum in the Middle Grades 1  
TO 3

or

MHE 509 Topics in Calculus and Discrete Mathematics 3

and

MHE 512 Topics and Applications of Statistics and Probability 3

or  
RLW 541 Teaching Writing 2  
TO 3

and  
RLL 520 Survey of Youth Literature, PreK-12 3

or  
RLR 502 Teaching Comprehension and Content Area Reading 3

or  
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3

and  
SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3

Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511 Human Learning and Development in Instructional Contexts 2

SEC 502 Introduction to Teaching at the Secondary Level 5

SEC 522 Methods of Teaching Classical Languages (Latin) K-12 4  
TO 5

or

SEC 524 Methods of Teaching World Languages K-12 5

SEC 590F Student Teaching Secondary School World Languages K-12 6

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching

- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590F (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., Mathematics Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Mathematics (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

#### **Program Learning Outcomes (PLOs):**

**PLO1. Content Knowledge:** Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

**PLO2. Mathematical Practices:** Effective teachers of secondary mathematics solve problems, represent

mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

**PLO3. Content Pedagogy:** Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

**PLO4. Mathematical Learning Environment:** Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

**PLO5. Impact on Student Learning:** Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

**PLO6. Professional Knowledge and Skills:** Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

**PLO7. Secondary Mathematics Field Experiences and Clinical Practice:** Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a grade point average of 3.0 or better in Mathematics coursework
- Have 32 semester hours of coursework in mathematics (12 semester hours of upper division courses)
- Pass the Content Test in Mathematics

**In addition, candidates must fulfill all of the areas listed below:**

- **CALCULUS (6 SH)**—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.
- **FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)**—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

- **GEOMETRY (3 SH)**—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.
- **NUMBER THEORY (3 SH)**—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.
- **MODERN/ABSTRACT ALGEBRA (3 SH)**—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.
- **LINEAR ALGEBRA (3 SH)**—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.
- **DISCRETE MATHEMATICS (3 SH)**—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.
- **PROBABILITY & STATISTICS (3 SH)**—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent and dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.
- **HISTORY OF MATHEMATICS (3 SH)**—This course provides a study of the historical development of the central concepts of mathematics from early times to the present.



Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

- MATH ELECTIVES (2 SH)—Any college-level math courses, if needed to reach 32 SH

**Program Details:**

- Requires 36 SH for completion
- Requires student teaching

MAT Core - 2 SH

EPS 511 Human Learning and Development in Instructional Contexts 2

Secondary Education – Mathematics Requirements - 28 SH

CIL 505 Methods and Materials for Teaching English as a Second Language 3

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level 3

SEC 502 Introduction to Teaching at the Secondary Level 5

SEC 514 Methods of Teaching Mathematics at the Secondary and Middle Levels 5

SEC 597C Resident Student Teaching in Secondary Education Mathematics 2

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

TIE 535 Instructional Design Foundations for Digital Age Learning Environments 1 TO 3

Notes: SEC 514 must be taken for 5 semester hours. SEC 597C must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3  
and

SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3  
or

CIL 500 Foundations of ESL and Bilingual Education 3  
and

CIL 510 Assessment of ESL and Bilingual Education Students 3  
or

MGE 501 Introduction to Middle Grades Education: Young Adolescents in Context I 2 TO 3  
and

MGE 509 Integrated Curriculum in the Middle Grades 1 TO 3  
or

RLW 541 Teaching Writing 2 TO 3  
and

RLL 520 Survey of Youth Literature, PreK-12 3

Note: If selected, RLW 541 must be taken for 3 semester hours.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597C (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

## Secondary Education, M.A.T., Mathematics Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Mathematics who seek Illinois secondary education licensure.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Mathematics (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

### **Program Learning Outcomes (PLOs):**

**PLO1. Content Knowledge:** Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

**PLO2. Mathematical Practices:** Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

**PLO3. Content Pedagogy:** Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

**PLO4. Mathematical Learning Environment:** Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward

mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

**PLO5. Impact on Student Learning:** Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

**PLO6. Professional Knowledge and Skills:** Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

**PLO7. Secondary Mathematics Field Experiences and Clinical Practice:** Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

### **In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Have a grade point average of 3.0 or better in Mathematics coursework
- Have 32 SH of coursework in Mathematics (12 SH of upper division courses must be completed with a grade of "B" or better)

- Pass the Content Test in Mathematics

**In addition, candidates must fulfill all of the areas listed below:**

- **CALCULUS (6 SH)**—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.
- **FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)**—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.
- **GEOMETRY (3 SH)**—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.
- **NUMBER THEORY (3 SH)**—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.
- **MODERN/ABSTRACT ALGEBRA (3 SH)**— Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.
- **LINEAR ALGEBRA (3 SH)**— The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.
- **DISCRETE MATHEMATICS (3 SH)**— Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference

approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

- **PROBABILITY & STATISTICS (3 SH)**— Coursework in this area should contain the treatment of topics as mutually exclusive events, independent and dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.
- **HISTORY OF MATHEMATICS (3 SH)**—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.
- **MATH ELECTIVES (2 SH)**—Any college-level math courses, if needed to reach 32 SH

**Program Details:**

- Requires 33 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**MAT Core - 2 SH**

EPS 511	Human Learning and Development in Instructional Contexts	2
<b>Secondary Education – Mathematics Requirements - 25 SH</b>		
CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	5
SEC 590C	Student Teaching Secondary School Mathematics	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 514 must be taken for 5 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

CIL 500	Foundations of ESL and Bilingual Education and	3
CIL 510	Assessment of ESL and Bilingual Education Students or	3
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I and	2 TO 3
MGE 509	Integrated Curriculum in the Middle Grades or	1 TO 3
MHE 509	Topics in Calculus and Discrete Mathematics and	3
MHE 512	Topics and Applications of Statistics and Probability or	3
RLW 541	Teaching Writing and	2 TO 3
RLL 520	Survey of Youth Literature, PreK-12 or	3
RLR 502	Teaching Comprehension and Content Area Reading or	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents and	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511	Human Learning and Development in Instructional Contexts	2
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	5
SEC 590C	Student Teaching Secondary School Mathematics	6

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590C (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., Physical Science Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that

allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Physical Science (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

**Program Learning Outcomes (PLOs):**

**PLO1. Content Knowledge:** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

**PLO2. Content Pedagogy:** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

**PLO3. Learning Environments:** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

**PLO4. Safety:** Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

**PLO5. Impact on Student Learning:** Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

**PLO6. Professional Knowledge and Skills:** Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science.

They identify with and conduct themselves as part of the science education community.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation (10 SH of laboratory coursework for students who don't have major in the designation)
- Have at least one course in Biology and each of the other designation areas
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses
- Pass the Content Test in designation

**Program Details:**

- Requires 36 SH for completion
- Requires student teaching

**MAT Core - 2 SH**

EPS 511	Human Learning and Development in Instructional Contexts	2
Secondary Education – Physical Science Requirements - 28 SH		
CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 516	Methods for Teaching Physical Science at the Secondary Level	5
SEC 597D	Resident Student Teaching in Secondary Education Physical Science	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
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Notes: SEC 516 must be taken for 5 semester hours. SEC 597D must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
	or	
RLW 541	Teaching Writing	2 TO 3
	and	
RLL 520	Survey of Youth Literature, PreK-12	3

Note: If selected, RLW 541 must be taken for 3 semester hours.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and

acknowledgement of Mandated Reporter status form

- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597D (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### Secondary Education, M.A.T., Physical Science Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a Physical Science who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Physical Science (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

#### Program Learning Outcomes (PLOs):

PLO1. Content Knowledge: Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

PLO2. Content Pedagogy: Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

PLO3. Learning Environments: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

PLO4. Safety: Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

PLO5. Impact on Student Learning: Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

PLO6. Professional Knowledge and Skills: Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 semester hours of coursework in Science (12 SH of upper division courses must be completed with a grade of "B" or better)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation area (10 SH of laboratory coursework for students who don't have major in the designation area)
- Have at least one course in Biology and each of the other designations
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation area

**Program Details:**

- Requires 33 SH for completion

- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
Secondary Education – Physical Science Requirements - 25 SH		
CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 516	Methods for Teaching Physical Science at the Secondary Level	5
SEC 590D	Student Teaching Secondary School Physical Science	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 516 must be taken for 5 semester hours. SEC 590D must be taken for a total of 6 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
	or	
MHE 509	Topics in Calculus and Discrete Mathematics	3
	and	
MHE 512	Topics and Applications of Statistics and Probability	3
	or	
RLW 541	Teaching Writing	2 TO 3

	and	
RLL 520	Survey of Youth Literature, PreK-12	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511	Human Learning and Development in Instructional Contexts	2
SEC 516	Methods for Teaching Physical Science at the Secondary Level	5
SEC 590D	Student Teaching Secondary School Physical Science	6
SEC 502	Introduction to Teaching at the Secondary Level	5
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

### **Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program

- Complete all of their licensure courses except for SEC 590D (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livertext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

### **Secondary Education, M.A.T., Social Studies Concentration (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Social Studies (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

### **Program Learning Outcomes (PLOs):**

PLO1. Standard 1. Content Knowledge - Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

PLO2. Standard 2. Application of Content Through Planning - Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

PLO3. Standard 3. Design and Implementation of Instruction and Assessment - Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.



PLO4. Standard 4. Social Studies Learners and Learning - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

PLO5. Standard 5. Professional Responsibility and Informed Action - Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

**In addition to National College of Education Graduate Admission Requirements (p. 146), applicants must:**

- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Social Studies (12 SH of upper division)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.

**In addition, the Social Studies endorsement requires:**

- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a Non-Western focus

**Broad-Based Social Studies**

Candidates who not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/ World History (can be Africa, Asia, Caribbean, Central and South America, or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 246

**Program Details:**

- Requires 36 SH for completion
- Requires student teaching

**Required Courses**

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – Social Studies Requirements - 28 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 518	Methods of Teaching Social Studies at the Secondary Level	5
SEC 597E	Resident Student Teaching in Secondary Education Social Studies	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3

Notes: SEC 518 must be taken for 5 semester hours. SEC 597E must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
	or	
RLW 541	Teaching Writing	2 TO 3
	and	
RLL 520	Survey of Youth Literature, PreK-12	3

Note: If selected, RLW 541 must be taken for 3 semester hours.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597E (Student Teaching)

- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**Secondary Education, M.A.T., Social Studies Concentration (Traditional Program)**

This program is for those with a baccalaureate degree and undergraduate coursework in Social Studies who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/ Social Studies (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

**Program Learning Outcomes (PLOs):**

PLO1. Standard 1. Content Knowledge - Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

PLO2. Standard 2. Application of Content Through Planning - Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

PLO3. Standard 3. Design and Implementation of Instruction and Assessment - Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

PLO4. Standard 4. Social Studies Learners and Learning - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

PLO5. Standard 5. Professional Responsibility and Informed Action - Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

**In addition to National College of Education Graduate Admissions Requirements (p. 148), applicants must:**

- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology, or Broad-based Social Science.
- Have a grade point average of 3.0 or better in designation course work
- Have 32 semester hours of coursework in Social Studies (12 semester hours of upper division courses must be completed with a grade of "B" or better)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.

**In addition, the Social Studies endorsement requires:**

- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a Non-Western focus

**Broad-Based Social Science**

Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-

Western/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)

- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 246

**Program Details:**

- Requires 33 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

**Required Courses**

MAT Core - 2 SH

EPS 511	Human Learning and Development in Instructional Contexts	2
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Secondary Education – Social Studies Requirements - 25 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLR 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 518	Methods of Teaching Social Studies at the Secondary Level	5
SEC 590E	Student Teaching Secondary School Social Studies	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 518 must be taken for 5 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 510	Assessment of ESL and Bilingual Education Students	3
	or	
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
	and	

MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3	<ul style="list-style-type: none"> <li>• Be accepted into the graduate program of National College of Education</li> <li>• File, by the designated deadline, the application form for student teaching</li> <li>• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form</li> <li>• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program</li> <li>• Complete all of their licensure courses except for SEC 590E (Student Teaching)</li> <li>• Pass all methods courses at National Louis University with a grade no lower than a B</li> <li>• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)</li> <li>• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments</li> </ul>
	or		
MHE 509	Topics in Calculus and Discrete Mathematics	3	
	and		
MHE 512	Topics and Applications of Statistics and Probability	3	
	or		
RLW 541	Teaching Writing	2 TO 3	
	and		
RLL 520	Survey of Youth Literature, PreK-12	3	
	or		
RLR 502	Teaching Comprehension and Content Area Reading	3	
	or		
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3	
	and		
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3	

Note: If selected, MGE 501, MGE 509 and RLW 541 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511	Human Learning and Development in Instructional Contexts	2
SEC 502	Introduction to Teaching at the Secondary Level	5
SEC 518	Methods of Teaching Social Studies at the Secondary Level	5
SEC 590E	Student Teaching Secondary School Social Studies	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590E (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**Undergraduate Concentrations**

**Aging Studies Concentration**

Students in the following programs may select a concentration in Aging Studies:

- Applied Behavioral Sciences (p. 109)
- Health Care Leadership (p. 111)
- Management (p. 113)
- Social Science (p. 259)

This concentration is geared toward professionals who work with the aging population.

**Concentration Details:**

- Requires 15 QH, including Aging Studies courses taken as part of the General Education requirement, for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

**Required Courses**

Aging Studies Concentration - 15 QH

HSM 427	Legal and Ethical Issues Related to Aging	5
HSM 428	Serving the Aging Population	5
HSM 429	Societal Systems of Aging	5

### Entrepreneurship Concentration

Students in the following programs may select a concentration in Entrepreneurship:

- Applied Behavioral Sciences, B.A. (p. 109)
- Applied Communications, B.A. (p. 244)
- Business Administration, B.A. (p. 246)
- Criminal Justice, B.A. (p. 250)
- Health Care Leadership, B.S. (p. 111)
- Human Services, B.A. (p. 252)
- Human Services/Psychology, B.A. (p. 254)
- Management, B.S. (p. 113)
- Psychology, B.A. (p. 256)
- Social Science, B.A. (p. 259)

#### Concentration Details:

- Requires 20 QH for completion
- Requires 20 QH of upper level coursework
- Requires a minimum grade of “C” for each course in the concentration

#### Required Courses

Required Courses 20 QH

BUS 476	Entrepreneurship, Creativity, and Innovation	5
BUS 477	Small Business Management	5
BUS 484	Entrepreneur as Manager, Leader, and Salesperson	5
BUS 498	Entrepreneurship Laboratory	5

Note: Students completing select undergraduate courses in the Entrepreneurship concentration are eligible to have these courses applied to degree requirements both in their current undergraduate program and, upon acceptance to the Master of Business Administration (M.B.A.) (p. 126) program with concentration in Entrepreneurship, to the requirements of M.B.A. in Entrepreneurship, or other graduate program where unrestricted electives are available, such as M.S. in Human Resource Management and Development (p. 122). Students should contact their Academic Advisor for details as certain rules apply.

### Human Resource Management Concentration

Students in the following programs may select a concentration in Human Resource Management:

- Applied Behavioral Sciences, B.A.
- Applied Communications, B.A.
- Business Administration, B.A.
- Computer Science and Information Systems, B.S. (p. 247)
- Criminal Justice, B.A.
- Health Care Leadership, B.S.
- Human Services, B.A.
- Human Services/Psychology, B.A. (p. 254)
- Management, B.S.
- Psychology, B.A.
- Social Science, B.A. (p. 259)

#### Concentration Details:

- Requires 20 QH for completion
- Requires 20 QH of upper level coursework
- 15 QH must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

#### Required Courses

Gateway Course

HRM 400	Human Resource Management	5
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Note: Students in B.A. in Business Administration program are required to complete OBD 432 in lieu of HRM 400.

Concentration Core Courses

HRM 441	Employment Law and Regulations and	5
HRM 413	Total Rewards or	5
HRM 420	Performance Analysis and Measurement or	5
HRM 421	Talent Acquisition and Retention and	5

OBD 415	Training and Development or	5
OBD 433	Organizational Effectiveness and Development or	5
OBD 450	Culture of Learning Organization or	5
OBD 451	Diversity and Inclusion in the Organizational Culture	5

Note: Students completing select undergraduate courses in the Human Resource Management concentration are eligible to have these courses applied to degree requirements both in their current undergraduate program and, upon meeting eligibility criteria and acceptance to an NLU graduate program, to one of specifically designated graduate programs. This concentration serves as an advanced pathway to the following graduate degrees:

- M.S. in Human Resource Management and Development (p. 122)
- M.S. in Industrial and Organizational Psychology (p. 124)
- Dual-degree program in Human Resource Management M.S. and Industrial and Organizational Psychology M.S. (p. 305)
- M.B.A. in Human Resource Management (p. 126)  
Students should contact their Academic Advisor for details as certain rules apply.

### International Management Concentration

Students in the Applied Behavioral Sciences, B.A. (p. 109); Management, B.S. (p. 113); and Health Care Leadership, B.S. (p. 111) programs may select a concentration in International Management. This concentration is offered in both face-to-face and online-only formats.

#### Concentration Details:

- Requires 15 QH for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU

- Requires a minimum grade of “C” for each course in the concentration

### Required Courses

International Management Concentration - 15 QH

MGT 372	International Management	4
		TO
		5
MGT 404	Diversity in the Workplace	4
		TO
		5
MGT 408	Contemporary Issues in International Management	4
		TO
		5

Note: All courses must be taken for 5 quarter hours.

### Leadership Concentration

Students in the Applied Behavioral Sciences, B.A. (p. 109); Management, B.S. (p. 113); and Health Care Leadership, B.S. (p. 111) programs may select a concentration in Leadership. This concentration is offered in both face-to-face and online-only formats.

#### Concentration Details:

- Requires 15 QH for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

### Required Courses

Leadership Concentration - 15 QH

OBD 487	Leadership in Organizations	5
OBD 488	Leadership and Change	5
OBD 489	Contemporary Issues in Leadership	5

### Leadership Foundations Concentration

Students completing the concentration in Leadership Foundations will enrich their undergraduate experience with a set of career skills that will be relevant and necessary for career placement following graduation and will build foundations of leadership skills that will support their success in any future career path.

Students in the following programs may select a concentration in Leadership Foundations:

- Applied Behavioral Sciences, B.A.
- Applied Communications, B.A.

- Business Administration, B.A.
- Computer Science and Information Systems, B.S. (p. 247)
- Criminal Justice, B.A.
- Health Care Leadership, B.S.
- Human Services, B.A.
- Human Services/Psychology, B.A.
- Management, B.S.
- Psychology, B.A.
- Social Science, B.A.

**Concentration Details:**

- Requires a minimum of 15 QH for completion
- 15 QH of coursework must be taken at NLU, transfer credit may be considered
- Requires a minimum grade of "C" for each course in the concentration

**Required Courses**

Leadership Foundations Concentration 15 QH

Core Courses 7 QH

CAR 215	Personal Branding	3
CAR 216	Professional Networking	2
CAR 217	Workplace Leadership	2

or

BRV 200	Braven Leadership and Career Accelerator	5
BRV 201	Braven Leadership and Career Accelerator: Capstone Challenge	2

Concentration Courses 8 QH

CAR 220	Career Leadership	5
GEN 210	Think Global-Perspectives from the Field	3 TO 5

or

CAR 220	Career Leadership	5
BUS 211	Think Global: Perspectives from the Field of Business	3 TO 5

Note: Students pursuing General Studies Pathways track or transfer students in any major except for Business are required to complete CAR 220 and GEN 210. Students pursuing General Studies Pathways track or transfer students in B.S. Management, B.S. in Computer Science and Information Systems, or B.A. in Business Administration are required to complete CAR 220 and BUS 211.

**Long-Term Care Administration Concentration**

Students in the Health Care Leadership, B.S. program may select a concentration in Long-Term Care Administration. This concentration is offered in both face-to-face and online formats.

**Concentration Details:**

- Requires 20 QH for completion
- Requires 20 QH of upper level coursework
- Requires a minimum grade of "C" for each course in the concentration

**Required Courses**

Required Courses 20 QH

LTC 450	Long-Term Care Administration Overview and Environment Management	5
LTC 460	Leadership and Human Resources for Long-Term Care Administrators	5
LTC 470	Financial Management & Governance of Long-Term Care Facilities	5
LTC 480	Resident Services Management and Quality Care	5

**Urban and Policy Studies Concentration**

Students in the following programs may select a concentration in Urban and Policy Studies:

- Applied Behavioral Sciences (p. 109)
- Business Administration (p. 246)
- Health Care Leadership (p. 111)
- Management (p. 113)
- Social Science (p. 259)

This concentration is offered in both face-to-face and online formats.

**Concentration Details:**

- Requires 15 QH for completion
- Requires 15 QH of upper level coursework
- Requires a minimum grade of "C" for each course in the concentration

**Required Courses**

Urban and Policy Studies Concentration - 15 QH

LAS 432	Gender in the Public Sector	5
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LAS 438	Foundations of Public Administration	5
LAS 464	Urban Community Development	5



## COURSE OPTIONS

### Social Science Major Electives

#### Anthropology Electives

##### Required Courses

###### Courses

LAS 302	Asian American Cultures and Society	5
LAS 303	Sub-Saharan African Cultures	5
LAS 304	Middle and South American Cultures	5
LAS 340	Native American Cultures	5
SOC 204	Contemporary Chicago	5

#### Economics Electives

##### Required Courses

###### Courses

ECO 200	Macroeconomics for Today's Professional	5
ECO 254	Global Economics	5
ECO 255	Microeconomics	5

#### Political Science Electives

##### Required Courses

###### Courses

LAS 450	Political Theory	5
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#### Sociology Electives

##### Required Courses

###### Courses

LAS 405	Social Problems	5
LAS 408	Media and Society	5
LAS 495	Social Science Special Topic	1
		TO
		5

Note: LAS 495 must be taken for 5 quarter hours.

### Urban and Policy Studies Electives

#### Required Courses

##### Courses

LAS 432	Gender in the Public Sector	5
LAS 438	Foundations of Public Administration	5
LAS 464	Urban Community Development	5

#### Industrial/Organizational Psychology and Human Resource Management and Development Dual Degree Option

The dual degree awarding the Master of Science in Industrial and Organizational Psychology and the Master of Science in Human Resource Management and Development offers students the benefits of each program individually as well as a potential for greater organizational leadership opportunities, both horizontally and vertically.

Students enrolled in this dual-degree program will need to fulfill the requirements of both the Master of Science in Industrial and Organizational Psychology and the Master of Science in Human Resource Management and Development programs respectively.

#### **In addition to the College of Professional Studies and Advancement Graduate Admission Requirements, program requires:**

- Official transcripts from all institutions where a degree was earned and from all institutions for the last 60 semester hours/90 quarter hours of undergraduate coursework
- Written statement of academic and professional goals (750 to 1000 words)
- Official Criterion Online Writing Assessment Scores, taken within the last five years. This requirement is waived for applicants with a 3.0 or higher GPA and for applicants who hold a graduate degree from a regionally accredited institution.
- Minimum of two professional or academic letters of recommendation. They must be written by a source that is able to comment on the candidate's qualifications for graduate business study.

- Faculty review

## Graduate Psychology Electives

### Program Details:

- Requires 54 SH for completion

### Courses

### Required Courses

#### Program Major

LAP 509	Advanced Social Psychology	3
	or	
LAP 510	Advanced Theories of Personality	3
	and	
LAP 516	Research Design	3
LAP 517	Psychological Statistics and Analysis	3
LAP 526	Psychology of Organizational Leadership	3
LAP 528	Survey of Industrial and Organizational Psychology	3
LAP 532	Work Motivation and Job Attitudes	3
LAP 533	Measurement of Individual Differences	3
LAP 589	Capstone in Industrial and Organizational Psychology	3
HRM 509	Human Resource Management Profession and Its Role	3
HRM 513	Total Rewards	3
HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
HRM 541	Employment Law and Regulations	3
HRM 599	Integrating Business and HR Strategy	3
OBD 515	Training and Development	3
OBD 533	Organizational Effectiveness and Development	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3
RES 510	Research Methodology and Writing	3

Note: LAP 509/LAP 510 may be waived for students who completed an undergraduate or graduate course in General Psychology or other Psychology course acceptable to the program with a grade of "B" or better. The following courses are shared between the M.S. in I/O Psychology and the M.S. in HRMD degrees: HRM 520, HRM 521, OBD 515, and OBD 533.

## OTHER PROGRAMS OF STUDY

### University Library

The University Library integrates quality print and digital resources and services to support teaching, research, and student learning. Library faculty assists students to develop essential literacy skills and provides support for academic, scholarly, community, and career development.

For more information on the University Library, visit <https://www.nl.edu/library/>.

### National Louis University English Program

The National Louis English Program (NLEP) offers immersive, English for academic purposes (EAP) courses to prepare non-native English speakers for college where English is the primary spoken language. Using student-centered teaching methods and an outcome-based curriculum, the highly qualified faculty supports each student as he or she improves his or her English speaking, listening, reading, and writing, and integrates the culture of the United States, so the student may be a successful English communicator and college student.

All of the levels and their corresponding courses in the National Louis English Program are correlated to the levels of the Common European Framework of Reference (CEFR).

This program was designed to support the English language development of participants who aspire to enter National Louis University as degree-seeking students or wish to advance in English to continue their education at another college or university.

#### Admission Requirements:

- Complete application available at [www.nl.edu/applyonline](http://www.nl.edu/applyonline)
- Students are encouraged to submit the TOEFL, IELTS, or PTE. These are not required but can help with placement process.
- Complete the Cambridge English Placement Test (CEPT)
- Complete Skype interview with the program director
- Complete a writing sample at orientation and be placed into the appropriate classes for your level
- An enrollment deposit is required at the time of acceptance of enrollment by all international

students. The enrollment deposit is required to be paid before international students receive their visa documents.

- International Students Seeking Housing Deposit: \$1,300 (\$1,000 is applied to tuition. \$300 is a non-refundable housing fee.)
- International Students Not Seeking Housing Deposit: \$1,000 (\$1,000 is applied to tuition) Students who meet all other admission requirements except for the English language requirement will be admitted to National Louis University provisionally, and must complete the NLEP program with an admissible score in order to matriculate to the program level coursework.

Students who apply solely to the NLEP program without applying to a degree seeking program will be admitted as a Non-Degree Seeking student to the university.

#### Program Details:

Students wishing to enter the NLEP participate in a four-step placement process:

1. Students complete the Cambridge English Placement Test (CEPT). CEPT is an adaptive online Reading and Listening test which takes 30 minutes to complete. The test is automatically scored, and results are aligned with the Common European Framework.
2. Upon completing the test, students complete a screening interview with the LEP director to confirm that their level of English proficiency matches the levels offered by the LEP program (B1-/A2-B2 on the common European Framework (CEFR)).
3. Upon arrival, students complete a diagnostic essay. Diagnostic prompts vary based on the candidates CEPT score and screening interview.
4. After the diagnostic essay is read, students are given an oral interview, which assesses their level of English proficiency, as well as their goals for study and educational background.

#### Program Coursework:

Level 3-LEP 030 Intermediate Speaking and Listening (p. 425)

LEP 031 Intermediate Reading and Writing (p. 425)

Level 4-LEP 040 High Intermediate Speaking and Listening (p. 425)

LEP 041 High Intermediate Reading and Writing (p. 426)

Level 5- LEP 051 Advanced Speaking and Listening (p. 426)

LEP 095 Advanced Reading and Writing (p. 426)

### **Matriculation Requirements:**

Students in the National Louis English Program who wish to matriculate into a degree program at NLU must meet the following proficiency requirements:

- TOEFL: 72 for the Internet-based test (iBT), or a minimum of 533 total for the TOEFL paper test (PBT), or a minimum of 173 for the TOEFL Computer-based test (CBT)
- IELTS: 6.0, with no individual band below a 5.5
- Cambridge Certificate of Proficiency in English (CPE): Grade of A or B Once students are in level 4 they can start meaningfully engaging in test prep.

Upon successful completion of the NLEP courses, and once appropriate documentation of NLU's published English proficiency requirements is provided, provisionally admitted students will be fully admitted to the college. If a provisionally admitted student passes the NLEP courses but does not meet the required published English proficiency requirements at the end of the quarter, the student will have to continue in NLEP courses the following quarter.

Students who do not provide documentation of meeting NLU's English proficiency requirements will not be offered admission. NLEP courses can be repeated two times, for a total of three attempts. Students who do not successfully complete the NLEP course after three attempts will not be allowed to continue at National Louis University.

### **Path to Academics, Community and Employment (PACE)**

Founded in 1986, P.A.C.E. at National Louis University is a three-year, post-secondary certificate program designed to meet the transitional needs for young adults with multiple intellectual, learning and developmental disabilities.

P.A.C.E. is one of the leading residential-based programs in the country that integrates employment preparation, independent living skills coaching,

functional academic courses and social development into a curriculum that prepares students for independent living through experiential learning.

The program commits to educating the whole person, preparing young adults for independent living by integrating instruction in four areas:

- Functional academics
- Employment preparation
- Independent living skills
- Social Development

The instructional approach at P.A.C.E. integrates both group and individual teaching across all areas of the students' lives. Instruction is based on the observation that students learn best when actively involved in the process and when teaching is linked directly to events and activities.

### **Functional Academics**

P.A.C.E. students attend classes two days a week in an undergraduate university environment. Teaching and learning in a formal classroom are designed to present content and promote critical thinking skills in a structured environment. With guidance from P.A.C.E. instructors, students apply the concepts learned in the classroom to their personal situations, relationships, and routines outside of the classroom. P.A.C.E. classes serve as a space where students can discuss, role-play, and reflect upon their life-experiences, and practice their skills in new concepts. Problem-solving instruction across all areas of the program, facilitates P.A.C.E. students in becoming successful and independent problem-solvers in all aspects of their lives.

### **Employment Preparation**

P.A.C.E. students complete three internships to accumulate over 1000 hours of actual work experience. They prepare for employment in fields such as child care, elder care, food service, office administration, health care, retail operations, and animal care. Employment skill development includes classroom instruction, workshops/trainings, as well as on-the-job coaching from supervisors and job coaches. All aspects of instruction are designed to help P.A.C.E. students find employment interests and skills to succeed in the world of work. The program operates from a base of more than 50 veteran career partners and continually recruits new contacts.

### **Independent Living Skills Instruction**

Through one-on-one and small group instruction, students work towards the development and maintenance of core executive functioning skill sets. These skills include, money management, time

management, hygiene management, medication management, meal planning and preparation, as well as cleaning skills. For this instruction, P.A.C.E. utilizes modern apartments as a classroom, which allows students to directly apply these skills where they live.

### **Socialization**

Successful adults are socially responsible. At P.A.C.E. we hold our students to high standards to be successful at work, in the community and in their relationships. Students apply these skills in real-life situations in all P.A.C.E. learning environments, interacting with peers in the dorm, with coworkers and with the P.A.C.E. team on a daily basis. Planned activities that encourage social interaction and community engagement are an important part of P.A.C.E. at NLU. Students receive direct and guided instruction in improving their social skills and P.A.C.E. provides a unique real world arena for our students to put theory into practice every day. In addition, students learn to navigate means of public transportation to travel throughout their community.

### **Extended Programming**

#### *P.A.C.E. Ahead*

P.A.C.E. Ahead is an apartment-style living experience designed to meet the transitional needs of P.A.C.E. NLU graduates. Young adults with multiple intellectual, learning and developmental disabilities can increase independence with support in personal and social development, employment, and independent living life skills.

P.A.C.E. Ahead provides apartment living for students who want to continue to increase independence, but are not ready to move into an apartment or return home.

#### *P.A.C.E. Beyond*

P.A.C.E. Beyond is an extended service opportunity for young adults with multiple intellectual, learning and developmental disabilities living in independent settings. It focuses on employment development and support, independent living life skills, and social development. Services are renewed on a quarterly basis allowing flexibility to increase or decrease frequency and intensity based on needs.

## **The Lifelong Learning Institute**

The Lifelong Learning Institute (LLI) at NLU offers a unique learning and social opportunity for retired adults age 55 and over. No grades, no exams—just exploring new subjects and exchanging opinions and ideas with contemporaries who consider learning an integral part of life. In this 300+ member peer-led

program, members suggest the topics and coordinate the weekly two-hour classes. At each session, participants volunteer as leaders and, by asking thought-provoking questions, a lively discussion ensues. In addition to attending classes, members can dine together at the building's on-site café, attend Lunch and Learn programs and participate in social events, trips and other activities.

Additional information about The Lifelong Learning Institute and the current schedule of classes can be found at [www.nl.edu/lifelonglearning](http://www.nl.edu/lifelonglearning).

## COURSE DESCRIPTIONS

### Numbering System

#### **100–299 Lower division undergraduate courses**

Courses with these numbers are for undergraduate students (mainly freshman and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

#### **300–399 Upper division undergraduate courses**

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to a baccalaureate degree.

#### **400–499 Upper division undergraduate and advanced standing courses**

Courses with these numbers are for advanced undergraduate students. They constitute the advanced portion of an undergraduate program leading to a baccalaureate degree. Select 400 level courses designated as advanced standing may be applied toward an undergraduate and/or graduate degree as approved by the department offering the course and the related graduate program.

#### **500–599 Master's level courses**

#### **600–699 Doctoral level courses**

#### **700-799/ 800-899- Master's and Doctoral level Clinical Psychology program courses**

### Special Numbers

#### **490/594/694 Independent Study**

Independent study provides students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms are required for registration.

#### **495/595/695 Special Topic**

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There may be a limit on the number of special topic courses that can apply to a degree and each topic may be taken only once.

#### **499/593/693 Seminar**

Seminars include library research, discussions with peers and instructors and field work in a selected area of interest.

#### **581-589 Workshop**

A workshop is intended to provide students with direct and focused experiences on specific topics, materials or approaches. For NCE graduate students, a maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's advisor.

#### **599 Thesis**

A thesis is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry.

#### **699 Dissertation**

Dissertations are required of all doctoral students. Students should consult their handbooks for detailed instructions.

### Course Prefix Key

#### ABA - Applied Behavior Analysis

##### **ABA 500 - Concepts and Principles of Applied Behavior Analysis (3)**

Applied Behavior Analysis is the natural science approach to the study of human behavior for purposes of informing interventions that produce socially significant change. In this course, students learn the foundational concepts and principles of behavior analysis in the context of the tenets of science. Students learn about behavior and learning through an analysis of the field's seminal basic and applied research with both humans and nonhumans. Pre-requisite(s): Admission to Applied Behavior Analysis program; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

##### **ABA 501 - Measurement and Research Methods in Applied Behavior Analysis (4)**

Applied Behavior Analysis requires behavior to first be explicitly defined and measured prior to systematically manipulating variables in order to assess the effects of those variables on behavior within research or practice. In this course, students learn how to operationally define and measure behavior, create graphical displays for analysis, and

utilize single-subject research designs for purposes of demonstrating functional relations. Pre-requisite(s): Admission to Applied Behavior Analysis program; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

#### **ABA 510 - Skills Assessment and Intervention (4)**

Teaching new behaviors first requires assessment of a learner's pre-requisite skills and other relevant environmental variables followed by the systematic design of instructional programs and evaluation of learning outcomes. In this course, students learn how to assess an individual's current repertoire, conduct reinforcer and preference assessments, and design behavior-analytic instructional programs for purposes of teaching new behaviors. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

#### **ABA 511 - Functional Assessment and Intervention (4)**

In order to effectively treat problematic behaviors, behavior analysts must first assess the environmental variables to determine the function of the problematic behavior. In this course, students learn how to conduct functional behavior assessments and design comprehensive function-based behavior reduction programs in order to produce socially significant changes in behavior. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

#### **ABA 512 - Verbal Behavior (2)**

In Applied Behavior Analysis, language, otherwise known as verbal behavior, is studied in the context of the same concepts and principles as all other behavior. In this course, students learn about Skinner's elementary verbal operants and the application of behavioral principles to the emergence of verbal behavior in humans. Students also learn Skinner's initial theoretical contributions and examine this theory in the context of more recently proposed theories, such as Relational Frame Theory and emergent responding. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

#### **ABA 515 - Ethics in Applied Behavior Analysis (3)**

Behavior analyst practitioners and researchers are bound by an ethical code of conduct. In this course, students review the certifying board's ethical code of conduct, evaluate and respond to scenarios involving ethical violations, and practice problem solving strategies to maintain ethical behavior over the course of one's career. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 516 - Radical Behaviorism (3)**

Radical behaviorism is the philosophy of the science of behavior, pioneered by B.F. Skinner. In this course, students learn about radical behaviorism and the history of its inception in comparison to other types of behaviorism and learning theories. Students are expected to critically analyze seminal readings and discuss these readings in the context of complex individual and group behavior, accounting for phylogenetic, ontogenic, and cultural levels of selection. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 517 - Experimental Analysis of Behavior (3)**

The concepts and principles of behavior analysis were originally discovered through animal laboratory research. In this course, students review and critique seminal basic research articles and analyze how subsequent translational and applied studies extended from them. Students are also expected to generalize findings from basic and translational studies to the design of applied behavior analytic programming. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 520 - Supervision and Training in Applied Behavior Analysis (3)**

In addition to direct client-facing clinical work, behavior analysts are tasked with the training and supervision of others in the implementation of behavior analytic programming. In this course, students learn how to assess performance deficits, how to design behavior-analytic training programs, and how to supervise others in accordance with best practices and ethical guidelines. Pre-requisite(s): ABA 510 and ABA 511; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 590 - Practicum in Applied Behavior Analysis (2)**

In this series of courses, students practice demonstrating behavior analytic skills with clients while accruing experience hours in a field placement. Students receive supervision from both a clinical and faculty supervisor and are expected to demonstrate various clinical and professional skills to proficiency. Pre-requisite(s): ABA 520/620 and ABA 515; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

#### **ABA 595 - Special Topics in Applied Behavior Analysis (1 TO 3)**

This course provides an in-depth study of a special topic in applied behavior analysis not fully covered in one of the other program courses. Topics offered may be chosen based on professional and/or research

interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-3 semester hours

#### **ABA 599A - Thesis in Applied Behavior Analysis I (2)**

In this course, students work with a faculty advisor to develop an experimental question and proposal for their applied thesis research. Students are expected to conduct a literature review, design an experiment to answer their experimental question using single-subject research design, and propose their study to the Institutional Research Review Board. Pre-requisite(s): ABA 515 and ABA 520; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

#### **ABA 599B - Thesis in Applied Behavior Analysis II (1)**

In his course, which is a continuation of ABA 599A, upon approval from the Institutional Research Review Board, students are expected to conduct their thesis research, meeting with their faculty advisor regularly to analyze and discuss data and treatment integrity. Pre-requisite(s): ABA 599A, or permission of Program Chair or designate. Co-requisite(s): None. 1 semester hour

#### **ABA 599C - Thesis in Applied Behavior Analysis III (1)**

In this course, which is a continuation of ABA 599B, students are expected to finish any remaining experimental sessions, analyze the results, and discuss any conclusions and implications as indicated by results of their research. Pre-requisite(s): ABA 599B; or permission of Program Chair or designate. Co-requisite(s): None. 1 semester hour

#### **ABA 599D - Thesis in Applied Behavior Analysis IV (1 TO 2)**

In this course, which is a continuation of ABA 599C, students are expected to conclude their experiment, finalize their thesis manuscript, and present their research to faculty for evaluation. Students also have the opportunity to prepare and submit their manuscript for publication, should they choose to do so. Pre-requisite(s): ABA 599C; or permission of Program Chair or designate. Co-requisite(s): None. 1-2 semester hour

#### **ABA 610 - Skills Assessment and Intervention (4)**

Teaching new behaviors first requires assessment of a learner's pre-requisite skills and other relevant environmental variables followed by the systematic design of instructional programs and evaluation of learning outcomes. In this course, students learn how

to assess an individual's current repertoire, conduct reinforcer and preference assessments, and design behavior-analytic instructional programs for purposes of teaching new behaviors. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

#### **ABA 611 - Functional Assessment and Intervention (4)**

In order to effectively treat problematic behaviors, behavior analysts must first assess the environmental variables to determine the function of the problematic behavior. In this course, students learn how to conduct functional behavior assessments and design comprehensive function-based behavior reduction programs in order to produce socially significant changes in behavior. Pre-requisite(s): ABA 500 and ABA 501; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

#### **ABA 620 - Supervision and Training in Applied Behavior Analysis (3)**

In addition to direct client-facing clinical work, behavior analysts are tasked with the training and supervision of others in the implementation of behavior analytic programming. In this course, students learn how to assess performance deficits, how to design behavior-analytic training programs, and how to supervise others in accordance with best practices and ethical guidelines. Pre-requisite(s): ABA 610 and ABA 611; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 690 - Practicum in Applied Behavior Analysis (3)**

In this series of courses, students practice demonstrating behavior analytic skills and adapting educational practices with clients while accruing experience hours in a field placement. Students receive supervision from both a clinical and faculty supervisor and are expected to demonstrate various clinical and professional skills to proficiency. Pre-requisite(s): ABA 590; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ABA 695 - Special Topics in Applied Behavior Analysis (1 TO 3)**

This course provides an in-depth study of a special topic in applied behavior analysis not fully covered in one of the other program courses. Topics offered may be chosen based on professional and/or research interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-3 semester hours



## ABS - Applied Behavioral Sciences

### **ABS 300 - Adult Development and Learning Assessment (5)**

This course introduces students to the research on adult learning and development and enhances students' development as learners, professionals, and persons. Students are exposed to ideas and trends in adult learning and development and have opportunities for self-assessment and discovery. Students assess their learning and personality styles through classroom simulations and group activities. Opportunities are provided for students to review, evaluate, and reflect upon their learning and development and develop through their lifespan. Pre-requisite(s): Admission to the Applied Behavioral Sciences B.A. program; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### **ABS 305 - Philosophy of Values and Ethics (5)**

This course centers on ways students can apply ethical reasoning to their daily lives. It explores the fundamental framework of ethical dilemmas of moral choice, the moral implications of decision making, and personal integrity. Students examine a range of ethical theories as they discuss case studies, textbook readings, and current world events. Students further consider trends in philosophical, moral, and ethical thinking as it evolved from ancient times to the present. Pre-requisite(s): ABS 407 and ABS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### **ABS 309 - Critical Thinking & Writing (2)**

This intensive writing course equips students with skills that assist them in thinking critically and writing descriptively about social and behavioral life experiences. Students learn key elements of writing effectively within the social and behavioral sciences, including engaging beginnings, summarization, arguments and counter-arguments, evidence, analysis, and conclusions. This course is designed to support and challenge the student in strengthening academic writing and critical thinking skills. Pre-requisite(s): Admission to the Applied Behavioral Sciences B.A. program; or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

### **ABS 331 - Dynamics of Group Behavior (5)**

This course introduces the study of group behavior and the effect that group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups,

leadership, and management. Pre-requisite(s): Admission to the Applied Behavioral Sciences B.A. program; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### **ABS 340 - Effective Interpersonal Relationships (5)**

This course focuses on dyadic and small group relationships, and examines their connections and interactions in our personal lives, families, businesses, and communities. Students explore the components of healthy relationships, the roles and responsibilities of the individuals in those relationships, and further develop skills in interpersonal communication. In addition, the course draws on concepts presented in previous program coursework to apply behavioral science research in social and professional settings. Pre-requisite(s): ABS 300, ABS 309, and ABS 331; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### **ABS 400 - Methods of Inquiry in the Behavioral Sciences (5)**

Students are introduced to the basic concepts, methods, and tools employed in the research process. In this course, students narrow their topic of interest, build upon library research skills, and initiate exploratory fieldwork. Emphasis is placed on practical applications of these ideas, providing students the opportunity to learn the methods of social and behavioral science research by conducting small projects of their own design. This course culminates in a construction of a proposal for a research project to be completed in the future/concurrent coursework in the program. Pre-requisite(s): ABS 340, ABS 431, and LIBR 300; or permission of Program Chair or designate. Co-requisite(s): ABS 401. 5 quarter hours

### **ABS 401 - Independent Inquiry in the Behavioral Sciences (2)**

In this course, students revise their research proposal completed in previous/concurrent coursework in the program and implement an independent research project engaging in self-directed inquiry. This inquiry is guided by the research concepts that include: review of the topics covered in the Applied Behavioral Sciences program to guide the student in honing the choice of a research topic; role of background research in constructing a research program; proper construction of a research design plan; methodologies of assessing human behavior; proper means for analyzing research data; and construction of a useful summary research report. Pre-requisite(s): ABS 340, ABS 431 and LIBR 300; or permission of Program

Chair or designate. Co-requisite(s): ABS 400. 2 quarter hours

**ABS 406 - Leadership in a Changing World (5)**

This course focuses on the intricacies of leadership, major behavior patterns, ethical issues, and strategies that promote effectiveness in organizations. Students define leadership and differentiate it from management and explore leadership characteristics, values, theories, and differing approaches. Students become more aware of their leadership style, how they develop their ability to influence others, and how they use their position of power to increase and enhance their leadership potential. They also study current and emerging trends in leadership in a global context and in regard to their own lives. Pre-requisite(s): ABS 407, ABS 430; or permission of Program Chair or designate. Co-requisite(s): None 5 quarter hours

**ABS 407 - Applied Communication in Society (5)**

This course examines the ways in which people and ideas are presented in public forums, from speaking to a group of people to the use of media to convey an idea. With the expanding use of technology, it is critical to be able to analyze how media shapes behaviors and values and to learn how to engage technology to communicate effectively. This course is designed to help students understand, analyze, evaluate, and engage in public discourse in diverse situations. Students practice professional presentation skills required for formal situations and explore the effects of communication technologies at the team, organizational, and societal level. Pre-requisite(s): ABS 400, ABS 401 and ABS 426; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

**ABS 426 - Critical Perspectives of Difference (5)**

This course examines the social construction of difference, investigating how economic, political, cultural, and social factors mediate experiences of race, ethnicity, class, gender, sexuality, and (dis)ability individually and institutionally. Students focus on the intersections of power, ideology, and inequality and how they shape popular imagination, public and private discourse, and social institutions. Topics include the important role of social and political contexts in intercultural interactions; how symbols, beliefs, and rules that make up systems of culture can create and perpetuate inequality, shape individual and group identity, and influence conflict management styles; and opportunities and frameworks for achieving social justice. Pre-requisite(s): ABS 340, ABS 431, and LIBR 300; or

permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**ABS 430 - Economic Models of Behavior (5)**

In this course, students are introduced to economic models of human behavior. These models, based on the concept of exchange, are used to describe decision making by the individual, decision making between two individuals, and decision making among groups of individuals. The course also covers selected concepts from both microeconomic and macroeconomic theory, and how these concepts guide our personal, group, and decisions. Pre-requisite(s): ABS 400, ABS 401, and ABS 426; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**ABS 431 - Organizational Behaviors and Professional Development (5)**

Students explore organizational theories, the merger of scientific management, and bureaucratic and administrative theory in relation to managerial and supervisory behavior. Emphasis is placed on practical applications and research in the areas of motivation, decision making, problem solving, and employee/subordinate development, as well as on discovering how people and groups in organizations behave and react. Students also delve into the role of organizational systems, structures, and processes in shaping behavior, and explore how organizations work. Students apply behaviors within organizational structure and draw on concepts presented in previous program courses to more effectively manage their personal and professional interactions and supervise others. Pre-requisite(s): ABS 300, ABS 309, and ABC 331; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hour

**ABS 435 - Senior Seminar: Integrating the Applied Behavioral Sciences (2)**

This course is the culmination of the Applied Behavioral Sciences program. Students review and reflect on key concepts learned throughout the program, integrating these concepts related to their future personal and professional careers. Students produce a portfolio demonstrating their learning through the program. Pre-requisite(s): ABS 407, and ABS 430; or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**ACC - Accounting**

**ACC 201 - Principles of Financial Accounting (5)**

This course is an introduction to the basic concepts and principles underlying financial accounting systems used to report a company's position. Coverage includes an overview of accounting

principles and the recording of business transactions, the accounting cycle, evaluation of assets and liabilities, and the construction and analysis of financial statements. The course also addresses financial fraud and its prevention by using internal control procedures. Pre-requisite(s): BUS 101, or BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **ACC 202 - Principles of Managerial Accounting (5)**

This course provides an overview of the principles, techniques, and uses of accounting in the planning and control of business organizations from a management perspective. Coverage includes types of costs, types of budgets and their uses, cost-volume-profit relationship, product costing methods, forecasting, and managerial decision making processes. Pre-requisite(s): BUS 101 or BUS 430 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **ACC 272 - Financial Accounting (4)**

This course teaches fundamentals accounting practices and concepts. Students learn how to analyze transactions, make and adjust journal entries, close books, and prepare income statements and balance sheets using General Accounting Procedures. The course also looks at how managers use financial statements and explores the principles of accounting controls.

#### **ACC 372 - Managerial Accounting (4)**

This course presents accounting information used for internal management of an international firm. Focus is on planning, controlling, and evaluating company performance, including budgeting, job costing, and decision models. Students are introduced to comparative accounting systems of various countries and the process of the harmonization of accounting standards. Course examples and exercises also highlight eccentricities of various services industries. Prerequisite: ACC 272

#### **ACC 500 - Intermediate Accounting I (3)**

Intermediate Accounting I covers the major tenets of accounting, including the uses of accounting information in an organization, the accounting cycle, mechanics of recording accounting transactions, and Generally Accepted Accounting Principles (GAAP). Students review and analyze financial statements, including the income statement, the statement of retained earnings, the balance sheet and the cash flows statement. They also construct the income statement, the statement of retained earnings and the balance sheet. Finally, students review time value of money, revenue recognition, and accounting for both short-term and long-term assets. Pre-requisite(s):

MBA 514; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ACC 505 - Intermediate Accounting II (3)**

This course is a continuation of Intermediate Accounting I. The course covers selected accounting items with an emphasis on topics of interest in corporate financial reporting including bonds, leases, pensions, stockholders' equity, deferred taxes, and earnings per share. This course also covers accounting errors and disclosure reporting and the cash flow statement. Pre-requisite(s): MBA 514 and ACC 500; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **ACC 510 - Taxation (3)**

Taxation covers federal income tax concepts, requirements, procedures and forms as they relate to businesses and individuals. The focus of this course is basic tax issues for taxpayers including individuals and businesses. Content includes income inclusions and exclusions, business and personal deductions and accounting methods. Pre-requisite(s): MBA 514, ACC 500 and ACC 505; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **ACL - Adult Continuing Literacy Education**

#### **ACL 301 - Perspectives on Prior Learning (2)**

In this course, students survey principles and practices of adult and experiential learning, and recognize, document, and validate their college-level learning that took place outside of a structured college curriculum for possible undergraduate credit. Students work in groups and individually to explore their transferrable skills and competencies, identify their equivalency to college-level work, and develop a portfolio documenting their prior learning and achievement of learning outcomes. Pre-requisite(s): LAE 101 or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

### **ART - Art**

#### **ART 101 - Basic Art Appreciation (5)**

This course provides a basic introduction to the understanding of art. The student will learn to analyze the formal structure and elements of design of various works of art and learn about the processes and tools involved in its creation. Emphasis will be placed on learning how to look at a wide variety of works of art, gain a visual vocabulary, and examine the relationship of form and content. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course

is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Fine Arts.

#### **ART 102 - Art Appreciation I (2)**

This course provides a basic introduction to visual art. Students learn to analyze the formal structure and principles of design used in works of art, become familiar with processes and tools involved in art creation, and are introduced to pertinent themes in visual art. Emphasis is placed on learning how to look at a wide variety of works of art, gaining a visual art vocabulary, and examining the relationship between form and content. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Fine Arts Humanities.

#### **ART 103 - Art Appreciation II (3)**

This course provides an introductory historical survey of Western art, from prehistoric to contemporary. It examines the art and culture of significant historical periods. Students explore major historical art styles and establish a foundation for future, more intensive studies of art and culture. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Fine Arts Humanities.

#### **ART 310 - Mexican Art (5)**

This course is an introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories, and artifacts created by the indigenous peoples of Mexico from the Preclassic period to the modern era. Students explore the architectural monuments and artifacts created by major indigenous groups in specific regions of Mexico before the Spanish Conquest. They proceed to study the impact of the Spanish Conquest on the development of colonial to modern artistic heritage of Mexico. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Fine Arts Humanities.

#### **ART 320 - African Art (5)**

This course is an introduction to the art of the peoples of West and Central Africa through an anthropological examination of the religions, myths, histories, and artifacts created by these peoples. It is focused on the traditional visual arts, with emphasis on sculptural arts. Students explore the art of West and Central Africa, highlighting the range and variety of artifacts created by major groups in specific regions. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Fine Arts Humanities.

#### **ART 322 - Modern Art (5)**

This course is a study of the development of painting, sculpture, and architecture in Europe and the United States from the mid-19th through the 20th centuries. Students study relationships between art of a period and social context, including political events, economic trends, and technological advances of the time. Emphasis is on the contributions of specific artists. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Fine Arts Humanities.

### **BEV - Beverage**

#### **BEV 201 - Introduction to Beer, Wines and Spirits (4)**

This foundational course navigates the student through an intriguing journey of the vast world of beverages while examining their history, methods of production, styles and merchandising techniques. It explores the essential technical and management aspects of drink while providing the necessary knowledge on building and sustaining a profitable beverage program. Students learn to appreciate beverages through the application of methodical sensory approach that analyzes and assesses the characteristics of each drink. \*Course Fee Applies 4 quarter hours

Distribution: KC:Kendall Course.

#### **BEV 310 - The Business of Beverages (4)**

Beverage operation management presents several challenges beyond the ability to mix a great drink and select good wines; this course discusses the planning and design of beverage operations including the legal framework and the importance of employee training for beverage laws. Students learn where and how to buy using the three-tier distribution system. In addition, students study how the internet is changing the traditional distribution channels, and highlight the importance of the supplier relationship in the successful merchandising of beverages. It emphasizes inventory control including purchasing, storage, issuing, turnover and par. The course material outlines the elements of beverage cost control and theft prevention. Finally, students analyze the effect of beverage sales mix on the bottom-line.

#### **BEV 320 - Beer and Fermentation (4)**

This course introduces students to the methods of beer production through field trips to manufacturing facilities and classroom activities. It explores fermentation and the components and procedures used in the production of beer. Students learn to differentiate between the various production methods to distinguish levels of quality and taste differences.

Students also learn about service and storage of beer pairing with food. Prerequisite: BEV 201 \*Course Fee Applies 4 quarter hours

#### **BEV 330 - Intermediate Wines (4)**

In this wine course, students build on their introductory knowledge of viticulture, viniculture and varietals to identify the various styles, quality levels, varietals and regional characteristics of wine from the major wine growing regions of the world. Students gain a thorough understanding of the complex components of wine and terrior. Students also learn proper storage, serving methods and expanded food pairing skills. This course is necessary to complete the Level 1 Sommelier examination and is the beginning of the Sommelier Level 2 course. Prerequisite: BEV 201. \*Course Fee Applies

#### **BEV 420 - Spirits and Mixology (4)**

This course familiarizes students with various categories of spirits as they explore the art and science of distillation and study the components and procedures used in the production of these signature beverages. Students learn to distinguish types, levels of quality and taste of distilled beverages and then build upon their knowledge to acquire basic mixology skills and begin to construct signature drinks and cocktail menus. Additionally, students learn how to profitably sell and serve spirits through exploring the merchandising and marketing power of alcoholic beverages. As preparation for the BASSET exam, students also learn responsible alcohol service and understand the legal ramifications and liabilities associated with selling alcohol. Upon meeting the successful requirements of this course, students are eligible to test for the Level 1 - Spirits Professional and the Beverage Alcohol Sellers and Servers Education and Training (BASSET). Prerequisite: BEV 201. \* Course Fee Applies

#### **BEV 450 - Advanced Wines (4)**

Students discover the factors that influence wine styles and price and the characteristics of the principal grape varietals used in wine production. They also learn how to use the labeling terms on a a bottle to reduce the style and flavor of still wines, sparkling wines, sweet wines and fortified wines produced in the key wine producing regions of the world. Students then learn to apply this knowledge to be able to provide information and advice to customers and staff about wines and to produce analytical tasting notes of wines using industry recognized tasting terminology. Prerequisite: BEV 330

### **BPA - Baking and Pastry**

#### **BPA 100 - Intro To Baking (4)**

This course builds the foundation for subsequent baking and pastry courses. Students gain an understanding of the science and method behind baking and apply this knowledge in a hands-on setting. Different mixing, shaoingm and baking techniques are explored in a fully equipped professional bakeshop. Fundamental culinary principles including teamwork, professionalism, timing, and organization, and safety and sanitation are emphasized.

#### **BPA 103 - Pastry Theory (2)**

This course provides a comprehensive introduction into many of the basic skills and competencies needed in the field of baking and pastry. In this class, students learn baker's math skills and gain familiarity with professional baking and pastry equipment. This class also covers baking and pastry product identification. During this class, students gain an appreciation for the many different career paths within baking and pastry and are exposed to food pathways. 2 quarter hours

#### **BPA 111 - Culinary Basics (4)**

This course provides a culinary backdrop for those interested pursuing baking and pastry careers. Students are introduced to cooking terminology and equipment and learn how the culinary side of an organization functions. Armed with basic skills and knowledge, students are able to work and communicate in full-service kitchens.

#### **BPA 130 - Introduction to Plated Desserts and Production Techniques (2)**

This course introduces students to the artistic principles that guide pastry chefs as they decorate different plated desserts. Students will apply their knowledge of paties but in the context of bulk production. Students learn color theory, plating principles, still-frozen desserts, and a variety of decrating techniques in the context of plated desserts. Prerequisite: BPA 144

#### **BPA 131 - Basic Cake Decorating (2)**

Foundational to every pastry chef is the ability to create beautiful cakes. This course focuses on the core techniques needed to create structurally sound and attractive cakes. During this course, students will learn primary cake decorating skills such as fancy borders and piped flowers. Prerequisite: BPA 144 2 quarter hours

#### **BPA 144 - Intro To Pastry (4)**

This course builds off of the content of BPA 100 Introduction to Baking. Students expand their previously learned skills to include techniques for making: tarts, tortes, cakes, custards, cream, ice

creams, sorbet, and more. Classical desserts are also covered in this class. Prerequisite: First block comprehensive exams (BPA 090 and BPA 091). 4 quarter hours

#### **BPA 170 - Advanced Baking & Pastry (4)**

This course continues the baking and pastry techniques learned in BPA 100, BPA 130, and BPA 144. Students expand on basic preparations and gain an introduction to some advanced baking and pastry techniques to prepare them for internship. Students create a variety of petit fours as they work toward a final sweet table. Students will also integrate learning from cost control to price their final sweet assignment.

#### **BPA 180 - Breakfast Pastry (2)**

This course underscores the methods and creativity required to prepare both classic and contemporary pastries needed for early morning sales. Topics covered include: chemical leavening agents, laminated doughs, and the special handling requirements for enriched products. The skills required to mix, bake, assemble, and finish the end product are stressed. Prerequisite: BPA 170

#### **BPA 203 - Sugar Showpieces (2)**

This class explores the use of sugar as a decorative medium. Methods for pulling, pouring, blowing, and molding sugar are taught and practiced. Students also learn to make sugar confections such as lollipops, taffy, and hard candy using the similar methods. These techniques are brought together in a final project in which students create colorful, decorative, showpieces to display the confections. Prerequisite: BPA 170 and internship (BPA 211 and BPA 212). 2 quarter hours

#### **BPA 210 - Hotel/Restaurant Dessert Production (4)**

All professional pastry chefs need to be able to produce high quality plated desserts. This class focuses on complex classical and modern plated desserts. Students gain experience with both hot and cold desserts and novel decorating techniques. Students also learn how to set up or "mise en place" a pastry station in a kitchen to prepare desserts to order. Students focus on identifying and pairing contemporary flavor combinations. Prerequisite: BPA 170, BPA 203, BPA 215, and BPA 241. 4 quarter hours

#### **BPA 211 - Internship Practicum (6)**

This course enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the

workplace. Each student must complete this 400-hour supervised internship at an approved site and maintain a 3 to 5 average on supervisor evaluations, and submit a portfolio, written reports, and a business analysis paper. Prerequisites: CUL 126 or CUL 026, BPA 170, CUL 110, and third block comprehensive exams (BPA 092 and BPA 093). 6 quarter hours

#### **BPA 212 - Internship Theory (2)**

This course is taken with BPA 211. It enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3-5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. Prerequisites: CUL 126 or CUL 026, BPA 170, CUL 110, and third block comprehensive exams (BPA 092 and BPA 093).

#### **BPA 215 - Chocolates and Confections (2)**

Working with chocolate is a critical skill that all pastry professionals must master. This course teaches students how to temper, enrobe, and decorate with various types of chocolate. In this course, students learn a wide variety of confections, including bonbons, gelées, pralines, and liquid-filled chocolates. Attention to detail is stressed as students strive for consistency and elegance. Prerequisites: BPA 131, BPA 170, or CUL 145

#### **BPA 216 - Wedding Cakes and Gum Paste (2)**

This course stresses advanced cake decorating techniques. Students learn the art of working with fondant, icings, and gum paste to craft celebratory wedding displays. After conceiving a unique design, students bring their art to life, creating a wedding showpiece for display. Prerequisites: BPA 131, BPA 170, or CUL 145

#### **BPA 241 - Artisan Breads (2)**

One of the most important trends in baking is the rise of artisan breads of great individuality and distinction. This course explores interpretations of bread from around the world, with an emphasis on breads influenced by Western tradition. During this course, students learn how to manipulate fermentation to highlight the quality of the alternative mixing techniques, and explore different shaping and baking techniques. Prerequisite: BPA 180 or CUL 145

#### **BPA 262 - Bread and Confectionery Production (4)**

In this course, students are responsible for producing a variety of artisan breads, quickbreads, and seasonal specialties for the Dining Room. Additionally, students make rolls for the soup stations in the cafe. Students also produce an assortment of chocolates and confections and learn to package them appropriately. Prerequisites: BPA 203, BPA 204, BPA 208, and BPA 240

#### **BPA 266 - Special Needs Baking (2)**

Increasingly, professional bakers and pastry chefs are called upon to produce baked goods to conform to special dietary restrictions. Students adapt formulas according to specific dietary requirements such as low cholesterol, low fat, gluten allergies, reduced carbohydrates, lactose intolerance, and sugar free. Prerequisites: SCI 123 and BPA 144

#### **BPA 281 - Banquet Service (2)**

Front-of-house service is an essential part of the foodservice industry. In this practical course, students learn all aspects of serving the dining public in Kendall's fine Dining Room. Prerequisite: BPA internship (BPA 211 and BPA 212)

### **BRV - Braven Career Development**

#### **BRV 200 - Braven Leadership and Career Accelerator (5)**

The Braven Accelerator is designed to prepare Pathways students for the increasingly competitive, globalized job marketplace. Through blended learning, interactive experiences, and reflection, students will build meaningful networks, discover their innate leadership skills, and cultivate the positive traits needed to thrive in twenty-first century workplaces. Braven participants complete weekly online modules and assignments to develop in five professional competencies: Operating and managing, problem solving, working in teams, networking and communicating, and self-driven leadership. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Other.

#### **BRV 201 - Braven Leadership and Career Accelerator: Capstone Challenge (2)**

The Braven Accelerator is designed to prepare Pathways students for the increasingly competitive, globalized job marketplace. Through blended learning, interactive experiences, and reflection, students will build meaningful networks, discover their innate leadership skills, and cultivate the positive traits needed to thrive in twenty-first century workplaces. Braven participants complete weekly online modules and assignments to develop in five professional competencies: Operating and managing,

problem solving, working in teams, networking and communicating, and self-driven leadership. Prerequisite(s): BRV 200. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

### **BUS - Business and Management**

#### **BUS 101 - Principles of Business (5)**

This gateway course introduces students to the discipline of business as well as the resources offered by the university and their program of study. Students discuss major functional area of business, including marketing, accounting, business law and ethics, operations, and finance. Students also explore theories of management and assess their level of proficiency in management for future development and improvement. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **BUS 211 - Think Global: Perspectives from the Field of Business (3 TO 5)**

The capstone experience is designed to integrate a broadened program awareness that will highlight learning achieved, student reflection, knowledge and focus to their entire college experience. The course is designed to encourage students to integrate facets of their area of concentration with important concepts from related disciplines. This culminating college experience should focus on some feature of the student's area of concentration and should require the disciplined use of skills, methodology, and knowledge taught throughout the undergraduate curriculum. This experience is designed for Business Track students in HP3. Prerequisite(s): Completion of necessary courses leading to culminating capstone experience, or at the discretion of the program director. Co-requisite(s): None. 3-5 quarter hours

#### **BUS 290 - Internship in Business (2 TO 5)**

The internship enables students to integrate and apply theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 30 hours of internship and related activities per quarter credit hour earned. This course may be taken multiple times for up to a total of ten quarter credit hours. Prerequisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 2-5 quarter hours

#### **BUS 295 - Special Topics in Business and Management (1 TO 5)**

This course provides an in-depth study of a special topic in business and management not covered in one of the other required program courses. Topics offered may be chosen based on research interests of

students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course and to 10 quarter credit hours total. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-5 quarter hours

**BUS 400 - Operations and Strategic Management (5)**

This course introduces students to fundamental concepts in operations management that drive organizational success. Students learn how to create competitive advantage through strategic use of both physical and human assets. Coverage also includes product design, supply chain management, total quality management, lean methodology, forecasting, facility management, inventory, aggregate planning, and controls. Pre-requisite(s): BUS 101 or BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**BUS 430 - Management and Leadership (5)**

This course introduces students to the undergraduate management programs, resources offered by the University, and the disciplines of management and leadership. It examines management and leadership theories and practices by exploring the roles, responsibilities, and challenges of managing and leading in today's fast-changing organizations. Students also engage in self-assessment and reflection related to essential managerial competencies and leadership. Pre-requisite(s): LAE 101; admission to an undergraduate business program; and completion of 75 QH of undergraduate coursework; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**BUS 431 - Professional Communication for Managers (5)**

This course helps students enhance their professional and interpersonal communication skills. Students engage in writing business proposals and drafting a variety of reports; explore the mechanics of oral presentations; create effective visual and data displays; and discuss challenges and best practices in cross-cultural communications. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**BUS 450 - Data Analysis for Managers (5)**

In this course, students study the principles of data analysis, the use of spreadsheet applications in such analysis, and communication of findings to varied audiences. Students begin with an overview of selected concepts from statistics and the basics of spreadsheet modeling. They proceed to analyze data sets, explore the relationships between variables,

manipulate data using advanced spreadsheet techniques, and utilize graphing tools and data visualization concepts and techniques to then recommend and defend appropriate, data-driven managerial actions. Pre-requisite(s): BUS 430 and LAM 106. Co-requisite(s): None. 5 quarter hours

**BUS 452 - Legal and Corporate Governance Issues in Management (2)**

This course examines the various forms of for-profit and nonprofit legal organizational structures and their purposes, advantages, and disadvantages. It emphasizes corporate forms of organization and governance. The course builds on basic legal and ethical principles as they relate to organizational entities and how such entities interact with a variety of stakeholders. It provides a critical analysis of legal principles, laws, and regulations as they relate to organizational behavior, protecting stakeholders, and managerial behavior and responsibilities. Students critically assess corporate behavior within the context of good governance. Pre-requisite(s): BUS 430 or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**BUS 453 - Ethical Conduct and Social Responsibility in Management (2)**

This course explores the foundations of ethical conflict and the application of moral philosophies to business behaviors. Students examine ethical theories and discuss approaches for resolving common business dilemmas through a decision-making framework. They further review ethical compliance programs and corporate social responsibility (CSR) initiatives adopted by forward-thinking organizations. Pre-requisite(s): BUS 430 or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**BUS 470 - Global Business (5)**

The Global Business Management course is one of the International Business and Organizational Management concentration courses and is designed to guide students through a deeper acquisition of business principles related to international management. This course provides clear and meaningful opportunities for students to explore historical theories alongside contemporary models in the examination of their impact upon multinational firms and international agencies. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**BUS 476 - Entrepreneurship, Creativity, and Innovation (5)**

In this course, students explore entrepreneurship, its challenges and rewards, and the utilization of entrepreneurial skills in start-ups, franchises, small business, corporate, government, and social



enterprise settings. Students examine creativity and innovation in entrepreneurship by engaging in the process of generating, evaluating, critiquing, and selecting creative ideas, and identifying further steps for bringing such ideas to market. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **BUS 477 - Small Business Management (5)**

This course integrates the core concepts of entrepreneurship with the skills and knowledge required for managing a small business. Students review major areas of small business operations, such as legal setup and obligations to the government and employees, banking and financing, accounting, and financial statements. Additional topics covered in this course are staff hiring and human resource issues, marketing, technology, procurement, sales and customer service, location selection and facility management, partnerships, and outsourcing. Students also explore issues related to franchising, buying, and selling of small businesses. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): BUS 476, and CGPA of 3.0 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **BUS 484 - Entrepreneur as Manager, Leader, and Salesperson (5)**

This course explores some of the most important roles of a successful entrepreneur: leading people, managing resources, and selling products or services to external and internal customers. Students apply leadership theories to entrepreneurial settings, develop skills in managing themselves and others, study and practice expert selling skills, and analyze risks associated with decision-making. Pre-requisite(s): BUS 476, and CGPA of 3.0 or higher or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **BUS 490 - Internship in Business (2 TO 5)**

The internship enables students to integrate and apply theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 30 hours of internship and related activities per quarter credit hour earned. This course may be taken multiple times for up to a total of ten quarter credit hours. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 2 -5 quarter hours

#### **BUS 495 - Special Topics in Business and Management (1 TO 5)**

This course provides an in-depth study of a special topic in business and management not covered in one of the other required program courses. Topics offered may be chosen based on research interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course and to 10 quarter credit hours total. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-5 quarter hours

#### **BUS 498 - Entrepreneurship Laboratory (5)**

This course provides students with an opportunity to apply their entrepreneurship skills to a hands-on project. Working in teams, students engage in one of two projects. In the first option, students identify, assess, and select an idea for a product or service, create a prototype, draft a business model canvas, and present their product or service to a jury. In the second option, students identify a real-world organizational problem and design an entrepreneurial solution to the problem that addresses constraints faced by a business, non-profit, or government organization, presenting their formal proposal to the organization's principals. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): BUS 476, Completion of 90+ QH, and CGPA of 3.0 or higher; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **BUS 499 - Strategic Management (5)**

In this capstone course, students integrate the concepts from various courses in the undergraduate management program and apply analytical thinking to solving broad organizational issues in a computerized simulation environment. Students discuss and formulate an organizational strategy, plan interventions affecting the entire organization, explore the role of the strategic management function within a variety of settings, and examine applicable contemporary strategic management theories and practices. Pre-requisite(s): BUS 430, BUS 431, BUS 450, BUS 452, BUS 453, ECO 440, FIN 444, MIS 436, MKT 458, OBD 432, AND PJM 454; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **BUS 576 - Entrepreneurship, Creativity, and Innovation (3)**

In this course, students explore entrepreneurship, its challenges and rewards, and the utilization of entrepreneurial skills in start-ups, franchises, small

business, corporate, government, and social enterprise settings. Students examine creativity and innovation in entrepreneurship by engaging in the process of generating, evaluating, critiquing, and selecting creative ideas, and identifying further steps for bringing such ideas to market. Pre-requisite(s): Admission to the MBA program; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **BUS 577 - Small Business Management (3)**

This course integrates the core concepts of entrepreneurship with the skills and knowledge required for managing a small business. Students review major areas of small business operations, such as legal setup and obligations to the government and employees, banking and financing, accounting, and financial statements. Additional topics covered in this course are staff hiring and human resource issues, marketing, technology, procurement, sales and customer service, location selection and facility management, partnerships, and outsourcing. Students also explore issues related to franchising, buying, and selling of small businesses. Pre-requisite(s): Admission to the MBA program. or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **BUS 595 - Special Topics in Business and Management (1 TO 6)**

This course provides an in-depth study of a special topic in business and management not covered in one of the other program courses. Topics offered may be chosen based on research interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

#### **BUS 598 - Entrepreneurship Laboratory (3)**

This course provides students with an opportunity to apply their entrepreneurship skills to a hands-on project. Working in teams, students engage in one of two projects. In the first option, students identify, assess, and select an idea for a product or service, create a prototype, draft a business model canvas, and present their product or service to a jury. In the second option, students identify a real-world organizational problem and design an entrepreneurial solution to the problem that addresses constraints faced by a business, non-profit, or government organization, presenting their formal proposal to the organization's principals. Pre-requisite(s): Admission to the MBA program; or permission of Program Chair or designate. 3 semester hours

## **BUSK - Business**

#### **BUSK 210 - Business Contracts And Law (4)**

This course represents an overview of legal issues faced by managers, as well as fundamental legal principles, including how to understand contracts, workplace law, contract disputes, and intellectual property. Topics covered include the fundamental legal principles in business and commerce; understanding and analyzing business contracts; legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and regulatory context. 4 quarter hours.

#### **BUSK 324 - Human Resources Management (4)**

This course introduces human resources (HR), highlighting the elements essential for good people management. Analysis of HR needs, recruitment, selection, and evaluation are detailed. Practical examples illustrate the best practices relative to hiring, firing, employee retention, performance reviews, assessing bonuses, and working with different management styles. Prerequisite: BUS 210

#### **BUSK 470 - Finance (4)**

Students are introduced to financial management tools and financial decision-making through an overview of financial economics. Topics presented in the course include financial statement analysis, time-value of money, net-present value, internal rates of return, short-term financial planning, and working-capital management. Emphasis is placed both on accurate calculation of financial data and on understanding the implications of outputs on managing the firm. Prerequisite: ACC 372 or HOS 372 NOTE: This course replaces HOS 470 and BUS 370 in previous curricula.

## **CAP - Curriculum-Advocacy-Policy**

#### **CAP 600 - Curriculum Theory: Historical, Philosophical, and Political Issues (3)**

This course examines the historical, philosophical, and political contexts that have been shaping curriculum theories and studies in the United States from 1890-1970. Students explore the changing and broadening concepts of curriculum. They examine the interest groups and ideologies that have been at the center of historical struggle for control. The course draws upon the works of influential curriculum scholars, capturing central and often contentious debates among them about the aims, directions, and goals of education. Students deliberate on perennial questions: What knowledge is of most worth? Whose interests are served? Who controls the distribution and assessment of knowledge? Pre-requisite(s): Admission to the NCE

doctoral program. Co-requisite(s): None. 3 semester hours

#### **CAP 601 - Cultures of Schools and Communities (3)**

This course examines educational communities as complex socio-cultural settings affected by political, sociological and historical contexts. Students will examine ollo-cultural experiences through autobiographical reflection and analysis. Students will integrate personal reflections and theoretical readings with fieldwork to analyze dynamics that affect teaching and learning within the institutional settings of schools, families, and communities. This course requires approximately 15 hours of fieldwork. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **CAP 602 - Curriculum Theory: Contemporary Issues and Practices (3)**

Students in the course consider curriculum theories 1970-present in relation to the assumptions and implications and the social, cultural, political and historical movements in which they are embedded. Curriculum studies as a field is explored, as is its intersections with related fields of study (e.g. disability studies, gender studies, race studies). Students explore ways in which curriculum theory can be transformative for educational practice and policy. The course involves a 15-hour field inquiry project as well as group deliberation regarding the ways in which various forms of curriculum analysis can be used to understand and enhance ongoing curriculum plans in a school, district, or other educational setting. Pre-requisite(s): Admission to the NCE Doctoral Studies in Teaching and Learning program, or consent from instructor. Co-requisite(s): None. 3 semester hours

#### **CAP 603 - Curriculum Planning, Organization, and Evaluation (3)**

In this course, participants identify, analyze, and critique theoretical frameworks and practical applications of multiple perspectives on curriculum planning, organization, and evaluation. Aspects of official, enacted, overt, hidden, null, and out-of-school curricula are explored. All perspectives are considered through critical examination of contemporary curriculum concepts, practices, and proposals that are dominant at the time the course is offered. The course involves a 15-hour field research project as well as group deliberation regarding the ways in which various forms of curriculum analysis can be used to understand and enhance ongoing curriculum plans in a school, district, or other educational setting. Pre-requisite(s): Admission to the NCE Doctoral Studies in Teaching and Learning program or consent from instructor. Co-requisite(s): None. 3 semester hours

#### **CAP 605 - Professional Development and School Change (3)**

In this course students explore the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change, and recent history of school reform efforts. Students examine different instructional and organizational implications of professional development within this context. Course readings and assignments provide students with the knowledge of various methods and strategies of professional development and the skills to apply this knowledge in designing a plan for teacher-led professional development intended to bring about changes in instructional practice, and create effective learning communities in schools. Pre-requisite(s): Admission to the NCE doctoral program or consent from instructor. Co-requisite(s): None. 3 semester hours

### **CAPK - Capstone**

#### **CAPK 497 - Kendall Integrative Sr Project (4)**

In the first of a two-course sequence senior students will collaborate on a complex project. Special emphasis is placed on project-management strategies, research skills, and team development. Prerequisites: senior standing; BUS 302 for business students; HOS 462 for meeting and event students; CUL 122, CUL 232, CUL 372, and CUL 436 for culinary arts students; HOS 241 and BUS 470 for hospitality management students \*Course fee applies

Distribution: KC:Kendall Course.

#### **CAPK 498 - Kendall Integrative Senior Project II (4)**

In this second of a two-course sequence, senior students write and present their final project including supporting documentation such as a business plan, event reports, infographics, market analysis, etc. Students prepare a showcase of the teams' original collaborative work through visual and oral presentations. Prerequisite: CAP 497 \*Course fee applies

### **CAR - Career Development**

#### **CAR 202 - Creating Professional Identity (2)**

Professional identity is an important component of an effective job search and advancement in one's career. In this course, students learn how to establish themselves as experts in their field, create a professional brand for themselves, build a professional presence through targeted résumé revision and professional social networking, identify networking channels and reinforce professional

identity through networking, and provide and solicit effective feedback from others. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

### **CAR 203 - You The Professional (0 TO 2)**

Being a professional includes the development of a variety of competencies and qualities needed to project a professional image in the job search process and in your professional life. In this course, students will learn about and practice implementing professional skills through such things as behavioral interviewing, a mock interview, and networking. Students will gain an understanding of professional etiquette as a foundation for personal and professional growth. Pre-requisite(s): CAR 202. Co-requisite(s): None. 0-2 quarter hours

Distribution: GenEd-Other.

### **CAR 215 - Personal Branding (3)**

Personal Branding is designed to help Pathways students position themselves for critical, career-building opportunities during their junior and senior year and strong first jobs after graduation. Students enhance planning stages of career readiness as students identify critical experiences and networks necessary for their professional advancement. In this course, participants develop a clear career pathway, set concrete goals, and develop a job portfolio that communicates their unique assets and personal brand, including artifacts such as a LinkedIn Profile, resume, and cover letter. Further, students consider potential hurdles to meeting their short and long-term goals and identify solutions through collaborative engagement. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Other.

### **CAR 216 - Professional Networking (2)**

Professional Networking is one of three intensive career courses designed to help Pathways students position themselves for critical, career-building opportunities during their junior and senior year and for strong first jobs after graduation. CAR 216 develops the practice of career readiness as students practice networking and interviewing skills in order to communicate their personal brand and career goals to others. Students will additionally fine-tune their collaboration skills and ability to give and receive constructive feedback. Finally, they will practice informational interviewing strategies to expand their networks and career knowledge. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

### **CAR 217 - Workplace Leadership (2)**

Workplace Leadership is one of three intensive career courses designed to help Pathways students position themselves for critical, career-building opportunities during their junior and senior year and for strong first jobs after graduation. In this third course in the career development sequence, students polish their career readiness skills and materials, focusing on the application of their acquired learnings. This course includes workshop style revisions of critical career artifacts and low-stakes applications of interviewing and networking skills, including a career mentor day and a field-specific job shadow. Pre-requisite(s): CAR 215 and CAR 216. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

### **CAR 218 - Internship Application Workshop (0)**

The course prepares students to identify and acquire a career-accelerating internship that meets the requirements of the CAR 490 internship course. CAR 218 builds on the work completed in CAR 214 and the Braven program by helping students fine-tune their portfolio artifacts such as the resume, cover letter, LinkedIn profile and tailor these materials for available internship opportunities. Instructors and Career Bridge field specific specialists will guide students to locate and apply for opportunities that meet institution requirements. CAR 218 will also help students negotiate their salary, complete hiring paperwork, and maneuver workplace successfully. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

### **CAR 220 - Career Leadership (5)**

This course is an introduction to practical, real-life ways to connect the concepts of leadership to the world of work. Students learn how to be subject-matter experts in their field and have a comprehensive understanding of how the workplace operates. Students explore a variety of leadership theories and models. Students examine workplace success with an emphasis on decision-making, organization of operations, affecting change regardless of title and how to succeed on a team. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

## **CCD - Doctoral Core**

### **CCD 604 - Data Analysis, Interpretation, and Presentation (3)**

This course develops graduate students' capacities to analyze, interpret, verbally summarize, and graphically present a variety of quantitative and qualitative data collected for their research studies.

Students evaluate the reliability, internal and external validity, and generalizability of quantitative data, as well as the dependability, trustworthiness, and naturalistic generalizability of qualitative data in order to support appropriate conclusions that may be suggested by the data. Candidates engage in critical discussions focused on organizing data presentations in tables, figures, and graphs and interpreting the data effectively with defensible conclusions and recommendations supported by the data. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **CCD 606 - Scholarly Habits of Mind I (2)**

This course is designed to strengthen students' growth as scholars and develop their own scholarly voice. This is the first of two seminars that focus on scholarly thinking, engagement with research, speaking and writing aligned with the students' academic level. This seminar is offered in the beginning stages of doctoral study. It offers students opportunities to develop scholarly habits of mind, cultivating skills for academic discourse, and facilitating interactions with organizations of their scholarly community(s). This course is designed to support emergent scholars and nurture scholarship, to prepare doctoral students in setting goals for different phases of their doctoral work. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **CCD 607 - Scholarly Habits of Mind II (2)**

This is the second of two courses that focus on scholarly thinking, engagement with research, speaking and writing aligned with the students' academic level. The seminar is designed to strengthen students' growth as scholars and continue to develop their own scholarly voice. The seminar is offered midway through doctoral study and builds on students' prior learning and coursework while offering opportunities to deepen their scholarly habits of mind, cultivate skills for academic discourse, and facilitate interactions with organizations of their scholarly community(s). This course is designed to support emergent scholars, nurture scholarship, and prepare doctoral students in setting goals for different phases of their doctoral work, including the dissertation process. Pre-requisite(s): CCD 606. Co-requisite(s): None. 2 semester hours

#### **CCD 615 - Psychological Foundations of Teaching and Learning (3)**

This course focuses on critical examination of the interrelations of theories, research, and practice related to cognition, motivation, and social and emotional learning in different instructional and learning contexts. Participants examine scholarly literature related to social and psychological

processes of learning and investigate these in relation to teaching. The relation of out-of-school learning to learning in schools and the individual learner as an agent that has prior experiences, culture, purposes, and goals will be explored. The dynamic relationship between learner characteristics and the affordances and constraints of school as an institution will be examined. Pre-requisite(s): Admission to the NCE doctoral program or consent of instructor. Co-requisite(s): None. 3 semester hours

#### **CCD 620 - Epistemology of Learning, Teaching and Inquiry (3)**

In this course participants consider what constitutes knowledge related to learning, teaching, and inquiry. They explore how knowledge is conceptualized, defined, legitimized (or not), codified, and enacted within broad educational contexts. Using exemplary texts that represent a multiplicity of epistemological stances and important contributions and debates within particular fields of study, participants engage in a process of examining whether/how social knowledge is constructed, warranted, represented, publicized, and often reified. Historical, contextual, normative, disruptive, and embodied aspects of knowledge will be explored through inquiry, representation, and discussion. A reflexive consideration of participant epistemological leanings and development is integrated throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **CCD 625 - Critical Policy Analysis (3)**

This course is designed to provide the participant with a basic understanding of policy, policy discourses, and critical policy analysis, particularly the analysis of policy ideology, politics, and policy consequences. Students will be given opportunities to analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership); critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice, social action, policy, and practice; and formulate ideas and strategies for being policy change-agents in their chosen field of education. Pre-requisite(s): Admission to the NCE Doctoral Program or the consent of the instructor. Co-requisite(s): None. 3 semester hours

#### **CCD 630 - Teacher Knowledge in Disciplines (3)**

This course engages participants in a critical analysis of curricular and pedagogical knowledge requisite of teachers within the context of various disciplinary domains. The participants explore the nature of teaching and explicate meaning of effective pedagogical praxis. Participants critically explore the complexities of disciplinary knowledge as they are

deeply implicated within a variety of educational contexts. The course emphasis is on designing educational curricula and experiences in ways that proactively address the diversity of learners, access, engagement, and motivation in learning. Pre-requisite(s): Admission to the NCE Doctoral or the consent of the instructor. Co-requisite(s): CCD 605. 3 semester hours

**CCD 690 - Seminar: Special Topics in Education (1 TO 3)**

A doctoral seminar dealing with current issues in education. Students can take the seminar for up to 6 sh. If taken more than one time, students must register for seminar on different topics.

Prerequisite(s): Doctoral standing or consent of instructor. 1-3 Semester Hours

**CCD 693A - Capstone (1)**

This culminating course in the Ed.S. in Teaching and Learning provides students with the opportunity to synthesize the subject matter knowledge of their major, and of diverse and multiple methods of inquiry in educational research. With the guidance of an advisor, students choose a topic of interest, consider ways it can contribute to existing research and practice, and develop a related project. The course culminates in the presentation of this project, which may take a variety of formats and delivery models. Students will demonstrate scholarly rigor, creative acumen, and the relevance of the project to their professional lives and communities. Pre-requisite(s): Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with last required course. Co-requisite(s): None. 1 semester hour

**CCD 693C - Capstone (1)**

This culminating course in the Ed.S. in Teaching and Learning provides students with the opportunity to synthesize the subject matter knowledge of their major, and of diverse and multiple methods of inquiry in educational research. With the guidance of an advisor, students choose a topic of interest, consider ways it can contribute to existing research and practice, and develop a related project. The course culminates in the presentation of this project, which may take a variety of formats and delivery models. Students will demonstrate scholarly rigor, creative acumen, and the relevance of the project to their professional lives and communities. Pre-requisite(s): Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with last required course. Co-requisite(s): None. 2 semester hour

**CCD 693E - Capstone (1)**

This culminating course in the Ed.S. in Teaching and Learning provides students with the opportunity to synthesize the subject matter knowledge of their major, and of diverse and multiple methods of inquiry in educational research. With the guidance of an advisor, students choose a topic of interest, consider ways it can contribute to existing research and practice, and develop a related project. The course culminates in the presentation of this project, which may take a variety of formats and delivery models. Students will demonstrate scholarly rigor, creative acumen, and the relevance of the project to their professional lives and communities. Pre-requisite(s): Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with last required course. Co-requisite(s): None. 1 semester hour

**CCD 694 - Independent Study/Doctoral (1 TO 6)**

An independent study in one's area of interest. The independent study must be supervised by or done in collaboration with a faculty member and can be taken for no more than a total of 6 semester hours.

Prerequisite(s): Doctoral standing or consent of instructor. Consent of advisor and program director. 1-6 semester hours

**CCD 696A - Qualifying Paper (1)**

In their qualifying paper, students will work with a faculty advisor to (1) construct a question or questions to reflect upon, investigate, and respond to, or (2) write a conceptual paper that constructs his or her theoretical framework or in some way intellectually prepares them for their dissertation. Students write their qualifying paper when they have completed their coursework or in conjunction with their last required program course. Students may also register for CCD 699A Dissertation while completing their qualifying paper. Students who do not pass CCD 696A will receive an "I" and cannot register for any courses until the course is successfully passed. Pre-requisite(s): Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699A while completing their CCD 696A Qualifying Paper. Co-requisite(s): None. 1 semester hour

**CCD 696C - Qualifying Paper (1)**

In their qualifying paper, students will work with a faculty advisor to (1) construct a question or questions to reflect upon, investigate, and respond to, or (2) write a conceptual paper that constructs his or her theoretical framework or in some way intellectually prepares them for their dissertation. Students write their qualifying paper when they have completed their coursework or in conjunction with their last required program course. Students may also

register for CCD 699A Dissertation while completing their qualifying paper. Students who do not pass CCD 696A will receive an "I" and cannot register for any courses until the course is successfully passed. Co-requisite(s): Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699A Dissertation while completing their CCD 696A Qualifying Paper. Co-requisite(s): None. 1 semester hour

#### **CCD 696E - Qualifying Paper (1)**

In their qualifying paper, students will work with a faculty advisor to (1) construct a question or questions to reflect upon, investigate, and respond to, or (2) write a conceptual paper that constructs his or her theoretical framework or in some way intellectually prepares them for their dissertation. Students write their qualifying paper when they have completed their coursework or in conjunction with their last required program course. Students may also register for CCD 699A Dissertation while completing their qualifying paper. Students who do not pass CCD 696A will receive an "I" and cannot register for any courses until the course is successfully passed. Pre-requisite(s): Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699A Dissertation while completing their CCD 696A Qualifying Paper. Co-requisite(s): None. 1 semester hour

#### **CCD 698 - Dissertation Research Seminar (1 TO 3)**

This seminar is designed to support students in the process of developing their dissertation proposal and conducting research on their topic. Students will set goals for their writing and research, and provide feedback to one another on their work. Students' learning needs will be continuously assessed and supported as particular aspects of the research process will be revisited and reinforced. Pre-requisite(s): Must have passed CCD699A or CCD699C or CCD699E. Co-requisite(s): CCD 699. 1-3 semester hours

#### **CCD 699A - Dissertation (1 TO 8)**

This course provides registration for doctoral candidates to complete 8 SH while proposing, researching and writing their dissertation. If the dissertation is not defended after students have completed a total of 8 SH, they are registered for Dissertation Continuation CCD 699AX until they have successfully defended their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in proposing and conducting research, and

writing the dissertation. Pre-requisite(s): Must have passed CCD 696A or be concurrently enrolled with CCD 696A. Must have completed all coursework, except CCD 698 which can be taken concurrently. Co-requisite(s): None. 1- 8 semester hours

#### **CCD 699AX - Dissertation Continuation (0)**

This course provides the means for doctoral candidates in the Teaching and Learning Ed.D. Program to continuously register for dissertation credit after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): 8 SH of CCD 699A. Co-requisite(s): None. 0 semester hours

#### **CCD 699B - Dissertation: Educational Leadership (1 TO 12)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 12 semester hours

#### **CCD 699BX - Dissertation Continuation: Educational Leadership (0)**

This course provides continuous registration until Educational Leadership doctoral candidates complete and defend their dissertation within their original degree plans. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal Co-requisite(s): None. 0 semester hour

#### **CCD 699C - Dissertation (1 TO 8)**

This course provides registration for doctoral candidates to complete 8 SH while proposing, researching and writing their dissertation. If the dissertation is not defended after students have completed a total of 8 SH, they are registered for Dissertation Continuation CCD 699CX until they have successfully defended their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in proposing and conducting research, and writing the dissertation. Pre-requisite(s): Must have passed CCD 696C or be concurrently enrolled with CCD 696C. Must have completed all coursework,

except CCD 698 which can be taken concurrently. Co-requisite(s): None. 1-8 semester hours

**CCD 699CX - Dissertation Continuation: Reading and Language (0)**

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699C. 0 semester hours

**CCD 699D - Dissertation: Educational Psychology (1 TO 8)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

**CCD 699DX - Dissertation Continuation (0)**

This course provides the means for doctoral candidates in the Educational Psychology/Human Learning and Development Ed.D. and School Psychology Ed.D. Programs to continuously register for dissertation credit after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699D. Co-requisite(s): None. 0 semester hours

**CCD 699E - Dissertation (1 TO 8)**

This course provides registration for doctoral candidates to complete 8 SH while proposing, researching and writing their dissertation. If the dissertation is not defended after students have completed a total of 8 SH, they are registered for Dissertation Continuation CCD 699EX until they have successfully defended their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in proposing, and conducting research and writing the dissertation. Pre-requisite(s): Must have passed CCD 696E or be concurrently enrolled with CCD 696E Must have completed all coursework, except CCD 698 which can be taken concurrently. Co-requisite(s): None. 1-8 semester hours

**CCD 699EX - Dissertation Continuation (0)**

This course provides the means for doctoral candidates in the Teaching and Learning Ed.D. Program to continuously register for dissertation

credit after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): 8 SH of CCD 699EX. Co-requisite(s): None. 0 semester hours

**CCD 699F - Dissertation: School Psychology (1 TO 8)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

**CCD 699FX - Dissertation Continuation (0)**

This course provides the means for doctoral candidates in the Educational Psychology/Human Learning and Development Ed.D. and School Psychology Ed.D. Programs to continuously register for dissertation credit after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699F. Co-requisite(s): None. 0 semester hours

**CCD 699G - Dissertation: Content Specialization Research (1 TO 12)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 1-12 semester hours

## CES - Counselor Ed and Supervision

**CES 644 - Models of Clinical Supervision (3)**

(Formerly C 7454). This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic "counselor-in-training" as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for



a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**CES 645 - Multicultural Issues in Counselor Education and Supervision (3)**

(Formerly C 7444). This course is designed to assist students in becoming ethical and multiculturally competent counselors, counselor educators, supervisors, and researchers. Emphasis is placed on three dimensions of multicultural competence: (1) awareness of one's own cultures, biases, and values; (2) knowledge of others' cultures; and (3) skills in counseling, educating, leadership, research, supervising and advocating for and with diverse populations. The course also reviews current theories of teaching, supervising and counseling from a cultural perspective to aid students in creating a transcultural integrative approach to practice. Pre-requisite(s): None Co-requisite(s): None. 3 semester hours

**CES 660 - Leadership and Advocacy in Counselor Education (3)**

This course is a study of various theories and models of professional leadership and advocacy. Students will utilize the knowledge gained to design and implement a structured, criterion-focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**CES 690A - Advanced Counseling Internship I (3)**

(Formerly C 7505). Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship I, students should complete approximately 300 hours toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student's career objectives. The internship should include most of the activities of a regularly employed

professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student's internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this

**CES 690B - Advanced Counseling Internship II (3)**

(Formerly C 7506). Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship II, students should complete the remaining hours needed toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student's career objectives. The internship should include most of the activities of a regularly employed professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student's internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor

**CES 692 - Advanced Counseling Practicum (3)**

(Formerly C 7500). The advanced practicum provides for the development and refinement of advanced counseling and supervisory skills related to the professional practice of Counselor Education and Supervision. This can either be conducted at the student's current work site or on-campus (functioning as a supervisor for MA practicum students) upon recommendation and decision of the program chair. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. The student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**CES 696 - Dissertation A (1 TO 3)**

(Formerly D 9001). This course guides students in the preparation of completing an original dissertation/research project. Students will define a topic for a dissertation/research project, write/submit a prospectus for approval, form a dissertation/research project committee, and complete the CITI web-based training. Students will also research the background of the selected topic area, critically evaluate prior research, conduct a review of literature and information sources related to the proposed research and write/submit the introduction to the dissertation/research project (chapter one) for approval. Additionally, students may begin writing a working draft of the review of the literature (chapter two). Objectives may vary as per an approved alternative timeline. Pre-requisite(s): Successful completion of all program course requirements and comprehensive examination. Co-requisite(s): None. 1-3 semester hours

#### **CES 697 - Dissertation B (3)**

(Formerly D 9002). This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the literature or information source review (chapter two) for approval. Students will also submit any revisions or refinements needed to the introduction to the dissertation/research project (chapter one) per feedback provided by the committee. Additionally, students may begin writing a working draft of a methodology or approach to organizational improvement and problem resolution (chapter three). Objectives may vary as per an approved alternative timeline. Pre-requisite(s): CES 696. Co-requisite(s): None. 3 semester hours

#### **CES 698 - Dissertation C (3)**

(Formerly D 9003). This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the methodology or approach to organizational improvement and problem resolution (chapter three) for approval. Students will submit the IRB application after the committee approves the methodology or approach to organizational improvement and problem resolution (chapter three). Students will also submit any revisions or refinements of the proposal (chapters one, two and three) per feedback provided by the committee, prepare for the proposal defense and successfully defend the proposal. Upon receipt of IRB certification and a successful proposal defense, students may begin to conduct their research. Objectives may vary as per an approved alternative timeline. Pre-requisite(s): CES 696 and CES 697. Co-requisite(s): None. 3 semester hours

#### **CES 699 - Dissertation D (3)**

(Formerly D 9004). This course guides students in the completion of an original dissertation/research project. Students will conclude their data collection and/or analysis, interpret and draw conclusions based on results, and write/submit the results (chapter four) and the discussions, conclusions, implications and recommendations sections (chapter five) for approval. Students will complete the abstract and final sections of the dissertation/research project, make any revisions or refinements needed to the final document per feedback from the committee, and submit the final dissertation/research project document for approval. Additionally, students will prepare for the oral defense and successfully defend the dissertation/research project. Objectives may vary as per an approved alternative timeline. Students should follow Argosy University's protocol for submitting final revisions, editing and paperwork for degree completion. Pre-requisite(s): CES 696, CES 697 and CES 698. Co-requisite(s): None. 3 semester hours

#### **CES 699X - Dissertation Extension (0)**

This course provides the means for doctoral candidates to continuously register for dissertation credit after 12 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): CES 699. Co-requisite(s): None. 0 semester hours

### **CIC - Curriculum and Instruction, Core**

#### **CIC 501 - Baseline Seminar in Curriculum and Instruction (1)**

This course prepares Curriculum and Instruction with Advanced Professional Specializations M.Ed. and Ed.S. degree candidates for successful pursuit of their graduate program of studies at NLU. As an introductory experience, the course welcomes new candidates to NLU and the National College of Education (NCE), introduces them to NCE's institutional identity, history, mission, values, and learning technologies, supports candidates' creation of an electronic portfolio and expressions of professional identity, helps them explore applicable codes of educator ethics, and sets the stage for successful pursuit of academic concentrations and professional endorsements within the Curriculum and Instruction with Advanced Professional Specializations program. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

#### **CIC 511 - Designing Curriculum for 21st Century Skills (3)**

This course provides an integrated experience for candidates in the Curriculum and Instruction

concentration of the M.Ed. and Ed.S. programs. Candidates analyze the interrelatedness of relevant current educational issues and engage their skills of reflective practice to examine their professional goals, understandings, development, and advocacy initiatives. Focus during this course is on examining and analyzing the current trends in preK-12 education as they relate to 21st century skills so that candidates develop advanced curricular capacities in content areas. Candidates will initiate a self-study to demonstrate their growth in in content knowledge and targets for continued professional development. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **CIC 521 - Developing Content Area Curriculum (3)**

In this course, candidates explore the various types of curricular design and how they are recognized in practice. Through engaging in readings, discussions and field based research, they will explore their current practice in their chosen area of curricular expertise, including how they have made decisions on what to teach, how those decisions are in alignment with their philosophical stances, and how they currently do or do not enact their beliefs in their learning communities. The coursework will direct them to identify aspects of their practice that could be improved to meet the needs of their students using the conceptual thinking model and then arrive at a deeper understanding of that specific content area. Pre-requisite(s): None but having previously taken CIC 511 is highly encouraged. Co-requisite(s): None. 3 semester hours

#### **CIC 529 - Curriculum and Instruction II: Analysis and Application (3)**

Students analyze and apply conceptual frameworks of curriculum and instruction to focused areas of study, such as: (1) assessment, grouping practice/tracking, inclusion, integrative curriculum, technology; (2) research and application in selected content areas; (3) exploration of primary, intermediate, middle, secondary, and/or adult levels as contexts for curriculum and instruction. Participants explore ways to develop and support a professional development plan documented by a professional portfolio. Participants integrate technology into their professional work. Pre-requisite(s): Admission to the M.Ed. IDS Program, field-based . Co-requisite(s): None. 3 semester hours

#### **CIC 531 - Implementing and Assessing Content Area Curriculum (3)**

In this course, the focus of the course content is to explore a specific area of enacted curriculum and analyze its current implementation for gaps, biases, and the hidden curriculum. Candidates in the program will be supported to demonstrate an

understanding of how to create meaningful surveys to elicit clear and meaningful data from their students or stakeholders and then how to analyze the results of the enacted change based on data collected. To further their expertise as content area specialists, they will be guided to construct a plan for future implementation based on their data analysis and teaching/ learning contexts. Pre-requisite(s): None but having previously taken CIC 511 and CIC 521 is highly encouraged. Co-requisite(s): None. 3 semester hours

#### **CIC 555 - Mid-Program Seminar in Curriculum & Instruction (1)**

The course supports Curriculum & Instruction with Advanced Professional Specializations M.Ed. and Ed.S degree candidates with a formative mid-program examination of candidates' progress in pursuit of the M.Ed. or Ed.S. degree with Advanced Professional Specializations. The course prompts candidates and faculty to evaluate candidates' content knowledge and competencies after taking CIC 501 and content-centered courses in their selected Advanced Professional Specializations. As a midprogram experience, the course provides a platform for candidates to: (1) reflect on and describe their gains in content knowledge and curriculum theory across courses; (2) revisit the concept of educator dispositions in comparison to classroom realities; (3) elaborate on their evolving professional identities; (4) engage in a case study analysis involving educator ethics; and (5) update their in-progress electronic portfolios capturing evidence of new knowledge and capacities as experienced teachers. Pre-requisite(s): CIC 501. Co-requisite(s): None. 1 semester hour

#### **CIC 593 - Seminar: Educational Inquiries (2)**

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, prekindergarten through secondary school. The seminar will also include critical analysis of learning acquired and the production of concrete evidence of accumulated learning. Pre-requisite(s): Consent of department. Co-requisite(s): None. 2 semester hours

#### **CIC 595 - Selected Topics in Curriculum and Instruction (1 TO 9)**

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. 1-6 semester hours

#### **CIC 595E - Special Topics/ The Teacher's Journey: Becoming a Grounded Teacher (3)**

CIC 595E serves early career teachers as part of NLU's Advanced Teacher Practices Series, exploring topics of compelling interest to educators seeking to become highly effective teachers. This course is the first in a series of three related courses that explore the concept of the grounded teacher and present five precepts that serve as requisite indicators for performing as a poised and self-assured teacher who successfully uses tenets of positive discipline and effective classroom management. Successful participants will gain a conceptual framework for performing as an impactful teacher and will reflectively apply the grounded teacher framework to their own professional practice. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hour

**CIC 597 - Capstone Seminar in Curriculum & Instruction (1)**

CIC 597 supports M.Ed. and Ed.S. degree candidates in the Curriculum Instruction with Advanced Professional Specializations program with a culminating addition to the candidates' professional portfolio and a summative assessment of candidates' final results in their Advanced Professional Specializations. Faculty assess candidates' progress after taking CIC 501, CIC 555, CIC 597, and content-centered courses in their academic specializations. As a capstone experience, the course provides a platform for candidates to integrate work across courses, engage in a final reflection on educator ethics, and write a concluding introspective narrative on the holistic experience of earning their advanced credential. Pre-requisite(s): CIC 555. Co-requisite(s): None. 1 semester hour

**CIL - ESL and Bilingual Education**

**CIL 300 - Foundations of ESL and Bilingual Education (5)**

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. Pre-requisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

**CIL 305 - Methods and Materials for Teaching English as a Second Language (5)**

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books, multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**CIL 306 - Methods and Materials for Teaching Bilingual Education (5)**

This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates explore these tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students' home languages, and transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

**CIL 310 - Assessment of ESL and Bilingual Education Students (5)**

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**CIL 312 - Reading in a New Language: Linguistic Considerations (5)**

The course focuses upon the all-important multiyear process of learning to read in English as a new language. The importance of L1 and L2 oracy (oral production) and instructional conversation, the effect of L1 phonemes, morphemes, syntax, cognates, discourse patterns, and writing systems on L2 literacy, and the complex cross linguistic relationship between two languages are major topics. Principles, methods, and techniques for developing second language academic literacy are modeled and analyzed. The course shares research-based best practices in literacy instruction across P-12 settings, with special attention to academic language, content vocabulary, and writing. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

### **CIL 331 - Cross Cultural Education (5)**

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Candidates explore the range of behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student well-being and academic success and foster collaborative classrooms. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

### **CIL 500 - Foundations of ESL and Bilingual Education (3)**

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding responsibilities and appropriate school and preschool services for English language learners. Cognitive and sociocultural theories of Second Language Acquisition (SLA), bilingualism and multilingualism are analyzed for their pedagogical implications. Specific program models are examined as well. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **CIL 501 - Introduction to Linguistics for TESOL (3)**

This course introduces the following dimensions of linguistics: language and the brain, first and second language acquisition, major components of linguistics (e.g., phonology, morphology, syntax, semantics, and sociolinguistics), and cognition and learning. Emphasis is placed on the applicability of linguistics

for ESL and bilingual education teachers and their students. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### **CIL 505 - Methods and Materials for Teaching English as a Second Language (3)**

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### **CIL 506 - Methods and Materials for Teaching Bilingual Education (3)**

This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition and biliteracy. Candidates explore tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students' home languages, and transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. Assigned course requirements include the completion of 20 clinical hours. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **CIL 510 - Assessment of ESL and Bilingual Education Students (3)**

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that

measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Assigned course requirements include the completion of 20 clinical/observation hours  
Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**CIL 511 - Family Literacy for Linguistically and Culturally Diverse Learners (3)**

Participants will explore the field of family literacy with English Language Learners (ELL), including theoretical bases, program models, and best practices. Topics include exploring socio-cultural underpinnings of family literacy, identifying funds of knowledge in families and ways to acknowledge and value that knowledge in school settings, building the home-school connection, supporting adult basic literacy and English language learning, creating literacy learning opportunities in the home, and utilizing community resources. The course is appropriate for those working in a setting with English Language Learners. Course includes 20 clinical hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**CIL 512 - Literacy in a New Language: Linguistic Considerations (3)**

The course focuses upon the multiyear process of developing literacy in English as a new language, critical to academic success for English language learners (ELLs). Major topics include the importance of first and second language listening and speaking (oracy), the effect of first language phonemes, morphemes, syntax, cognates, discourse, and writing systems on second language literacy, and complex cross-linguistic relationships. Linguistic systems, principles, models, and methods and techniques for developing literacy in a new language are analyzed. Research-based best practices in ELL literacy instruction across P-12 settings are examined, with attention to academic language, discipline-specific vocabulary, and writing. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Fulfills the linguistics requirement or the elective requirement for the State of Illinois ESL Endorsement, Bilingual Endorsement, or ESL/Bilingual Endorsement. Co-requisite(s): None. 3 semester hours

**CIL 531 - Cross Cultural Education (3)**

The course examines the impact of culture and cultural identity on diverse learners, in particular in relation to English language learners within the educational system. It explores the complex and dynamic relationship between language and culture,

and the development of personal and group identities, and emphasizes the importance of culture as a source of strength in a changing world. Participants examine culturally and linguistically relevant instructional practices and their role in student success. Participants explore family, school and community practices across cultures and ways that teachers and schools can support them to create welcoming and nurturing instructional settings. Assigned course requirements include the completion of 20 observational/clinical hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**CIL 532 - Technology Instruction for Linguistically and Culturally Diverse Students (3)**

The use of appropriate digital tools and technologies in educational settings with linguistically and culturally diverse students is discussed in relation to current research and standards. A variety of digital tools and technology practices by which they can be used to empower teaching and learning of diverse students are explored. Further, topics of digital literacy, digital citizenship, and how to leverage technology to engage families are addressed. The goal is to provide teachers with tools and resources to effectively apply technology to meet English language learners' varied needs and to enhance and transform learning. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**CIS - Social Studies Education**

**CIS 480A - Methods of Teaching Social Studies (3)**

This course focuses on methods of teaching social studies to undergraduate candidates in the Elementary Education program. Candidates will learn to develop effective social studies instruction in and for a pluralistic democracy. The course stresses primary source-centered, inquiry-based learning, unit planning and lesson planning. It also introduces candidates to varied studies methods. use of primary sources, especially from the Library of Congress, is emphasized. Through the NCE Adaptive Cycles of teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Candidates will plan and implement social studies lessons using primary sources. Pre-requisite(s): Admission to the National College of Education. A grade of C or better in RLL 478, ELE 410, ELE 415 and MHE 480A. Co-requisite(s): ELE 420, ELE 425, RLL 479, SCE 480 A. 3 quarter hours

**CIS 480B - Methods of Teaching Social Studies (2)**

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to develop effective social studies instruction in and for pluralistic democracy. The course stresses primary source-centered, inquiry-based learning; unit planning; and lesson planning. Use of primary sources, especially from the Library of Congress, is emphasized. Pre-requisite(s): Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director. Co-requisite(s): None. 2 semester hours

## COM-Communications

### COM 104 - Connected World (5)

Students will evaluate the impact of mass communication in a global society from a social and cultural aspect. Throughout the course, students will utilize communication technologies and understand personal and professional virtual spaces as places to develop, foster, maintain connections and engage with others. The interrelationship between various forms of communications including digital, interpersonal, professional, verbal, and visual will be explored and discussed. Students will analyze the legal aspects of ethical communication, evaluate the history, interpret theory, critique media and apply communication technologies to practice. This curriculum develops students' communication competencies and builds essential skills for virtual and face-to-face interactions. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor Co-requisite(s): None. 5 quarter hours

### COM 105 - Writing in a Digital Age (5)

Students will build foundational skills as writers in a global, digital society. The curriculum is grounded in practical experience and the everyday communication necessary for entry-level positions in Public Relations, Project Management and Journalism. Students will learn to effectively write letters, emails, proposals, news releases, Powerpoints, and standard communications that occur in almost every career field. Students will gather and analyze information in current media and examine legal and ethical issues in writing. At the end of this class students will know how to frame, create and deliver innovative content across multiple media formats. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor, and COM 104. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### COM 200 - The Influence of Culture on Communication (5)

This course provides a framework from which students can discover how culture, cultural identity, and societal patterns are related to communication practices. Students learn the role of cultural patterns and coding in interpersonal relationships. Students further develop the critical tools to consider the process, role, and application of communication in a diverse society. They evaluate diversity in mass communication, analyze strategies for workplace communication, and explore and critique various media messages through reading, viewing, and discussion. Pre-requisite(s): COM 104 and COM 105; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### COM 204 - Multigenerational Workforce Communication (5)

In this course students discover the similarities and differences that connect each of the many generations in our society today. Students examine the hypothetical questions that these similarities and differences play in our everyday interactions in a digitally connected society. Students discover the value of collaboration between with the various generations, and prepare to use their own emotional intelligence to communicate and connect cross-generationally. Pre-requisite(s): COM 104 and COM 105; or permission of program Chair or designate. Co-requisite(s): None. 5 quarter hours

### COM 205 - Social Media Networking (5)

This course will examine social media with a focus on how digital media technology plays a significant role on the construction of social identities, interpersonal, organizational relationships and societal trending. Students will explore the shared ideological principles between social media platforms and usage. Students will examine the commercial and professional use of social media technology and how it enables the formation of digital communities. Students will engage in active debates on ethical problems posed by emerging social media technologies. The course will require students to communicate through social media and to construct a digital presence that positions them for success. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 COM 105 or permission of academic advisor. Co-requisite(s): None. 5 quarter hours

### COM 206 - Professional Communication: Writing, Speaking and Creating for Success (5)

This course is designed to enhance students' professional and interpersonal communication skills by exploring how to influence others using a variety of rhetorical strategies. Students will develop skills to transform messages into effective oral, written, digital and relevant visual communication. Strategies for

conflict resolution will be practiced throughout the course. Students will produce effective presentations using principles of communication and utilizing technology during group and individual projects. Students assess digital literacy and create presentations using appropriate web-based tools. Students will construct the skills needed to succeed at delivering visual, digital, written and oral presentations in the workplace. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of advisor. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

#### **COM 207 - Contemporary Media Communications (5)**

This course is an introduction to media and communications themes over the past century. Students will examine the influence that media have on attitudes, trends, and society's perception of various forms of diversity. Students will research how forms of media impact ethics, patterns in business, social, and political communication across different communities. Students will examine living in the age of media and how the communications landscape has changed society and how individual communication styles evolve. Students will apply this knowledge and examine their own personal communications style through multiple media forms to identify possibilities for personal and professional growth. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None. 5 quarter hours

#### **COM 306 - Organizational Communication and Conflict Management (5)**

In this course, students explore and analyze organizational communication theory and the processes that drive cooperation and contribute to the success of a contemporary organization. They examine what makes communication effective, how conflict arises, how to manage conflict productively, and how to use communication in effective negotiations. They further discuss the role of social media and technology in organizational communication. Students also assess the role of the individual in the organization and issues of diversity, emotions, and work-family balance that have influence on organizational culture. Pre-requisite(s): COM 104 and COM 105; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

#### **COM 404 - Legal and Ethical Communications (5)**

In this course, students explore the ethics, laws, and issues that affect the media and various communications professions. They review the principles of constitutional law applicable to communications, laws and regulations relevant to intellectual property and media, recent court decisions, and professional codes of ethics. Students further study legal and ethical issues that pertain specifically to public relations and social media in a global environment. Pre-requisite(s): COM 104 and COM 105; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **COM 405 - Innovation from the Inside (5)**

This course will encourage students to develop their potential to improve, enhance and transform their own public identities, businesses, communities and personal lives. Students will learn to be adaptive, innovative, problem-solvers and how to utilize creative skills for any career in communications. Students will be exposed to various building blocks of innovation, pattern breaking, teaming, risk-taking, cooperative communications and paradigm shifts. This curriculum will build skills that help students learn to adjust to meet the changing needs of the industry. Students will work in teams to solve a real-world problem through innovation and change management. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None. 5 quarter hours

#### **COM 406 - Public Relations in Contemporary Society (5)**

This course addresses essential skills for modern public relations (PR) professionals including the use of social media, crisis communications, event planning, and client communications. In addition, students discuss PR-related issues in ethics, employee relations, technology, and social media impact. They further research risk assessment and crisis management issues. Pre-requisite(s): COM 104 and COM 105; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **COM 485A - WS/Sell Me (1)**

This 6-hour, in-person workshop will identify the different components that go into developing an advertising campaign proposal for a real, modern-day client. The elements of an actual advertising pitch will be discussed and explained including defining target audience, advertising strategies, traditional and social media usage and message development. Elements of successful public speaking and persuasion skills will be utilized as students work in teams to construct competing campaigns that will be prepared, presented and then debated and evaluated. A pre-



assignment and post-assignment will be included. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

**COM 485B - WS/You Want it When (1)**

This 6-hour, in-person workshop allows students to sample a range of hands-on, exciting communications activities that are modeled from current Public Relations (PR) scenarios. Students will work in tight deadlines to produce press releases and other artifacts that will be critiqued onsite. Through case studies and real-time practitioner samples, students examine contemporary successful public relations programs and campaigns to discover how practitioners function and utilize ethical behaviors within a variety of organizations. In addition, PR in a variety of functions will be explored including community relations, political campaigns, crisis-management and media relations. A pre-assignment and post-assignment will be included. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

**COM 485C - WS/Go Beyond (1)**

This 6-hour, in-person workshop allows students to sample a range of hands-on communications activities. Exploration of current innovative models and methods that have proven successful in the communications industry will supply students with new skills to take into their professional lives. For example, students will utilize improvisation techniques to encourage workplace innovation and creativity as a team, as a leader and as an individual. Students build skills and confidence to lead an innovative process within an organizational context. Students will leave with a range of techniques and strategies to drive them to innovation. A pre-assignment and post-assignment will be included. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

**COM 485D - WS/Effective Delivery (1)**

This 6-hour, in-person workshop allows students to sample a range of hands-on communication activities to enhance knowledge, expertise and application. Students will quickly improve their basic writing, debate and speaking skills by competing against peers in a healthy mock debate. Students will collect and organize ideas, evaluate evidence, speak convincingly and identify logical connections that make an argument convincing. This course will guide students to approach issues from various points of view and to present with a coherent flow of information. Activities are designed to help students improve confidence when delivering a presentation. A pre-assignment and post-assignment will be included.

Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

**COM 499 - Capstone in Applied Communications (5)**

This is the capstone course in the Applied Communications major, designed to prepare students to make the transition from classroom to professional practice. Students gather and analyze work from their prior courses, curate their best projects and deliverables into a tangible and consistent body of work that fully represents their best set of skills, and compile their achievements in a digital portfolio. Additionally, they integrate their portfolio with other career artifacts and career management strategies, such as résumé, online presence, professional social networking, professional memberships, and long-term career planning. Pre-requisite(s): COM 200, COM 204, COM 205, COM 206, COM 207, COM 306, COM 404, COM 405, COM 406, and MKT 300; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CPL - Credit for Prior Learning**

**CPL 400 - Credit Portfolio Assessment in the Discipline (0)**

This course serves as a platform for demonstrating undergraduate or graduate-level knowledge and skills equivalent to a course in an academic discipline offered by National Louis University. Students critically reflect on and analyze their experiences, skills, and knowledge obtained outside of a formal academic learning environment and connect them to equivalent course competencies and outcomes. Students articulate these learning and application connections and submit evidence of learning in a portfolio. Credit for the discipline course will be applied upon demonstrating proficiency in meeting the discipline-specific course outcomes. This course may be repeated up to 3 times. Pre-requisite(s): LAE 101; significant experience, skills, and knowledge in a professional or academic field; and permission of Credit for Prior Learning Office. Additional pre-requisites may be established by the Programs granting discipline credit. Co-requisite(s): None. 0 quarter hours

**CPL 500 - Credit Portfolio Assessment in the Discipline (0)**

This course serves as a platform for demonstrating undergraduate or graduate-level knowledge and skills equivalent to a course in an academic discipline offered by National Louis University. Students critically reflect on and analyze their experiences, skills, and knowledge obtained outside of a formal academic learning environment and connect them to equivalent course competencies and outcomes.

Students articulate these learning and application connections and submit evidence of learning in a portfolio. Credit for the discipline course will be applied upon demonstrating proficiency in meeting the discipline-specific course outcomes. This course may be repeated up to 3 times. Pre-requisite(s): LAE 101; significant experience, skills, and knowledge in a professional or academic field; and permission of Credit for Prior Learning Office. Additional pre-requisites may be established by the Programs granting discipline credit. Co-requisite(s): None. 0 semester hour

## CSJ - Criminal & Social Justice

### CSJ 106 - Law Enforcement (5)

This course is an examination of contemporary American law enforcement. Policing and investigative agencies and their structures, functions and purposes are examined and evaluated. Topics include history, criminological role in society, trends in crime and enforcement, professionalism, organizational sub-cultures, ethics, corruption and civil liability. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### CSJ 107 - Criminal Justice System (5)

This course provides a broad overview of the criminal justice system, including legal rights and responsibilities, law enforcement, courts, and correctional institutions. Problems of these institutions and possible remedies will be examined and discussed. Particular attention will be paid to the Illinois criminal justice system. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### CSJ 205 - Criminology (5)

This course is a study of the theoretical reasons for criminal behavior and victimization. Current issues, policies, and research regarding victimization, punishment, treatment and rehabilitation will be examined and discussed. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### CSJ 206 - Criminal Law and Procedure (5)

In this course, students examine the purpose, structure, and functions of criminal law in Illinois and the United States, with an emphasis on the elements necessary to establish a crime and criminal intent. Students review the sources of criminal law; types of and defenses to crimes; attempts and conspiracy to commit a crime; laws of arrest; laws of search and

seizure; and civil transgressions that may have criminal implications. Pre-requisite(s): None. Co-requisite(s): None. 4 quarter hours

Distribution: Human Services Electives.

### CSJ 207 - Punishment, Prisons and Corrections (5)

History, purpose, and knowledge of incarceration including local jails and large prisons will be examined and discussed. The procedures used, including reception, classification, orientation, rules, release procedures, and other considerations of institutional management will be considered. In addition, incarceration alternatives, including vocational and rehabilitational services, halfway houses, parole, drug and alcohol detoxification, welfare agencies, employment and legal aid services will be examined. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### CSJ 208 - Courts and Criminal Justice (5)

This course is a general overview of the American court system and its relationship to criminal justice. It considers processes, procedures, alternatives to trial, issues involving the courts, and the professionals involved. Students discuss topics related to courts and criminal justice such as trials, juries, sentencing, appeals, differential treatment, and wrongful convictions. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

### CSJ 209 - Constitutional Law and Criminal Justice (5)

This course is an introduction to the United States Constitution with an emphasis on its aspects relevant to the field of criminal justice. Students explore topics such as the history of the Constitution, the concepts of federalism and the separation of powers, limits on federal and state power, the rights and obligations of government and citizens, and constitutional issues related to criminal justice administration, including civil liberties, search and seizure, arrest, prosecution, and punishment. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

### CSJ 210 - Community Policing (5)

This course addresses the challenge of maintaining a meaningful relationship between society and the police while living in an environment of rapid change. Students explore community policing topics such as police-community relations, public relations, community policing theories, communications, the changing role of police in society, police discretion, conflict management, and policing special populations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

**CSJ 211 - Police Organization (5)**

This course is a study of the police organization and its complexity. It examines how the police organization functions in relation to the social networks that help to define it, its structural complexity, structural control and administrative control structures, the degree to which rules and policies are formalized, and centralization of decision making. Students also explore contextual factors such as leadership, politics, geographical location, age of the organization and its environment, and their influence on the complexity of the police organization. Pre-requisite(s): CSJ 106; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSJ 215 - Juvenile Justice Systems (5)**

The juvenile justice system in the United States is examined from a perspective that involves both history of the system and the philosophical approach of society today. Major topics include arrest, interaction with police, detention before and after trial, court procedures, and corrections. Post correction or alternative opportunities such as training schools and camps, community-based networks, parole, release and recidivism will also be examined. Prerequisite(s): LAS 106 or permission of director 5 QH

Distribution: Human Services Electives.

**CSJ 235 - Introduction to Forensic Science (5)**

This course explores biological and chemical concepts in forensic science and reviews their application in questions of evidence and law. Evidence procedures and forensic technology are addressed. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Integrated Life & Physical Sci.

**CSJ 352 - Research Methods in Criminal Justice (5)**

This course is a general introduction to research methods in criminal justice. Consideration is given to topics related to research methods that include, but are not limited to, qualitative and quantitative research, the application of research, ethics in research, research design, data gathering strategies, data analysis, and policy analysis as it relates to criminal justice. Pre-requisite(s): Admission to the Criminal Justice Program. Co-requisite(s): None. 5 quarter hours

**CSJ 353 - Criminal Investigations (5)**

This course is a general overview of the procedures, techniques, skills, and limitations of criminal

investigations. Consideration is given to topics related to criminal investigation that include, but not limited to, crime scene preservation, lawful searches, criminal law affecting investigations, violent crimes, property crimes, and death investigations. Prerequisite(s): CSJ 106, CSJ 107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 354 - Sociology of Deviant Behavior for Criminal Justice Professionals (5)**

This course addresses the intersection of the criminal justice practitioner's duties, responsibilities, and knowledge with codified social norms and the behaviors that deviate from them. Contextual factors that affect the practitioner's decisions and actions include cultural norms, theories of the causes of deviant behavior, theories of personality development, and social control mechanisms. Also examined is the impact of deviant behavior on society, social control devices, the social contract, and racial and gender differences in respect to acceptable behaviors. Prerequisite(s): CSJ 106 or permission of the Director Co-requisite(s): None. 5 quarter hours

**CSJ 355 - Ethics, Diversity, and Professionalism in Criminal Justice (5)**

This course is an examination of the of the criminal justice system from an ethical and professional perspective. It will explore ethical challenges of a civil society, the tensions found in the criminal justice system and the burden of discretion carried by it members. Topics include, but not limited to, meaning and value of ethics, ethical issues in criminal justice, discrimination in the criminal justice system, and the quest for professionalism. Prerequisite(s): CSJ 107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 356 - Criminal Justice Administration (5)**

This course is an overview of the administration of criminal justice organizations Consideration is given to topics related to criminal justice administration that include, criminal justice administration that include, structures and functions, internal and external politics, ethics, human resource development, training, management and leadership. Also included are topics of organizational sub-cultures, diversity in the work place, unions, and problematic organizational issues. Prerequisite(s): CSJ 106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 357 - Probation and Parole (5)**

This course addresses the theory and practice of probation and parole in the criminal justice system. Consideration is given to topics related to probation and parole that include, but are not limited to, the origins of probation and parole, parole selection

process, parole boards, violations and revocation of parole, parole supervision, diversions from incarceration, administration of probation services, effect of probation on offenders, the courts and corrections, and electronic monitoring.

Prerequisite(s): CSJ 206, CSJ 208, CSJ 209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

#### **CSJ 465 - Human Resources Development in Criminal Justice (5)**

This course is an overview of the theory and practice of human resource development directed specifically toward criminal justice organizations and their employees. Consideration is given to topics related to personal development that include, but are not limited to, the building blocks of human resource development, illustrations of the relationships among all the components that constitute the field of human resource development, the various roles and practices of human resource development, organizational learning, organizational development, instructional design, program planning and evaluation, internal consulting, and identifying ways to improve development practice within the organization.

Prerequisite(s): CSJ 211 or permission of the Director. Co-requisite(s): None. 5 quarter hours

#### **CSJ 466 - Comparative Criminal Justice Systems (5)**

This course compares international criminal justice systems. Consideration is given to topics related to comparisons that include, but are not limited to, an international perspective on criminal justice, comparative criminology, transnational crime, four primary legal traditions found internationally, and the international perspective of courts, corrections, juvenile justice and policing. Prerequisite(s): CSJ 206, CSJ 208, CSJ 209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

#### **CSJ 490 - Internship in Criminal Justice (2 TO 5)**

The internship enables students to integrate and apply theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 30 hours of internship and related activities per quarter credit hour earned. This course may be taken multiple times for up to a total of ten quarter credit hours. Pre-requisite(s): Permission of Department Chair or designate. Co-requisite(s): None. 2-5 quarter hours

#### **CSJ 500 - Public Safety and Justice System (3)**

This course provides an in-depth study of the various agencies which constitute the public safety and justice system and their interaction and cooperation. This

course examines the evolution of the public safety and justice system, authority and restrictions that apply to various agencies and their members, operational issues, and ethical considerations. Pre-requisite(s): Graduate status; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **CSJ 505 - Managing Public Safety, Critical Incidents, and Crises (3)**

This course covers various strategies of individual and mass-scale crisis intervention in a public safety agency. This course examines the history of crisis intervention, common critical incident situations that public safety professionals encounter, and techniques available for resolving such situations. Pre-requisite(s): Graduate status; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **CSJ 510 - Homeland Security and Terrorism (3)**

This course explores private and public security threats, including domestic and foreign terrorism, and introduces the students to measures for preventing, combating, and responding to such threats. Students examine homeland security and discuss techniques and principles on which law enforcement and security professionals rely in times of crisis. The course also focuses on the principles of disaster management strategies, structure, and response. Pre-requisite(s): Graduate status; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **CSS-Computer-Science-Info-Systems**

#### **CSS 200 - Introduction to Information Systems (5)**

This course introduces students to the role of information systems in company and organizational settings. Students review the principles and applications of information systems, as well as cover the technological aspects and the Internet. The integrated lab component of the course familiarizes students with the NLU computing environment. Pre-requisite(s): MIS 103 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 205 - Operating Systems (5)**

This course introduces students to the underlying technologies of operating systems and how they can be used in practical applications. Through graphical user interface (GUI) and command line interface (CLI) systems students learn file management, system configurations, user support configurations, system optimization, and troubleshooting. The integrated lab component of the course gives students hands-on exposure to these elements of operating systems. Pre-requisite(s): MIS 103; or permission of

Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 210 - Introduction to Networking and Information Security (5)**

This course introduces students to essential terminology, concepts, principles, and practices of networking and information security. Students focus on technical components for building, managing, and maintaining secure systems through client/server application software configurations, basic IP addressing, and network connectivity. The integrated lab component of the course gives students hands-on exposure to networking and information security practices. Pre-requisite(s): MIS 103; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 215 - Introduction to Systems Analysis (5)**

This course introduces approaches to analysis and design of an information system for a business or organization. Topics include process descriptions, user and task analysis for interface development, prototyping, and data flow and entity relationship diagramming. Pre-requisite(s): MIS103 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 220 - Discrete Structures (5)**

This course introduces students to the mathematical structures and properties that are necessary in fields such as computer science, data analysis, and information security. Topics include the underlying mathematics for algorithms used for sorting, designing high-speed networks and message routing paths, formalizing security requirements, and analyzing algorithms for correctness and efficiency. This course covers areas in discrete mathematics including sets, functions, and relations; proof techniques and induction; number theory; and probability. Pre-requisite(s): MIS 103, and MTH 102 or LAM 106; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 225 - Introduction to Applied Programming (5)**

This course introduces components of program design including data types and expressions, procedures and modularity, and conditions and loops. Student learn methods of program design, discuss differences in programming languages, explore integrated development environments (IDE), and write and compile code. The integrated lab component of the course gives students hands-on exposure to these elements of programming. Pre-requisite(s): MIS 103; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 300 - Data Analysis (5)**

This course focuses on using statistical concepts and techniques to analyze a variety of problems in information systems, information technology, business, and other disciplines. Topics expand on student's knowledge of descriptive statistics, sampling, distributions, confidence intervals, correlation, and introduce regression and multiple regression, residual analysis, analysis of variance, robustness, and big data, through statistical programming. The integrated lab component of the course gives students hands-on exposure to data analysis practices. Pre-requisite(s): MIS 103; and MTH 102 or LAM 106; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 301 - Applied Object-Oriented Programming (5)**

This course introduces students to application development and problem solving. Topics covered include control structures, input/output, functions, and object-based programming. Students develop small-scale applications using programming constructs as well as implement concepts of design, testing, and documentation in programming. The integrated lab component of the course gives students hands-on exposure to these elements of programming. Pre-requisite(s): CSS 225 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 302 - Information Security (5)**

This course extends on practices in network and information security towards building a secure system. Topics include typical attackers and defense methods; technologies for defense such as firewalls, authentication methods, and antivirus software; and threat and vulnerability assessment. Pre-requisite(s): CSS 210; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 303 - User Interface Development (5)**

This course covers usability design principles and development methods for graphical user interfaces for web, mobile, and desktop applications. Students use visual integrated development environments (IDEs) to develop design strategies and event-driven user controls. Pre-requisite(s): CSS 304 or MIS 424; or permission Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**CSS 304 - Application Development (5)**

This course explores the fundamental principles of desktop and mobile operating system (OS) development and their applications in a business or organizational setting. Students discover how to build and deploy mobile and desktop applications through

the use of application programming interfaces (APIs). They further use a systems development life-cycle (SDLC) approach for planning, creating, testing, and deploying an application. Pre-requisite(s): CSS or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 400 - Advanced Studies in Information Security (5)**

This course extends on practices in network management and information security towards larger, more complex networks. Students apply analytical thinking to solving real-world issues in the area of network and information security. Topics include architecture, components, operations of routers and switches and how these play into authentication, access control, confidentiality, integrity, availability, risk management, and advanced attack/defense methods. Students also assess security policies in various case studies and ethics in information security. Pre-requisite(s): CSS 302; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 401 - Systems for Cloud Computing and Big Data (5)**

This course extends on practices in information systems, analytics, and project management towards cloud-based computing and business applications. Students work within project teams to propose functionality and develop implementation plans for use of large-scale cloud and big data technologies following project management guidelines to analyze the needs of an organization. Pre-requisite(s): CSS 300, MIS 433 and MIS 462; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 402 - Advanced Studies in Analytics (5)**

This course extends practices learned in previous courses towards advanced statistical techniques. Students use analytics to discover information from large/complex datasets. Topics include dimensional reduction, clustering, classification, and visualization for high dimensional data. Students are also introduced to the data mining (DM) stages and methodologies with examples stemming from domains such as marketing, e-commerce, and information systems. Pre-requisite(s): CSS 401; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 403 - Advanced Studies in Application Development (5)**

This course extends practices learned in previous courses towards advanced application development. Students design and develop mobile and desktop applications integrating knowledge on human-computer interactions (HCI) and user-interface (UI)

design. Students also examine the latest trends in application development and the new applications and architectures that these technologies enable. Pre-requisite(s): CSS 303; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 404 - Advanced Studies in Web Development (5)**

This course extends practices learned in previous courses towards advanced internet technologies. Students design and develop web apps and sites supporting social-networking, transactions, web services, web components, multitiered architecture, content-sharing, and functionality for business and organizational needs. Students also examine the latest trends in web development technologies and the new applications and architectures that these technologies enable. Pre-requisite(s): CSS 303; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **CSS 492 - Internship in Computer Science and Information Systems (2 TO 5)**

The internship enables students to integrate and apply theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 30 hours of internship and related activities per quarter credit hour earned. This course may be taken multiple times for up to a total of ten quarter credit hours. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 2-5 quarter hours

### **CUL - Culinary**

#### **CUL 102 - American Cuisine Project: a Global Chef's Perspective (2)**

This course introduces the different segments of the foodservice industry, highlighting the breadth and depth to which this industry has grown. Various facets of the foodservice industry are presented to the students along with the continued impact of technology and culinary history. Career opportunities and avenues are presented in the context of the attitudes, characteristics, and traits of successful culinary professionals.

Distribution: KC:Kendall Course.

#### **CUL 109 - Storeroom Operations and Purchasing (2)**

This course introduces students to the process of purchasing foodstuffs for a commercial establishment. Emphasis is placed on the importance of standardized recipes, product specifications, and yield testing in effective and profitable sourcing of products. Vendor selection, inventory management, and mitigating theft are discussed. Students gain

exposure to a working storeroom. This class also provides a survey of important foodservice products including dairy products, produce, proteins, seasonings and flavorings. The USDA grading system is discussed in detail. Product seasonality and specification sheets are reviewed along with correct handling and storage procedures. Prerequisites: CUL 111 and CUL 112

Distribution: KC:Kendall Course.

#### **CUL 110 - Sanitation (1)**

This course teaches students how to ensure a healthy and safe foodservice operation. Topics covered include: HACCP (Hazard Analysis and Critical Control Points), personal hygiene, food purchasing/receiving/storage, food preparation and serving, food contamination, food-borne illnesses, and pest management. At the end of the course, students take the Chicago and Illinois Sanitation Exam. If passed, students receive the official certification.

Distribution: KC:Kendall Course.

#### **CUL 111 - Introduction to Professional Cookery (2)**

This course introduces students to the professional kitchen. Students learn the theory behind professional food preparation through lecture/demonstration sessions and hands-on practice in the kitchen. The use and maintenance of different knives is stressed as students learn how to cut vegetables, bone fowl, and fillet fish. Students also become familiar with basic preparations, like stock. The safe and sanitary operation of equipment is emphasized.

Distribution: KC:Kendall Course.

#### **CUL 112 - Stocks, Sauces, and Soups (2)**

This course teaches students to prepare classic stocks, hot and cold sauces and soups. The traditional mother and small sauces are taught along with more modern preparations including salsas, chutneys, relishes, and coulis. Different thickening methods are presented including the use of: flour in roux and beurre manie, arrowroot, puree, and reduction. Emulsion and liaison techniques are highlighted. Prerequisite: CUL 111

Distribution: KC:Kendall Course.

#### **CUL 118 - Methods Of Cooking (2)**

This course teaches the cooking methods used for vegetables, starches, meat, poultry, and fish. The rationale for each method is presented along with the techniques to achieve success. The proper use of different equipment and tools is demonstrated and practiced.

Distribution: KC:Kendall Course.

#### **CUL 122 - Cost Control (4)**

The understanding and appreciation of the "big picture" is essential to one's growth and prosperity in the hospitality industry. Chefs, supervisors, and managers must learn and manage the costs associated with operating their business. This course introduces these concepts and demonstrates their use. In addition, the course use Microsoft Excel to teach students to develop models to increase their efficiency in executing basic administrative duties. Prerequisite: CUL 109

Distribution: KC:Kendall Course.

#### **CUL 125 - Quantity Food Production (4)**

This course immerses students in the reality of working in a full-service kitchen. Rotating through various stations, students take on different roles and challenges, learning how to cook at-scale to feed the public. Action stations in the server provide an opportunity to cook, on demand, for hungry guests. Students are exposed to the different types of equipment typically used in volume feeding operations as they prepare new menus daily. Teamwork, speed, and the timely delivery of well prepared food are stressed. Prerequisite: CUL 118 and CUL 127

Distribution: KC:Kendall Course.

#### **CUL 126 - Professional Development (1)**

This course sets the stage for a successful internship. Working in conjunction with Career Services, students assess their skills and abilities, identify internship goals, craft effective resumes, and learn valuable interviewing techniques. Students test what they have learned as they seek and fulfill a one-day work assignment in the culinary field of their choice. Upon completion, students begin to work with Career Services to secure an internship aligned with their career aspirations.

Distribution: KC:Kendall Course.

#### **CUL 127 - Breakfast Production (2)**

Breakfast is often regarded as one of the most important meals of the day. In this class, students rotate through different stations in the cafe as they learn and practice different facets of quality breakfast production. Students prepare assorted egg dishes, breakfast proteins, quick breads, and cold buffets. Students also explore international breakfast concepts. Prerequisites: CUL 111 and CUL 112

Distribution: KC:Kendall Course.

#### **CUL 136 - Menus (2)**

This course encourages culinarians to begin with the menu in mind when starting a foodservice venture. The interplay between cuisine, menu offerings, design, product availability, price point and profitability are explored. Historic and contemporary menus are used to highlight concepts as students create original menus for the restaurant concept of their choice.

Distribution: KC:Kendall Course.

#### **CUL 139 - Advanced Skills (2)**

This course challenges students to plan, prepare, and serve a multi-course meal using traditional methods of cooking and presentation. Students bring together the concepts and techniques learned in classes prior to Advanced Skills to demonstrate their individual skills and abilities. Emphasis is placed on the timely delivery of food that is cooked and seasoned to perfection, garnished, and presented in an appropriate manner. Advanced Skills teaches students how to work in an organized manner under pressure and prepare students for internship. Prerequisites: CUL 244, CUL 246, and CUL 248

Distribution: KC:Kendall Course.

#### **CUL 142 - Fine Dining Service (2)**

This course allows students to practice customer service in an onsite, fine-dining classroom. Students prepare the restaurant prior to guest arrival and work throughout the class to provide high-quality foodservice. This experience introduces students to the "front of the house" including topics such as: reservations, seating, interaction with kitchen staff, the timely delivery of food and beverages, point of sale and credit card systems, and sanitation. Prerequisite: CUL 139

Distribution: KC:Kendall Course.

#### **CUL 145 - Baking and Pastry (4)**

This course is an overview of baking and pastry for culinary students. Students become familiar with baking ingredients, their properties, and the way in which to scale and measure them. Producing everything from breads and rolls to cakes and pastries, students gain an appreciation for the contributions made by bakers and pastry chefs in foodservice settings. Fundamental culinary principles covered include teamwork, professionalism, timing and organization, and safety and sanitation. Prerequisite: CUL 118

Distribution: KC:Kendall Course.

#### **CUL 206 - Internship Practicum (6)**

knowledge and skills they have acquired and developed in the kitchen and classroom. Through this

experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved intern site and maintain a 3 out of 5 average score on supervisor evaluations. Prerequisites: CUL 094, CUL 095, CUL 110, CUL 126, and CUL 142; Corequisite: CUL 207

Distribution: KC:Kendall Course.

#### **CUL 207 - Internship Theory (2)**

This course enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. Prerequisite: CUL 094, 095, and 142

Distribution: KC:Kendall Course.

#### **CUL 232 - FoodService Management (2)**

this course emphasizes the need to manage human resources effectively to build and maintain a strong foodservice business. Students learn fundamental management principles and strategies for working in the industry, applying what they have learned through case study analysis are highlighted as students transition their thinking from that of an employee to that of a manager and leader.

Distribution: KC:Kendall Course.

#### **CUL 244 - Garde Manger (2)**

This course extends students' knowledge of cold food preparation. Using traditional and modern techniques, students prep are a variety of charcuterie items, including terrines, savory mousses, pâtés, sausages, cured meats, and smoked meats. Different approaches to creating and styling a buffet are outlined. Students work in teams to create their final exam: a demanding, themed Grand Buffet that demonstrates their mastery of the course material. Prerequisite: CUL 125; Corequisites: CUL 092 and CUL 093 NOTE: This course replaces CUL 252 in previous curricula.

Distribution: KC:Kendall Course.

#### **CUL 246 - Fish and Sauce (2)**

This course applies previously acquired cooking skills to a broad range of seafood. Students learn to identify and distinguish different types of seafood along with



the proper procedures for storing, cutting, and preparation. Students systemize the relationship between seafood's characteristics, cooking methods, and sauce choices. Students explore and consider the ramifications of cooking choices on J233 ecology. Prerequisite: CUL 125; Corequisites: CUL 092 and CUL 093 NOTE: This course replaces CUL 254 in previous curricula.

Distribution: KC:Kendall Course.

#### **CUL 248 - Meat and Sauce (2)**

This course deepens previously acquired cooking skills, specifically meat cookery. Students learn to identify and distinguish different types of meat along with the proper procedures for storing, cutting, and preparation. Classical, global, and modern meat recipes are executed. Students expand their repertoire by building on the mother sauces to produce classic small and contemporary sauces. Basic guidelines for relating sauce to food are discussed. Prerequisite: CUL 125; Corequisites: CUL 092 and CUL 093 NOTE: This course replaces CUL 256 in previous curricula.

Distribution: KC:Kendall Course.

#### **CUL 249 - Fine Dining (4)**

This course transports students to the world of fine dining as they cook à la carte for the public at Kendall's on-site restaurant overlooking the city of Chicago. Rotating through the different stations in the fine-dining kitchen, students prepare dishes from a seasonal menu along with daily, innovative specials. Emphasis is placed on preparing and presenting high quality food to accompany the special setting and exquisite service. In this class, students also study the many facets of sustainability as it pertains to the food service industry. Prerequisite: CUL 139; Corequisites: CUL 094 and CUL 095 NOTE: This course replaces CUL 257 in previous curricula.

Distribution: KC:Kendall Course.

#### **CUL 255 - Catering (2)**

This course exposes students to the world of off-premise catering. The life cycle of a catering event is discussed from the initial call, through concept development, pricing, and execution, to final billing. Taught from the different perspectives of the players on the team—the salesperson, event planner, chef and kitchen staff, and service captain and serving staff—students gain insight into what makes this type of foodservice unique in the industry. Prerequisite: CUL 118.

Distribution: KC:Kendall Course.

#### **CUL 280 - Sustainability (2)**

This course introduces the students to the concept of farm to the plate. The students learn about the food source and the responsibility of handling the food with respect. There is great emphasis on being responsible citizens for food usage, sourcing, and abuse in respect to the effect on earth. This course aligns with the Kendall mission of being green. NOTE: This course replaces CUL 258 in previous curricula

Distribution: KC:Kendall Course.

#### **CUL 281 - Banquets (2)**

This course is designed to expose students to banquet-style service and cuisine. Students learn to prepare a multicourse, fine-dining menu that is plated banquet style. At the end of this class, students will be able to participate in planning and executing a high-quality banquet experience. Prerequisites: CUL 244, CUL 246, and CUL 248

Distribution: KC:Kendall Course.

#### **CUL 292 - Modern Cuisine: Science of Cooking (2)**

This course is an introduction to contemporary techniques of food preparation, which will include sous vide HACCP training and innovative textural use of hydrocolloid in food preparation. The use of science behind cooking will expand the student's toolbox to developing new menus and recipes based on current trends. Prerequisites: CUL 244, CUL 246, and CUL 248 (CUL 244, CUL 246, and CUL 248 are corequisites for students in the accelerated program.)

#### **CUL 296 - Quick Serve Restaurant (2)**

This course immerses students in the reality of working in a full-service kitchen. Rotating through various stations, students take on different roles and challenges, learning how to cook at-scale to feed the public. The course provides an opportunity to cook, in a short order env, on demand, for hungry guests. Students are exposed to the different types of equipment typically used in vol-feeding operations as they prepare new menus daily. Leadership, teamwork, speed, and the timely delivery of exceptionally prepared food are stressed. Prerequisite: CUL 139

Distribution: KC:Kendall Course.

#### **CUL 319 - Global Flavors (4)**

This course provides a global perspective of culinary cultures and cuisines with a focus on flavor profiles. Through lectures and the preparation of traditional dishes, students will explore how culture and geography influence the foods of the world. Prerequisite: CUL 118 or BPA 210.

#### **CUL 321 - Contemporary Pastry Arts (2)**

This class delves into the trends and techniques of modern plated desserts. Students will examine the work of modern pastry chefs and create their own high-end plated desserts. Pre-requisite: CUL 249 or BPA 210.

Distribution: KC:Kendall Course.

#### **CUL 325 - FoodService Public Relations (4)**

This course demystifies the media, revealing its impact on the foodservice industry. Strategies for attracting, retaining, and capitalizing on media attention are discussed along with techniques for being media savvy. Students will learn how to interact with printed press, radio, and TV.

Distribution: KC:Kendall Course.

#### **CUL 372 - Menu to Plate Concepts (4)**

Menus are key to a restaurant's identity and marketing. In this course, students will further develop menu language skills in relationship to various types of restaurant concepts. The lab portion of this class will explore how menu language impacts food presentation. Prerequisite:

#### **CUL 390 - Cooking for Dietary Needs (2)**

This course presents the nutritional and culinary needs for various market segments of the food industry. Populations include children, teens, the aging, vegetarians, sports and spa enthusiasts, and those with health concerns such as obesity, heart disease, diabetes, hypertension, and food allergies, among others. Through lecture and hands-on experience, students learn strategies and techniques to address life cycle and dietary concerns, without sacrificing flavor or food quality. Prerequisite: SCI 123, CUL 249, or BPA 210.

Distribution: KC:Kendall Course.

#### **CUL 410 - Flavor Theory (4)**

This class will explore how a chef might think about and design flavor. Theories from cultural, scientific, and culinary studies will be considered. Through lecture and hands-on experience, students will develop systems to consider flavor perception, description, and design. Prerequisite: CUL 372

#### **CUL 420 - Food Service Research and Development (4)**

This course explores the rise of the research chef within the food manufacturing industry. As trained chefs with a solid knowledge of food science, research chefs are often involved in creating new or proprietary products intended for wide distribution. Through practical application, students follow the research and development process from ideation to prototype. Students are also introduced to the way in which industrial concerns, such as branding and

operations, impact the research and development process. Students develop product prototypes during the course, which are presented to food manufacturing executives at the conclusion of the course. Prerequisite: SCI 300.

Distribution: KC:Kendall Course.

#### **CUL 436 - Facilities Planning (2)**

Properly designed facilities are critical to the success of any foodservice operation. Students learn the complexities of designing a facility and consider flow of product, sanitation requirements, equipment needs, safety, environmental impact, and storage. For the final project, students design a complete facility layout under specific financial and legal constraints. Prerequisite: CUL 249 or BPA 210.

Distribution: KC:Kendall Course.

#### **CUL 90 - First Block Written Exam (0)**

First Block Written Exam

#### **CUL 91 - First Block Practical Examination (0)**

First Block Practical Examination

#### **CUL 92 - Second Written Exam (0)**

Second Written Exam

#### **CUL 93 - Second Practical Examination (0)**

Second Practical Examination

#### **CUL 94 - Sixth or Seventh Block Written Exam (0)**

Sixth or Seventh Block Written Exam

#### **CUL 95 - Sixth or Seventh Block Practical Exam (0)**

Sixth or Seventh Block Practical Exam

### **DEE - Disability and Equity in Education**

#### **DEE 604 - Social and Political Implications of Assessment (3)**

This course critically explores the historical, philosophical, and scientific foundations of educational and psychological assessment to understand their roles in the social construction of ability and disability and the maintenance of social hierarchies. Historical and contemporary theories and practices of assessment will be considered from positions of race, ethnicity, social class, gender, and disability. Assessment and accountability practices embedded in policy will be scrutinized for their impact on particular social groups and institutional cultures. Theories and practices of assessment that promote assumptions of competence, independence, and a respect for the integrity of human diversity will be evaluated to understand fundamental principles. Pre-requisite(s): Admission to NCE Doctoral Program

in Teaching and Learning or permission of the instructor. Co-requisite(s): None. 3 semester hours

**DEE 605 - History of Disability and Education (3)**

Participants in this course will critically examine multiple histories of disability and education. Historical research methods and methodologies will be explored to understand connections between assumptions, values, beliefs, epistemologies, and ethics evident in history and in historical representations. Course participants will engage in historical research to explore histories, social and political contexts, and material practices that inform contemporary practices and policies. Using primary and secondary sources, they will inquire into intertwining histories of disability and education to gain insights, evidence, and rationales to inform more intentional and emancipatory futures. Pre-requisite(s): Admission to NCE Doctoral Program in Teaching and Learning or permission of the instructor. Co-requisite(s): None. 3 semester hours

**DEE 606 - Applied Disability Studies: Advocacy Through Consulting (3)**

This course in Applied Disability Studies examines educational consulting practices that enact principles of an inclusive disability rights perspective. Candidates learn how to meaningfully represent school-age students and adult self-advocates in their consulting work with other team constituents to impact success, belonging, and status. Authentic examples will be shared to promote person-centered thinking, presumptions of competency and methods of institutional change. Planning processes will be taught and applied to progressively promote meaningful futures for people that achieve agency and quality of life. Candidates will develop a plan for consulting to achieve effectiveness in working with schools, community, employment, government, and advocacy agencies to promote full citizenship or people with disabilities. Pre-requisite(s): Admission to the NCE Doctoral Program or the consent of the instructor. Co-requisite(s): None. 3 semester hours

**DEE 690 - Seminar: Special Topics in Disability and Equity in Education (1 TO 12)**

This doctoral seminar addresses current and relevant topics related to disability, equity, and education. Participants research, interpret and analyze the social, political, and educational dimensions of disability as it relates to experience, practice, and policy. Topics are researched from multiple standpoints, epistemologies, and theoretical positions providing participants with complex renderings and interpretations. Implications for praxis are formulated. Pre-requisite(s): Admission to NCE Doctoral Program in Teaching and Learning or

permission of the instructor. Co-requisite(s): None. 1-12 semester hours

**DEE 693 - Disability Studies in Education Seminar (3)**

This seminar introduces the interdisciplinary field of disability studies. Foundations, tenets, traditions, and approaches to disability epistemology, ontology, theory, and research are considered with a focus on the history and practice of their application to education. Developments and movements in the field both as a whole and in relation to education are examined, including conceptual models, inclusion, intersectionality, culture, civil rights, disability justice, self-advocacy, language choice, expertise, and representation. Contemporary regional and global issues, problems, and debates are explored as they relate to P-21 education, with each candidate selecting a topic of interest for deeper research. Pre-requisite(s): Admission to NCE Doctoral Program in Teaching and Learning or permission of the instructor. Co-requisite(s): None. 3 semester hours

**DOC - Doctoral Research Courses**

**DOC 634 - Writing for Research and Professional Publications (3)**

This course provides students with an opportunity to gain advanced skills in the academic writing process. Any pre-dissertation or writing process consists of writing prospectus. The final assignment is a finished prospectus that may be used as the basis of writing professionally in the field or for publication. Pre-requisite(s): None. Co-requisite(s): None 3 semester hours

**DOC 696 - Dissertation I (1 TO 3)**

(Formerly Argosy DR 8801A and DR 8801B). This course guides students in initial stages of original doctoral applied or dissertation research. Students define a topic and submit a preliminary plan for approval. Students begin researching the background of the selected topic area, critically evaluating prior research, and conducting a review of literature and/or information sources related to the proposed research topic. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**DOC 697 - Dissertation II (1 TO 3)**

(Formerly Argosy DR 8802A and Dr 8802B). This course guides students in the preparation of completing original doctoral research. Students complete an introduction to their doctoral research that identifies research questions, hypotheses or problem statement and identifies the importance of the research. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**DOC 698 - Dissertation III (1 TO 6)**

(Formerly Argosy DR 8804A and DR 8804B). This course guides students in the implementation of doctoral applied or dissertation research. Students successfully defend the proposal and earn IRB approval. Candidates begin to conduct the study or apply the intervention/solution. Pre-requisite(s): None. Co-requisite(s): None. 1-6 semester hours

#### **DOC 699 - Dissertation IV (1 TO 3)**

(Formerly Argosy DR 8804A and DR 8804B). This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates compile all sections of the research study into one research document and orally defend their final doctoral research study. Following a successful defense, candidates complete any revisions recommended by their research mentors and submit the doctoral research document for final editing and approval. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

#### **DOC 699X - Dissertation Extension (0)**

This course provides the means for doctoral candidates to continuously register for dissertation credit after 12 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation. Pre-requisite(s): DOC 696, DOC 697, DOC 698 and DOC 699. Co-requisite(s): None. 0 semester hours

### **ECE - Early Childhood Education**

#### **ECE 200 - Early Childhood Learning, Growth & Development (5)**

This course is an in-depth study of child development in children ages birth to 8. Students will examine the domains of development, developmental milestones, identifying developmental concerns and delays and planning for child development as an early childhood teacher—all through the lens of culture and developmentally appropriate practice. Fifty hours in an infant/toddler field setting are required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **ECE 205 - Observation and Assessment: Infants, Toddlers, and Two Year Olds (4)**

This course will introduce candidates to the Early Childhood profession. Candidates will observe in a variety of developmentally appropriate infant, toddler and two-year-old programs. Various techniques and strategies for observation and assessment of infants, toddlers and two year olds will be used. Candidates will learn to evaluate programs and practices related to the education of infants, toddlers and two year olds. Candidates will also be introduced to using assessment tools for program evaluation purposes. 25

preclinical hours are required in this course. Pre-requisite(s): LAP 100 Current TB test and background check required. Co-requisite(s): None. 4 quarter hours

#### **ECE 210 - History and Philosophy of Education (3)**

This course focuses on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows teacher candidate to pursue topics of interest within the education spectrum (early child education, elementary education and special education). This course requires a field-based assignment that will allow the teacher candidate to explore the relationship between the school and the surrounding community. The field –based assignment requires a minimum of 10 hours. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **ECE 215 - Speech and Language Development (3)**

Students will construct an understanding of speech and language acquisition in children birth through five years of age. An examination and analysis of typical, a typical and bilingual language patterns and their relationship to cognitive and social development will be included. Activities and strategies will be explored regarding early literacy and classroom intervention. Educational issues related to linguistically diverse children and families will be researched using the Internet as a resource. This course requires 15 hours of field experience. Prerequisite(s): Psychology of Early Childhood or an equivalent course in Developmental Psychology, current TB test and background check required Co-requisite(s): None. 3 quarter hours

#### **ECE 220 - Child, Family, and Community (5)**

This course examines the dynamics of family life, family challenges, family stresses, and their impact on child development. The course explores the ecological contexts in which children live, the relationships among families, child care settings, communities, and broader social and cultural systems, and the personal and cultural filters through which early childhood professionals view children and their families. Emphasis is on the current social, political, legislative, and economic status of children and their families and the crises they face. Students will study existing community interventions that support children and their families and discuss the issue of public policy and private advocacy. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **ECE 300 - Strategies for Supervision and Staff Development (1 TO 5)**

This course focuses on the human relations side of administrating early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating a diverse staff. Participants will examine conceptual models for understanding job satisfaction and the career stages through which practitioners progress and explore various individual and organizational strategies for promoting optimal performance. The use of technology and media in supervision and staff development is also included. Opportunities for participants to apply models of supervision and staff development in their respective educational settings will be provided. This course may be used as an elective in the Undergraduate Early Childhood Practice Program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 301 - Understanding Infant & Toddler Development (5)**

Candidates will explore the overall development of children ages 0-3 through the developmental continuum, biological and environmental factors, culture and the context of the family, temperament, and attachment. Concepts related to infant/toddler mental health will be explored as well as the impact of responsive caregiving, primary caregiving, continuity of care, early brain development research and other topics related to recent trends in infant/toddler growth and development. Discussion of the needs for typically and atypically developing children will be included, as well as considerations for multilingual children and families. 10 observation hours are required. Pre-requisite(s): Junior Standing or prior approval by ECE or ECP Program Coordinator. Co-requisite(s): None. 5 quarter hours

**ECE 302 - Planning for Quality Infant/Toddler Programs (5)**

Key components of developing and maintaining programs for children ages birth to three will be explored. Examination of the Infant-Toddler Environmental Rating Scale, state regulations (licensed centers and family child care), accreditation standards, quality improvement rating systems, credentialing and other resources will be addressed. The unique health and safety needs of children ages birth to three will be discussed, as will supporting the diverse need of families with children ages birth to three (children with special needs, multilingual homes and diverse family structures), especially in the context of developing family friendly policies and program options. 10 hours of field experience required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 303 - The Early Care & Education Administrator as Advocate (1 TO 5)**

This course builds competency for successful advocacy on behalf of children, families, and practitioners in the field. Participants learn a systematic approach that includes understanding and researching an issue, preparing materials and organizing meetings, and strategic follow up reinforcing outcomes. Advocacy organizations, local collaborations, and community system building will be reviewed for inclusive and cost-effective services for children and families. Students will learn about the current policy landscape and advocacy efforts needed to ensure families have access to high quality child care and learning experiences for young children. Pre-requisite(s): None Co-requisite(s): None 1-5 quarter hours

**ECE 305 - Organizational Theory, Group Dynamics, and Leadership Applications (1 TO 5)**

Using Systems Theory as an integrating paradigm, this course is designed to deepen participants' awareness of how they affect and are affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Topics include an analysis of leadership style, cross-cultural communication, and an assessment of organizational climate in the context of early childhood programs. Opportunities are provided for participants to apply the concepts of organizational theory, group dynamics, and models of leadership in their respective educational settings. This course may be taken as an elective in the Undergraduate Early Childhood Practice Program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 307 - ECE/Workshop/Administration/Leadership Connections (3)**

This course engages participants in a structured opportunity to use knowledge gained from attendance at Leadership Connections to inspire and document program improvements. Participants will reflect on the knowledge, experience, and insight gained from the conference. These reflections will promote program-wide quality improvement actions that are aligned with the Illinois Director Credential. Conference activities include attendance at sessions related to leadership competencies. Post-conference activities include reflections, quality improvement plans, documentation portfolios, and project work within a competency domain. This course fosters a community of program administrators working to create cultures of continuous quality improvement. Pre-requisite(s): None 3 quarter hours

**ECE 308 - Writing for Early Childhood Professionals (3)**

This course is designed for people working in the early care and education field to assist them in gaining the skills and confidence needed to be successful in written communication both as students and as professionals working with families, colleagues and other stakeholders in the field. Participants will learn how to increase the readability, emphasis, and appeal of emails, newsletters letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format and professional college level writing will also be included. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**ECE 311 - Administration I: Leadership Strategies and Staff Development (1 TO 5)**

In this course participants examine their leadership role in their early childhood programs and are introduced to a model of facilitative leadership as a way to empower staff to support shared decision making. Participants identify effective employment practices that will help them find and keep the right people for available jobs and their organizations. Participants are introduced to a comprehensive model for supervising staff and promoting their ongoing professional development based on recognizing and appreciating individual differences. Participants develop and practice the necessary skills to nurture a positive work climate that promotes peak performance. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 312 - Administration II: Managing Center Operations and Finance (1 TO 5)**

In this course participants learn about the components of effective management including: systems and the importance of systems thinking; stakeholder analysis and management; the strategic planning process; how policies, procedures, and systems are interconnected; and tools for taking charge of program operations. Participants understand how to manage a fiscally responsible early childhood business and be introduced to effective budgeting and accounting. Participants develop the skills needed to promote a positive public image. Participants learn how to create environments that welcome and support the learning of children and adults, as well as promote their health and safety. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 313 - Administration III: Implementing and Evaluating the Program (1 TO 5)**

In this course participants learn to support young children's development and learning by understanding the interactive environment, the advantages of different groupings and staffing patterns, and continuity of care. Participants learn how to implement developmentally appropriate early

childhood curriculum and the importance of observation and child assessment in achieving program goals. Participants explore the early childhood administrator's role in creating family partnerships, promoting an appreciation of diversity, and nurturing open communication. Participants explore importance of program evaluation and learn how to implement continuous quality improvement - the leadership practice of assessing needs, defining desired outcomes, developing an action plan, and evaluating effectiveness. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 321 - Curriculum in Infant/Toddler Programs (5)**

This course examines curricular models and instructional materials that foster the development of infants and toddlers. Strategies for administering and managing infant and toddler learning environments are examined. Current theoretical perspectives in relation to curriculum will be explored. 10 field hours required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 324 - Integrated Preprimary Methodology in Early Childhood Education (4 TO 5)**

Candidates in this course will apply theory, materials, and the Illinois State Board of Education Early Learning Standards for teaching language arts, literacy, art, music/movement, math, science, social studies, health, and safety to instructional methods for children ages three to five. Play and the active and constructive nature of learning will be emphasized. An integrated unit, addressing all content areas, will be developed. Current research and Internet will be used as resources. Fifteen pre-clinical hours will be collected as part of the required field experience for this course. Pre-requisite(s): ECE 205, EPS 300, TIE 300, current TB test and background check required. Co-requisite(s): None. 4-5 quarter hours

**ECE 334 - Early Language and Literature Development (5)**

This course will introduce students to the fundamentals of early language and literacy development, and their connection to one another. Students will learn the importance of planning a curriculum that includes emergent literacy at its core as well as how to incorporate activities that strengthen early language and literacy development, based on the five domains of language development. Typical and atypical development will be explored in addition to differentiated early literacy instruction as well as strategies for including families. Fifty field hours in an infant/toddler setting are required for this class. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 335 - Best Business Practices in Family Child Care (1 TO 5)**

Participants will examine the components of a high-quality family child care enterprise through the lens of a business owner and educator. Participants will have an opportunity to develop a family child care business or quality improvement plan aligned with their mission statement, cultivate healthy environments for children and families, explore advocacy skills and techniques for creating a professional image, and pursue standards aligned with the national family child care Administration Scale and self-reflection and/or evaluation of a family child care program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 337 - Ethics and Professionalism in Early Childhood Education (5)**

The purpose of this course is to assist students in developing a detailed ethical framework that will guide their actions while working with children, families, schools and organizations. Areas of emphasis include: an introduction to some of the main theoretical issues in ethics, an examination of moral problems often encountered in the early childhood context (e.g. confidentiality, discrimination, diversity, etc.) and an exploration of some of the moral theories and practices in today's schools and child care centers, especially from the perspectives of Kohlberg and Gilligan. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

**ECE 340 - Positive Guidance in Early Childhood Environments (5)**

This course is an introduction to providing age appropriate and positive guidance to young children in a variety of early childhood settings. An emphasis will be made on ways practitioners can encourage prosocial behaviors through understanding social and emotional development, emerging sense of self and self-esteem as well as ages and stages of development in the context of appropriate behaviors at each age range for individual children within group care. Early childhood theoretical foundations will be explored as well as the role of family, environment, curriculum, culture and considerations for children who have special needs. 10 field hours required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 341 - Early Intervention and Screening for Infants & Toddlers (5)**

This course takes a relationship-based, developmental approach to using observation and information about the child to perform assessments of infant/toddler behavior within identified contexts.

The development of collaborative relationships with families to share in the information is central to the course. Students gain experience in screening and authentic assessment, including the appropriate use of standardized tests and criterion-referenced tools. Also examined is the potential for various interventions and improving outcomes for children and their families. Teacher candidates will research and evaluate current intervention programs, and will investigate the impact of intervention programs within families, child care programs and communities. Twenty-five hours of field work is required for this course. Pre-requisite(s): ECE 301. Co-requisite(s): None. 5 quarter hours

**ECE 342 - Cultural Responsiveness for Families of Infants/Toddlers (5)**

This course provides the student with an overview of the ways culture impacts the development for infants and toddlers. Students focus on the ability to form healthy working relationships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors, cultural practices and how they relate to parental expectations and cultural traditions to develop culturally appropriate practices. Students will explore what it means to be culturally responsive when working as an infant/toddler early educator. Twenty-five field hours are required for this course. Pre-requisite(s): ECE 301. Co-requisite(s): None. 5 quarter hours

**ECE 343 - Teaching and Learning in Diverse Early Childhood Environments (5)**

In this course, students will examine the different aspects of multicultural learning, including the dilemmas of teaching children in an ever changing and diverse world. Also explored will be differences, divisions, and inequities related to race, class, culture, gender, sexual orientation, ability and disabilities. Through readings, discussions and learning through interactions with current experts in the field, students will create a vision for what schools, families and communities can accomplish by working together to develop and support diverse, culturally responsive programs. Twenty-five field hours in an early childhood classroom are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 344 - Entrepreneurship in ECE Field (5)**

This advanced course takes students through the entire ECE business start-up process by analyzing and understanding entrepreneurial behavior and traits, discovering new ideas and business opportunities, creating a full business plan, and pitching the business idea to potential investors or resource providers. Distinctions between family child

care and center based ECE programming will be made, along with the unique rules and regulations that shape both of these program types. Students will explore factors which contribute to entrepreneurial success and failure, and apply knowledge gathered from other disciplines to create a complete business plan for a new early childhood program or an expansion of an existing program. Twenty-five field hours are required for this class. Pre-requisite(s): ECE 311, ECE 312, and ECE 313. Co-requisite(s): None. 5 quarter hours

**ECE 345 - Curriculum, Differentiation, and Assessment (5)**

This is an introductory course for the pre-service early childhood candidate to learn basic theories about curriculum, differentiation, and assessment as they relate to developmentally appropriate practices in early childhood instruction. Candidates will learn specific ways to organize curriculum, differentiation strategies, and assessment techniques. Candidates will apply best practices for curriculum, differentiation, and assessment across all disciplines including English/ language arts, mathematics, science, and social studies. Ten hours of observation in a K-2 setting is required as part of this course. Prerequisite(s): EPS 300, TIE 300, ECE205. Co-requisite(s): Admission to the National College of Education. 5 quarter hours

**ECE 350 - Early Childhood Education: Pre-Primary Practicum Field Experience (2)**

Candidates apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms. They demonstrate their professionalism by planning, implementing, and assessing whole group, small group, and individual instruction, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous, supervised preprimary experience must have a portfolio review to determine if this component may be waived, in which case they would register for seminar and complete 25 hours in a preprimary classroom as part of their seminar requirements. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300 ECE 215; current TB test and background check required. Co-requisite(s): ECE 351. 2 quarter hours

**ECE 351 - Early Childhood Education: Pre-Primary Practicum Seminar (3)**

Candidates will apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms.

They will demonstrate their professionalism by planning, implementing, and assessing instruction for individual students, small groups and the whole group, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous supervised preprimary experience register for this seminar and will be required to complete 135 hours in a preprimary classroom as part of their seminar requirement. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300, ECE 215, current TB test and background check required. Co-requisite(s): ECE 350. 3 quarter hours

**ECE 450 - Early Childhood Education Primary Practicum Field Experience (2)**

This advanced course continues to integrate educational theory and understanding with field experience. ECE 451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates' bridge theory and practice with an emphasis on integration of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours). Prerequisite(s): Admission to NCE, a grade of C or ECE 350, ECE 351, current TB test, mandated reporter and background check required. Co-requisite(s): ECE 451. 2 quarter hours

**ECE 451 - Early Childhood Education Primary Practicum Seminar (3)**

This advanced course continues to integrate educational theory and understanding with field experience. ECE 451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates' bridge theory and practice with an emphasis on integration of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours). Prerequisite(s): Admission to NCE, a grade of C or better in ECE 350, ECE 351, current TB test, mandated reporter and background check required. Co-requisite(s): ECE 450. Required of all ECE BA Type 04 candidates. 3 quarter hours



**ECE 460 - Early Childhood Practicum (7)**

Students in this course complete a half-day experience of student teaching in an early childhood setting for ten weeks. Successful completion of this experience is based on a wide variety of competencies, including having full responsibility for a classroom over an extended period during the term, usually two weeks. Students also participate in a weekly seminar, which deals with their concerns and experiences as beginning teachers. Prerequisite(s): Completion of ECE 202, ECE 205, ECE 206, SPE 300, ECE 310, ECE 315, ECE 405, and ECE 406 or their equivalents; Consent of department; Background check. 7 quarter hours

**ECE 470 - Early Childhood Education: Student Teaching (10 TO 14)**

Students in this course complete a full day experience student teaching in a K-2 classroom for 11-12 weeks. Weekly seminars are conducted for all student teachers and topics include problems, issues and concerns of beginning teachers. Successful completion of this experience is based on a wide variety of competencies including full responsibility for a classroom over an extended period (at least two weeks) during the term. This course is the culminating experience for early childhood majors seeking licensing in the state of Illinois. Prerequisite(s): All coursework must be completed before student teaching. Passage of the ECE Content Test (#206) is required. Students are required to submit a current (no more than 6 months old) criminal background check and TB test to their academic advisors along with a Certificate of Completion for the Mandated Reporter course. Co-requisite(s): None. 10 quarter hours

**ECE 492 - Internship: Child Care Center and Preschool Practice (7)**

Students will serve as interns in an approved child care center or preschool that provides a daily program of education and care for a minimum of 100 hours. Under the discretion of a mentor and with the University supervision, students will engage in all aspects of site management or of instruction and care, including daily interaction with children, parents, teachers, staff, and other constituents. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

**ECE 492A - Internship: Child Care Administrator (7)**

Participants will serve as interns or assistants in an approved child care center that provides early care and education programming for children ages 0-12 for a minimum of 200 hours. Under direct supervision of a child care administrator and with

University supervision, participants will engage in all aspects of managing a child care program. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 492B - Internship: Family Child Care (7)**

Participants will serve as interns or teaching assistants in an approved family child care setting that provides developmental support and care for a minimum of 200 hours. Under the direction of a mentor and with University supervision, participants will engage in all aspects of daily interaction with children in the mixed age group setting. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 493 - Internship: Infant and Toddler Care and Development (7)**

Students will serve as interns or teaching assistants in an approved infant-toddler setting that provides developmental support and care for a minimum of 100 hours. Under the direction of a mentor and with University supervision, participants will engage in all aspects of daily interaction with children ages birth to 3. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 502 - Quality Child Care for Infants and Toddlers (2)**

This course will allow candidates to understand infant and toddler development (0-24 months), including the self, temperament, social interactions, and play development, within child care settings. The course is designed to enhance candidates' knowledge of professional ethics, developmentally appropriate practices, and effective curriculum. Candidates will learn how to evaluate child care quality from multiple dimensions. In addition, candidates will advance their skills in observing and assessing child development within child care contexts. Twenty-five hours of observation in an accredited infant/toddler setting is required. Pre-requisite(s): None. Co-requisite(s): None. 2-3 semester hours

**ECE 503 - Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement (3)**

This course applies child development principles to the planning of language arts, social studies, art and music curriculum for both typically and atypically developing young children. Candidates design, identify, demonstrate and evaluate appropriate language arts, social studies art and music experiences and strategies for primary children. Course topics include multicultural literature, an integrated curriculum approach, and adaptation of curriculum for children with special needs. 10 hours

of observation in an accredited K-3 setting is required as part of this course. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

**ECE 504 - Human Development: Infancy and Childhood (3)**

This course introduces human development from birth through eight years old. Candidates examine and develop an appreciation of the unique needs of development during early childhood. Emphasis is placed on the physical, neurological, cognitive, linguistic, social, emotional, moral, spiritual, and cultural development of children, particularly the young child. Emphasis will be on the typically developing child; however, various developmental patterns will be explored. Contemporary issues related to the care and education of young children will be examined relative to the developmental domains. Candidates are required to complete a case study involving 20 hours of observation in an ECE setting. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 507 - Teaching and Learning in ECE Settings: Science and Math (3)**

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Candidates design, identify, demonstrate and evaluate appropriate experience and teaching strategies that support development of math and science concepts in early childhood learners. Course topics include discussion of a variety of guidance strategies for young learners, multicultural education, an integrated curriculum approach and adaptation of curriculum for children with special needs. Five hours of observation are required in an accredited ECE setting. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

**ECE 510 - Child, Family and Community (3)**

This course examines the dynamics of family life, family challenges, family stresses, and their impact on child development. The course explores the ecological contexts in which children live, the relationships among families, child care settings, communities, and broader social and cultural systems, and the personal and cultural filters through which early childhood professionals and families view each other. Emphasis is on the current social, political, legislative, and economic status of children and their families and the crises they face. Candidates study existing community interventions that support children and their families

and discuss the issue of public policy and private advocacy. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

**ECE 512 - Early Childhood Curriculum (2)**

This course is designed to acquaint students with basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child, including the use of technology. Emphasis is given to the concept of "developmentally appropriate practices," and to analyzing historical developments and current criticisms. Finally, students are taught the role of diversity in curriculum planning, and approaches to child assessment and curriculum evaluation, for all children including those with challenges. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**ECE 515 - Financial and Legal Aspects of Early Child Care Management (3)**

This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children's records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation.) Prerequisite(s): None. 3 semester hours

**ECE 517 - Essentials of Infant/Toddler Early Care and Education (3)**

Key components of best practices for the care and education of infants and toddlers form the basis of this course. State regulations for licensed care; environmental and program assessment tools; accreditation for infant/toddler programs; infant and toddler development, health, safety, and nutrition; and caring for children with typical and atypical development including special needs, are discussed. Additional topics include supporting the culture of the family in terms of child-rearing practices with children ages 0-3 as well as meeting the needs of multi-lingual children and their families during the critical period of language acquisition. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 518 - Policies and Practices In Quality Infant/Toddler Early Care/Education (3)**

Candidates learn about what constitutes sound policy and practices in infant/toddler care and education. A close examination of historical and cultural contexts is provided as well as how developmental theory impacts policy and practices in programs today. Topics include societal attitudes about very young children in child care, notions surrounding the value of early interaction with very young children, and moral and political implications of early child care, as well as advocacy efforts needed for quality infant/toddler care and education. Candidates further examine how to use observation techniques to assist with developing sound program policy that supports the learning and development of children ages 0-3. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 519 - Curriculum for Infants and Toddlers (3)**

Students will examine the developmental needs of children from birth through three and how these needs can be met in group care and at home. Published curricula will be analyzed and evaluated. Candidates will create plans for using "teachable moments" to foster development. Candidates will also create lesson plans using the College's approved format for lesson planning. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 521 - Writing and Effective Communication for Early Childhood Education Administrators (1)**

This course 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 and an introduction to graduate studies at NLU will also be included. Pre-requisite(s): None, Co-requisite(s): None. 1 semester hour

**ECE 523 - Historical and Philosophical Foundations of Early Childhood Education (3)**

This course explores the historical and philosophical antecedents of educational programs for young children, and historical views of childhood. Influential pioneers in early education and philosophies will be reviewed. The course also examines the impact of history on current educational practices. The interactions among political strategy, children's programming, and teacher preparation regulations will be discussed. The course purpose is to provide early childhood educators with a context for understanding and evaluating current practices. The context for the development of a reasoned and

coherent personal philosophy of caring for and teaching children, based on ethical professional practice and decision-making will be examined. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 525 - Strategies for Supervision and Staff Development (.5 TO 3)**

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, orienting, supervising and evaluating a diverse staff. Participants will examine different conceptual models for understanding job satisfaction and the career stages through which practitioners progress and explore various individual and organizational strategies for promoting optimal performance. The use of technology and media in supervision and staff development is also included. Opportunities for participants to apply models of supervision and staff development in their respective educational settings are provided. Pre-requisite(s): None. Co-requisite(s): None. 0.5 - 3 semester hours

**ECE 538 - The Early Childhood Administrator: Individual and Organizational Perspectives (2)**

This course will examine key issues in adult development and job socialization as they relate to the early childhood practitioner within the context of his/her workplace or other professional settings. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, leadership practices, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. Prerequisite(s): None. 2 semester hours

**ECE 540 - Grant Writing and Fundraising for Early Childhood Programs (2)**

This course will examine 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. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**ECE 542 - Public Relations and Marketing of Early Childhood Programs (2)**

This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. Prerequisite(s): None. 2 semester hours

**ECE 544 - Early Childhood Environments: Design and Facilities Management (2)**

This course focuses on the physical environment of early childhood education 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. Applied field assignment in an early childhood program will provide an opportunity for students to evaluate design elements of different facilities. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**ECE 569 - Portfolio Development Subsequent Teaching Endorsement (3)**

This is the initial course designed for teachers currently holding a Professional Educator License (PEL) in Illinois who wish to secure a subsequent teaching endorsement in early childhood education, elementary education, or special education for LBS1. A portfolio documenting knowledge and experiences encompassing the Illinois Professional Teaching Standards (IPTS), along with relevant program area content standards for the new endorsement area being sought, will be created in this course. This course is required for all candidates in ECE, ELE and SPE seeking a subsequent teaching endorsement in Illinois. Pre-requisite(s): PEL with Licensure/Certification in another endorsement area. Co-requisite(s): The course is the first step for a candidate wishing to add a subsequent endorsement in specific endorsement areas as part of a 'focused program' in accordance with State Board of Education Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License. A candidate who completes a 'focused program' is considered as having completed the approved program for the endorsement sought and is eligible to be recommended for a new endorsement

by entitlement, signifying that the candidate has met all applicable standards. 3 semester hours

**ECE 570 - Internship in Early Childhood Education Preprimary Settings (3)**

This is an advanced course that integrates educational theory and practice with field experiences and methods courses. ECE 570 is the first in three terms of integrated ECE course work and field experiences at the preprimary grade level. The concurrent university study and field experience provide an opportunity to bridge theory and practice, with a particular emphasis on various types of literacy (e.g., reading, writing, speaking and listening, visual literacy, numeracy). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. 40 hours of field experience are required in an accredited ECE setting. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)**

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university's six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrate their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

**ECE 575 - Practicum for Subsequent Teaching Endorsement (4 TO 6)**

This course is designed for teachers currently licensed in Illinois who wish to secure a subsequent Illinois teaching endorsement on their Professional Educator License in early childhood education; elementary education; middle grades education for science, English language arts, mathematics, or social science; secondary education for science, social science, English language arts, mathematics, or K-12 foreign language; or special education for LBS1. Candidates are assigned between 75 and 150 clock hours in a general education classroom at the new endorsement level. Pre-requisite(s): ECE 569. Completion of all content coursework as described on the transcript assessment. Completion of individualized professional development as determined by initial portfolio review. Application for practicum placement

with checklist. Passing score on relevant ISBE content level test. Co-requisite(s): None. 4-6 hours

**ECE 579 - Residency in Early Childhood Education Primary Setting (1 TO 8)**

This is an advanced course that integrates educational theory and practice while supporting candidates who serve as teachers of record during the second and third years of the field-based residency program. The course explores teaching and learning in the primary grades (K-2). The concurrent university study and field experience provides an opportunity to bridge theory and practice, with a particular emphasis on various types of literacy, numeracy, and social emotional developmental practices supporting primary age students. Candidates meet in bi-monthly seminars to explore and analyze their varied experiences and broaden their base of professional knowledge. Pre-requisite(s): ECE 570. Co-requisite(s): None. 1-8 semester hours

**ECE 580 - Internship in Early Childhood Education Primary Setting (3)**

This is an advanced course that integrates educational and practice with field experience and methods courses. ECE580 is the first in two consecutive quarters of integrated course work and field experience at the primary grade level. The concurrent university study and field experience provide opportunities to bridge theory and practice, with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Required of all ECE MAT for early childhood endorsement. 50 hours of field experience is required in an ECE accredited setting. Pre-requisite(s): Admission to the Early Childhood Education program. Co-requisite(s): None. 3 semester hours

**ECE 582I - Workshop/Administration/Leadership Connections (2)**

This course engages participants in a structured opportunity to use knowledge gained from attendance at Leadership Connections to inspire and document program improvements. Participants will reflect on the knowledge, experience, and insight gained from the conference. These reflections will promote program-wide quality improvement actions that are aligned with the Illinois Director Credential. Conference activities include attendance at sessions related to leadership competencies. Post-conference activities include reflections, quality improvement plans, documentation portfolios, and project work within a competency domain. This course fosters a community of program administrators working to

create cultures of continuous quality improvement. Pre-requisite(s): None. 2 semester hours.

**ECE 587 - Early Childhood Resident Teacher Practicum (1 TO 6)**

ECE 587 is a course that integrates educational theory and practice with field experience and methods courses for resident teachers at the preprimary or primary grade level in an early childhood residency setting. This course integrates field-based experiences with on-site seminars for preservice teacher candidates who are working full time as teacher assistants in a classroom. The concurrent university study and field experience provide an opportunity to bridge theory and practice with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge. A minimum of 40 hours of field experiences is required in K-grade 2 setting for candidates in a pre-K setting. This course runs 2 terms. Pre-requisite(s): None. Co-requisite(s): None. 1-6 semester hours

**ECE 589 - Internship in Early Childhood Education Preprimary Setting (3)**

This is an advanced course that integrates educational theory and practice with field experience and methods courses. ECE589 is the first in three quarters of integrated ECE course work and field experience at the preprimary grade level. The concurrent university study and field experience provide an opportunity to bridge theory and practice, with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. 40 hours of field experience are required in an accredited ECE setting. Pre-requisite(s): Admission to the Early Childhood MAT program. Co-requisite(s): None. 3 semester hours

**ECE 590 - Student Teaching (5)**

Candidates in this course complete a full-day experience of student teaching at the K-3 level, for one academic term. In addition, weekly seminars address issues facing beginning teachers. Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ECE MAT program coursework must be completed prior to taking this course. Candidates must apply for, and be approved by the ECE Department, to take the course. Pre-requisite(s): ECE 589, ECE 504, ECE 523,

ECE 507, ECE 503, ECE 502, ECE 510, ESR 504, ECE 580; passing score on State of Illinois Content Area Test for Early Childhood. Co-requisite(s): None. 5 semester hours

**ECE 591 - Early Childhood Alternative Licensure Seminar (1 TO 6)**

This is an advanced course that integrates educational theory and practice with field experience and methods courses. ECE 591 is an integrated ECE course work and field experience at the preprimary or primary grade level. The concurrent university study and field experience provide an opportunity to bridge theory and practice with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. 40 hours of field experience are required in an accredited ECE setting. Pre-requisite(s): None. Co-requisite(s): None. 1-6 semester hours

**ECE 592 - Internship: Infant and Toddler Early Care and Education (4)**

Students will serve as interns or teaching assistants for 180 hours in an approved infant-toddler setting that provides developmental support and care. Under the direction of a mentor teacher and with University supervision, students will engage in all aspects of daily interaction with children ages 0 to 3. A weekly seminar support this activity. Pre-requisite(s): None. Co-requisite(s): None. 4 semester hours

**ECE 598B - Resident Teacher Internship B (2)**

This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): \*Employed as a teacher in a partnership district \*Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree \*Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content

area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

**ECO - Economics**

**ECO 100 - Introduction to Economics (5)**

This course surveys topics drawn from both macro- and microeconomics. Students explore big questions in economics, such as: How do individuals, firms, and governments make choices? What is economic rationality? How do markets function? Under what conditions do markets work well? What types of policies do governments use and how do they impact us? What data can we use to learn more about the state of the economy and how do we interpret such data? Finding answers to these questions will help students to make better decisions both professionally and academically. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: SocialScience.

**ECO 200 - Macroeconomics for Today's Professional (5)**

This course provides an overview of macroeconomics and microeconomics and an understanding of how individuals, firms, and the government make decisions. It also explains how the market economic system works. Additionally, this course examines management decisions under different market structures and the impact of government intervention on markets. Finally, this course discusses gross domestic product and national income, inflation, unemployment, economic growth and business cycles, and the impact of fiscal and monetary policies on the economy. Laboratory course is required for Pathways students. Pre-requisite(s): MTH 100 or equivalent. Co-requisite(s): None. 5 quarter hours

**ECO 254 - Global Economics (5)**

This introductory course examines the issues of globalization and development through the interdisciplinary lens of economics, geography, and history. Students explore the principles of economics from a non-technical perspective and examine the costs and benefits of globalization; discover economic geography, with an emphasis on the distribution of human populations and natural resources, as well as the challenges related to the use of renewable and non-renewable resources; and debate the role of technological progress in our history and global economic development. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

**ECO 255 - Microeconomics (5)**

This course is an analysis and study of economic behavior of the individual unit, i.e., the firm and the rational consumer. Microeconomics principles addressed include decision making of the firm, the household, labor, international trade, education and poverty. Special emphasis will be placed on the theory of supply and demand. Prerequisite: MTH 101 or equivalent. 5 quarter hours

Distribution: Social Science.

**ECO 310 - The Global Economy (4)**

This course covers traditional macroeconomics topics in an international context. Topics include national income accounting, inflation, unemployment, fiscal policy, money, the banking system, and monetary policy. Concepts are discussed in the context of comparisons of structure and performance between different types of economies. Macroeconomic interdependence among nations and its implications for policy, global commerce, and international entities are examined, as are the economics of social responsibility.

**ECO 440 - Economics for Managers (5)**

In this course students explore selected economic concepts and the relevance and application of such concepts at an organizational/individual firm level and decisions made by the managers. Topics covered in this course are drawn from both micro- and macroeconomics and include economic markets and competition; the power of incentives; importance of information in decisions; unemployment and inflation; measurement of a nation's economic productivity; fiscal and monetary policy; globalization and trade; and issues of current interest in economics. Pre-requisite(s): BUS 430 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**EDL - Educational Leadership**

**EDL 504 - School Community Relations (3)**

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community's needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is

to complete at least 15 hours of clinical internship work outside of class. Prerequisite(s): None. Co-requisites(s): None. 3 semester hours

**EDL 510 - Leadership and Organizational Development (2)**

This course provides each candidate with theories and strategies of educational leadership that influence administration, coaching and organization development in schools. Specific attention is given to change theory, long-range planning, decision-making processes, motivation and social systems theories. A solid foundation in the research and practice of effective educational leadership is addressed. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**EDL 512 - Communication and Technological Skills for Education Leaders (3)**

The course explores advanced communications and technological capacities associated with effective leadership in educational settings. The course examines conceptual frameworks, national standards and research that support productive leadership practices in visualizing, designing, and implementing rich teaching-and-learning environments to increase equity, inclusion, teacher efficacy, and good digital citizenship practices. Candidates will study and apply communications and technology skills to frame discussions of teaching, to foster trust in teachers and students, to build culturally proficient teams, to use data to tell organizational stories, and to engage in effective routine and crisis communications with impactful messaging using social media. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 520 - Leading Diverse Schools (2)**

This course focuses on the cultural, ethnic, and socio-economic contexts of schools and school communities. Through course readings and activities, leadership candidates will have opportunities to develop critical perspective toward diversity. Emphasis will be placed on developing leadership skills and dispositions that result in candidates' capacity to promote inclusive practices. In particular, candidates will understand how their actions impact perceptions about inclusiveness within such realms as race, class, gender, sexuality, ability, religion, culture, and language. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**EDL 521 - Building School Community Partnerships (2)**

This course provides leadership candidates with a foundational understanding of community dynamics in order to mobilize efforts and resources to improve student learning. Emphasis is placed on identifying community outreach opportunities, strategic

partnerships, and vital relationships. Ways to plan, organize, and evaluate school community initiatives will be explored. Candidates will learn to utilize diverse sources of data to analyze community context. Other topics include mobility, community schools, local employment, inter-organizational networking, and inter-cultural communication. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 522 - Leading Student-Centered Schools (2)**

This course provides an opportunity for candidates to explore what it means to lead student-centered schools and to support student-centered schools. Student-centered schools are characterized by a culture of learning, personal accountability, self-discipline, and safety. This course will look at the school leader's role in creating and sustaining this type culture by integrating building management and program supervision skills with knowledge of student-centered classrooms, child and adolescent development, literacy and numeracy foundations, student motivation and discipline strategies, social emotional learning, environmental and emotional safety, character development programs, and relationship building. Issues of safety will be addressed, including disaster planning and bullying as well as cyber-bullying. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 523 - Navigating School and Special Education Law (2)**

School and district leaders must have a working knowledge of relevant legal issues as part of their leadership roles. This working knowledge is important for several reasons. First, a leader should have knowledge to recognize a potential legal issue and seek necessary counsel. Second, legal knowledge should be at a level where the leader can confidently act in ethical and professional manner regarding day-to-day operational activities. Third, the leader should be familiar with the law and policy making systems to a degree that enables effective advocacy and involvement in those systems. Finally, the leader must be able to quickly assess emergency situations and respond in a reasonable and prudent manner to maintain fairness and avoid liabilities. This course enables leadership candidates to understand the fundamentals of school law, and in particular, special education law, to ensure that laws are upheld and applied fairly and equitably with the goal of enhancing school climate. Particular attention will be given to application of Multi-Tiered Systems of Support and student learning in the least restrictive environments. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 525 - Decision-Making for Educational Systems and Organizations (2)**

This course enables candidates to develop decision-making and problem-solving capabilities to mobilize schools with a common vision. Within the context of systems theory applied in educational settings, as well as current educational policy, candidates analyze organizational situations using leadership frames, network analysis, and decision-making theories. Candidates will build capacities to empower leadership teams and teacher decision-making. Candidates will make sense of how current policies impact educational change and how good leadership funnels those efforts into positive school culture and productive school improvement. Alternative models of school organization, including charters, are explored, as candidates understand how leaders best respond to external changes. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 526 - Realizing Vision through Technical, Human, and Financial Resources (2)**

This course prompts leadership candidates to develop plans and strategies for using educational resources to promote student achievement. Students will examine theories of effective resource allocation as well as case studies presenting decisions and tradeoffs involving the key resources such as budgets, staff, time, and technology. They will create a major resource re-allocation project, making leadership choices about resources while providing decision rationales, aligning resources with school improvement plans, and resolving resource conflicts. Course topics also include resource adequacy, equity, efficiency, reliability, as well as quality staff recruitment, selection, support, and retention. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 527 - Guaranteeing a Differentiated and Coherent Curriculum (2)**

Leadership candidates will become familiar with a variety of curriculum development strategies, curriculum integration, differentiation, curriculum monitoring and assessment. Candidates will learn leadership skills required to offer a culturally responsive and differentiated curriculum used to advance student achievement, supporting all students including English language learners, gifted and special needs students. Multi-tiered system of supports (MTSS) will be examined as a systematic model for problem-solving in academic and behavioral areas. Leadership for instructional technology will also be explored. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **EDL 528 - Maintaining Accountability with Data Use and Program Evaluation (2)**

Candidates will develop competencies in data interpretation, data-informed decision-making, and



data presentation to improve student achievement. They will also examine and compare tools for analyzing student performance data and for collaborating with teachers on creating data-driven approaches to improve instruction and student achievement. Formative and summative assessment will be studied from a leadership and administrative perspective as well as strategies for conducting program evaluations. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**EDL 529 - Improving Instruction through Teacher Evaluation and Professional Development (2)**

As instructional leaders, candidates will promote teacher efficacy and implement comprehensive professional growth plans for all staff focused on student learning. State-specific models of teacher evaluation will be explored, as well as current conceptions of adult learning and professional development. Particular attention will be given to understanding the change process as it applies to individuals and organizations, supervision models and evaluation strategies, and collaborative models of interpreting and improving instruction. Course goals and topics are aligned with Illinois and Florida state requirements. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**EDL 546 - Perspectives and Administration of Educational Policy (3)**

Educational policy is a topic that is heavily debated amongst stakeholders invested in improving learning outcomes for students. Waves of educational reform have shaped ideas for restructuring schools. This course focuses on the conceptualization, adoption, implementation, and assessment of educational policies. It involves the analysis of policies in relationship to their suitability for achieving preferred aims of education. Attention is devoted to issues of standardized testing, accountability, privatization, charter schools and the business model. The ways historical, political, legal, social, and institutional contexts shape administrators' and other policy makers' ability to initiate, and other policy makers' ability to initiate, Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 552 - Administration of Curriculum (3)**

This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning are examined. Systematic change is addressed as a need for curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed to a body of knowledge focused on cognitive development,

leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision making focused on instructional leadership and facilitation. This course involves a self directed curriculum analysis project as group deliberation on whether and how various proposals might be included in curriculum plans for a school or district. Pre-requisites: None. Co-requisite(s): None. 3 semester hours

**EDL 553 - Supervising Instruction (3)**

In this course the student learns and demonstrates the collaborative clinical supervision and evaluation processes. The skills needed for effective supervision that result in professional development are learned and practiced, including joint planning, observation, data collection, analysis of teaching strategies and feedback. Pre-requisites: None. Co-requisite(s): None. 3 semester hours

**EDL 570 - Internship Seminar I: Organizing Leadership Competency Planning (1)**

This is the first course for candidates for the M.Ed. or Ed.S. in Educational Leadership. Candidates are introduced to the program expectations, state and other academic standards, certification requirements, professional decorum, NLU technology platforms, and professional writing expectations. It also requires students to develop an Administration and Supervision/Educational Leadership Internship plan. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**EDL 571 - Internship Seminar II: Resume Building and Professional Writing for Educational Leaders (1)**

This course enables leadership candidates to demonstrate competency in case study analysis, to implement competency-based strategies in presenting their leadership identity, to receive feedback regarding progress in leadership development, and to demonstrate use of feedback for performance improvement. Candidates gain skills in competency-based interviewing and written communication. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**EDL 572 - Internship Seminar III: Demonstrating School Leadership Competence (2)**

This course is the final forum for leadership competency demonstrations and final assessment of leadership candidates in the M.Ed. or Ed.S. in Educational Leadership Program. In it, candidates demonstrate leadership knowledge, skills, and dispositions through a formal interview and capstone case analyses drawing upon all previous courses, as well as applicable national and state leadership standards. Candidates are assessed for their presentation skills, as well as their understanding of

all program curriculum, through a formal interview and a video case analysis. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hour

**EDL 573 - Educational Leadership Project (1 TO 4)**

Candidates for the M.Ed. in Educational Leadership complete an educational leadership project that demonstrates competencies and knowledge in building-level leadership. The course provides an opportunity to identify an area of research interest used to develop a Master's level project demonstrating the application of content knowledge focused on a school or district issue. Candidates work with faculty to develop a product such as a grant application, school improvement plan, technology or curriculum initiative, public-relations plan, or another project having practical application. Program faculty help candidates to complete standards-based projects supporting their career aspirations as school leaders. Pre-requisite(s): None. Co-requisite(s): None. 1-4 semester hours

**EDL 590A - Clinical Internship/Educational Leadership/Early Childhood (6)**

The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 501; EDL 504; EDL 510; EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Pre-requisite(s): Admission to Educational Leadership Program. Co-requisite(s): None. 6 semester hours

**EDL 590B - Clinical Internship/Educational Leadership/Middle School (6)**

The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 501; EDL 504; EDL 510; EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite(s):

Admission to Educational Leadership Program. Co-requisite(s): None. 6 semester hours

**EDL 591 - Field Study/Educational Leadership (6)**

6 semester hours

**EDL 598 - Administration and Supervision Internship (1 TO 6)**

The Administration and Supervision Internship requires candidates to engage in authentic leadership at the school building level. The internship requires candidates to apply theoretical and empirical knowledge to solve practical administrative problems and to transform learning environments. In consultation with the faculty supervisor and a site principal mentor, the candidate will engage in an extensive internship that involves practice and competency in the 36 competencies demonstrated by effective principals as research by the Southern Regional Board of Education (SREB) and the National Educational Leadership Standards (NELP). Pre-requisite(s): Admission into the M.Ed. or Ed.S. in Educational Leadership Program; EDL 570. Co-requisite(s): None. 1-6 semester hours

**EDL 601 - Analyzing Resource Allocation and Equity in Educational Financial Management (3)**

In this course candidates will consider the social, economic, and political considerations related to financing public schools. Adequacy and equity provide the lens for analysis and critique of existing policies and practices. Candidates will learn about effective practices for decision-making and resource allocation that support improved student achievement. The changing landscape of federal, state, and local funding, new forms of teacher compensation, strategic management of human capital, charter schools, partnerships, and fund-raising are considered. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 604 - Fostering Cultural Proficiency, Opportunity and Equity (3)**

In this course candidates will extend their cultural proficiency to lead pluralistic schools, which includes but is not limited to race, ethnicity, culture, and socioeconomic status. Coursework requires candidates to engage in self-assessment, reflection, and goal-setting around their cultural proficiency. Candidates will also analyze diversity within the school setting, examine school structures that promote or hinder equitable educational practice, and evaluate policy, curriculum, and instruction from a cultural proficiency lens. Candidates will learn how to create learning communities where students feel safe, welcome, and invited, free from bullying, harassment, and discrimination. Pre-requisite(s): Admission to an NLU doctoral program or permission of the EDL

Doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 605 - Leading Change (3)**

In this course candidates will be introduced to a systems approach to design, implement, and support transformational change required for improved teaching and learning. Candidates will examine the conditions, competencies, culture, and context that affect organizational change as well as critical skills required to lead a change initiative. Candidates will also identify the barriers to change and strategies to build capacity, develop high functioning teams, improve decision making, and assess progress to sustain change initiatives. Pre-requisite(s):

Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 606 - Utilizing Effective Leadership Principles and Processes (3)**

In this course candidates are introduced to leadership theories, principles, and styles. Candidates explore how leaders work to establish climate, conditions, and culture that foster both adult and student learning. Building professional learning communities, cultivating relationships, and establishing trust among internal and external stakeholders will be addressed. Communication and advocacy skills for the school leader, capacity building, and sustaining organizational initiatives will also be examined. Pre-requisite(s): Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 608 - Communicating and Engaging with Staff, Families, and Communities (3)**

In this course students will focus on community engagement through the exploration and analysis of school/educational policy in community settings. Power structures, social and political contexts, cultural and demographic changes, and principles of social justice are examined as they affect school and community relations. Students will explore principles of community development such as autonomy, self-determination, and the integration of community resources. Students will also examine multicultural understanding, group dynamics, community organizing, interagency cooperation, financial resources, and evaluation. Pre-requisite(s): Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 610 - Entry Portfolio Development for Superintendent Endorsement (1 TO 9)**

This course is required for candidates in the Subsequent Certification (Superintendent

Endorsement) program who hold doctoral degrees in Educational Leadership, Educational Administration, or Educational Policy but who did not earn recognized endorsements for the superintendency within those doctoral programs. Candidates register for a total of 9 semester hours to fulfill the portfolio documenting knowledge, skills, and dispositions mandated by national standards. Prerequisite(s): Candidates must hold a Type 75 endorsement in Illinois or a Type 51 License in Wisconsin. Candidates must be admitted to either the Educational Leadership Ed.D. or Subsequent Certification (Superintendent Endorsement) program. 1-9 semester hours (may be repeated up to 9 semester hours)

**EDL 612 - Advanced Educational Psychology (3)**

This course provides a detailed analysis of modern learning theories and practices as they relate to education. It proceeds on a detailed investigation of major research in educational psychology focusing on learning cognition. This course equips educators to think about how students learn at various levels of development, to make decisions before and during instruction, and to consider what constitutes evidence that students are learning and succeeding. During this exploration into human growth and development, as well as teaching methods, students will begin to develop their own personal theory of learning built on solid principles but having practical application. As students advance through the course, a common theme continues to be how psychological principles illuminate processes of learning and teaching and how theory, research, and practice inform each other in order to improve our efforts as educators. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 620 - Understanding the Dynamics of Political, Legal, and Ethical Issues in Education (3)**

This course focuses on federal and national trends in education policy. An examination and analysis of the way these trends influence policy and political action at the school district level are addressed by focusing on governance structures, politics, and the influence of interest groups. Candidates will develop an understanding of the fundamentals of school law addressing legal issues involving special education and bilingual education to ensure that laws are upheld and applied fairly and equitably with the goal of enhancing school climate and student learning. Candidates will analyze cases while developing a working knowledge of educational politics and policy. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 622 - Developing Curriculum and Evaluating Programs (3)**

In this course doctoral candidates are introduced to models and processes for curriculum planning, organization, and evaluation through a school district or other organizational leadership perspective. Traditional and contemporary curriculum theories and frameworks are examined as they relate to curriculum issues and problems. Macro and micro levels of curriculum are explored to understand how knowledge is shaped in schools and how curriculum is organized to assist students to meet specific learning goals. Strategies for conducting curriculum and program evaluation will be explored. Case studies are used to develop a practical working knowledge of contemporary problems and solutions to issues of curriculum, teaching, learning, and assessment. Co-requisite(s): None. 3 semester hours

**EDL 624 - Improving Instruction through Professional Development and Evaluation (3)**

This course focuses on leadership enhancing teacher learning and promoting positive organizational culture to improve instruction. School improvement, teacher learning, and change leadership are linked by a focus on effective teaching. School culture, teacher professionalism, teacher knowledge, instructional leadership, and effective evaluation systems are examined for the purpose of building instructional capacity and teacher professionalism within the organization. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 625 - Scholarly Writing for Practitioners (1 TO 4)**

This course is designed to support candidates through the dissertation writing process by focusing on scholarly writing. The course will emphasize developing good dissertation writing practices and finding scholarly voice. Candidates will analyze exemplars and use current course assignments for writing practice. Pre-requisite(s): Initial enrollment in the Ed.D program. Co-requisite(s): None. 1-4 semester hours

**EDL 626 - Leading Instruction to Advance Student Learning (3)**

In this course candidates will examine theoretical and practical knowledge necessary for an educational leader to guide curriculum, instruction, and assessment at the district or organizational level. Identification and exploration of assumptions, principles, and concepts of learning theories, strategies, and assessments to foster an inclusive learning community will be emphasized. Research-based intervention systems will be explored with strategies for development of multi-tiered systems of support. The use of technology to inform and enhance instruction will also be examined. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 628 - Analyzing and Using Data for Systemic Improvement (3)**

This course focuses on how well a school district or other learning community is functioning as an organization. Students combine sociological inquiry, systems analysis and program evaluation of organizational roles, structures, and dynamics with practitioner research methods to better understand and assess their school district's or learning community's organizational conditions, context, culture, and competencies. With the goal of uncovering and building organizational capacity from within, qualitative and quantitative research methods are applied to various organizational structures and operating systems that impact power distribution, information flow, collegiality, school climate, and leadership development. Prerequisite(s): Admission to the Educational Leadership Doctoral Program. Co-requisite(s): None. 3 semester hours

**EDL 630 - Understanding and Using Educational Research (3)**

In this course candidates analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, and various forms of both quantitative and qualitative research. Candidates also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. Pre-requisite(s): Admission to an NLU doctoral program or with permission of the EDL doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 632 - Utilizing Data to Inform Decision Making (3)**

In this course candidates study the methodologies, assumptions, and the techniques for various types of data collection and analysis used by educational leaders. The course begins with an overview of student data as a form of organizational performance (e.g., test scores, graduate rates, attendance, etc.) then moves to the broader issues of evaluation, experimentation, quantitative analysis, and interpretivist analyses. The course ends with a review of current research trends in data-driven decision-making. Throughout the course candidates analyze cases to develop a practitioner's knowledge of research, evaluation, and data use for school improvement. Pre-requisite(s): Admission to an NLU doctoral program or with permission of the EDL doctorate program coordinator. Co-requisite(s): None. 3 semester hours

**EDL 637 - Managing Human and Fiscal Resources in Education (3)**

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws. Students participate in discussion strands based on human and fiscal resource management issues, and submit assignments that demonstrate understanding of human resource management theories and practices. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 690 - Educational Leadership Internship (1 TO 8)**

The Internship in Educational Leadership provides interns with the opportunity to apply theoretical and empirical knowledge. Under the direction of an advising professor and a cooperating superintendent (or other district administrator with a superintendent endorsement), the intern will engage in district-level leadership experiences. Internship projects will address high quality curricular, instructional, assessment, and financial resources that promote school improvement in the following settings: general education, special education, bilingual education and gifted education. Prerequisite(s): None. Co-requisite(s): None. 1-8 semester hours

**EDL 691 - Internship in Postsecondary Teaching in the Content Area (1 TO 8)**

The course organizes doctoral candidates' postsecondary internship work in the Ed.D. degree in Educational Leadership with a major in Leadership for Learning and Change. Candidates in this program and major work as educators in postsecondary institutions and pursue internship activities related to their content area specializations and postsecondary job roles. Candidates' internship work is supervised by an advising professor and a cooperating Subject Matter Expert related to the content area specialization. Internship projects may include work as a visiting academician, shadowing or co-teaching with the Subject Matter Expert or other colleagues, engaging in collaborative scholarship focused on research or grant activity, service work on special projects focused on institutional improvement, community engagement work within the academy, or leadership work on behalf of college student services or programs. Internship activities are documented within the candidates' leadership portfolio. Pre-

requisite(s): None. Co-requisite(s): None. 1-8 semester hours

**EDL 693 - Educational Leadership Seminar (3)**

The intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students will meet with the seminar professor weekly to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDU - Education****EDU 210 - Educational Philosophy- A Historical Account (5)**

This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**EDU 290 - Professionalism and Ethical Engagement with Children, Families and the Community (5)**

This course provides an introduction to current issues in professional ethics encountered in the early childhood, elementary and special education settings. These issues can include but are not be limited to confidentiality, inclusion, discrimination, diversity, access, and equity. Course activities guide students to construct an ethical framework for the teaching profession through the design, implementation, and assessment of a Service Learning Project. A special emphasis is placed on effective collaboration with families, students, teachers and other professionals advocating for the rights and responsibilities of students, including those with disabilities, in schools and child care centers. Candidates will engage in work around supporting the child, family and community within the context of service learning and discussion of current issues in the field. The Service Learning Project that will require 40-50 field hours in the community. Pre-requisite(s):None. Co-requisite(s): None. 5 quarter hours

**EDU 300 - Teacher Education Practicum I (5)**

This is an introductory course designed to provide an overview of teaching and learning. The course integrates field-based experiences and activities focusing on culturally relevant pedagogy. Teacher candidates will be introduced to the Adaptive Cycles of Teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze core teaching practices. Candidates are expected to spend the equivalent of a day a week in a field setting. Early childhood candidates practice in a three-five year old classroom. Elementary candidates practice in grades 1-6. Special education candidates practice in settings with both low and high incidence populations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **EDU 350 - Teacher Preparation Curriculum and Assessment (5)**

This introductory course is designed for preservice teacher candidates to overview basic theories and practices in curriculum and assessment as they relate to early childhood, elementary, and special education. This is an interdisciplinary course that involves perspectives from Elementary, Early Childhood, and Special Education. Teacher candidates will examine how students learn through curriculum and assessment tools as guided by the newest learning standards in literacy, mathematics, science, social emotional learning and arts. This examination includes attention to diverse learners and culturally relevant curriculum and assessment practices. There are 40-50 field experience ours in the candidate's field of study required in this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **EDU 400 - Teacher Education Practicum II (5)**

This course integrates educational theory, practice based theory and understanding with field-based experience and methods courses. This course continues to expand the candidates' professional expertise through the Adaptive Cycles of Teaching (ACT) experiential curriculum to help teacher candidates plan, implement, reflect and analyze core teaching practices. The candidates actively engage in two full days per week in a field-based practicum experience. Early childhood candidates are in a kindergarten field setting. Elementary education candidates are in elementary grades 1 through 6 field settings. Special education candidates practice in settings with both low and high incidence populations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **EDU 410 - Teacher Education Practicum III (5)**

This advanced course continues to support teacher candidates field-based learning. Candidates continue to work with the Adaptive Cycles of Teaching (ACT) curriculum to deepen and expand their teaching

expertise in classroom settings. Candidates actively engage in two full days per week in a field-based settings linked to their student teaching placement. Early childhood candidates are in field settings grades k-2. Elementary education candidates are in elementary grades 1 through 6 field settings. Special education candidates practice in settings with both low and high incidence populations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **EDU 99 - Content Knowledge and Testing Skills for Educators (0)**

This course is mandatory for education licensure-track students who have not obtained the requisite standardized test score in order to begin their licensure courses. In this course, students will develop stronger content knowledge and practice the English, reading, and math skills necessary to improve their standardized test scores. This course will also provide opportunities for students to become more confident in their test-taking abilities, as well as increase their overall academic performance. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

### **ELE - Elementary Education**

#### **ELE 210 - History and Philosophy of Education (3)**

This course focuses on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows teacher candidate to pursue topics of interest within the education spectrum (early child education, elementary education and special education). This course requires a field-based assignment that will allow the teacher candidate to explore the relationship between the school and the surrounding community. The field –based assignment requires a minimum of 10 hours. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **ELE 300 - Practicum I Seminar and Field Experience (4)**

Practicum I is an introductory course of directed observation and participation in an elementary education setting designed to provide an overview of teaching and learning. The course integrates field-based experience with on-campus seminars with a focus on culturally relevant pedagogy. Teacher candidates will work with the Adaptive Cycles of Teaching (ACT). The ACT is an experiential-based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Forty clock hours of field-based experience are completed when enrolled in this course. Pre-requisite(s): Passing test score from ACT, SAT or TAP

submitted to Academic Advisor. Co-requisite(s): None. 4 quarter hours

**ELE 345 - Methods of Teaching Arts Education (3)**

The course provides teacher candidates with the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, and insight among elementary students. The course focuses on methods used to teach the arts across disciplinary content areas. 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. Includes observation hours in an elementary classroom and teaching a lesson using the NCE Adaptive Cycle of Teaching, an experiential based curriculum. Pre-requisite(s): LAA 101, LAA 102 or equivalent. Co-requisite(s): None. 3 quarter hours

**ELE 347 - Methods of Teaching Health and Physical Education (3)**

The course provides Elementary Education Bachelor of Arts Program candidates basic health and physical education knowledge and concepts. Candidates create opportunities for student development and practice that promote positive health. Candidates explore how human movement and physical activity are central elements to foster active, healthy life styles and enhanced quality of life. The course orients candidates to the interrelationships and connections between positive health practices, physical education and a healthy lifestyle. Includes observation hours in an elementary classroom and teaching a lesson using the Adaptive Cycle of Teaching, an experiential based curriculum. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**ELE 350 - Theories and Practices of Curriculum and Assessment (3)**

This introductory course for the preservice teacher candidates is designed to overview basic theories about curriculum and assessment as it relates to elementary education. Teacher candidates will learn specific curriculum and assessment theories, explore and analyze the newest curriculum standards and reflect on the best practices for curriculum assessment across all disciplines including: language Arts, mathematics, science and social studies. Pre-requisite(s): RLL 220 or equivalent, ELE 300 and EPS 300. Co-requisite(s): None. 3 quarter hours

**ELE 410 - Elementary Education Practicum II Seminar (3)**

This advanced course integrates educational theory, practice based theory and understanding with field-based experience and methods courses. It is the first in two consecutive quarters of integrated coursework

and field-based experience. This course continues to expand the candidates' work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. The concurrent field experience provides an opportunity to bridge theory and practice. Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Pre-requisite(s): Admission to National College of Education. Co-requisite(s): None. 3 quarter hours

**ELE 415 - Elementary Education Practicum II Field Experience (2)**

This advanced field-based experience integrates knowledge from ELE 410 Practicum II Seminar, RLL 478 Literacy Methods I, and MHE480A Methods of Mathematics. The Practicum II field-based experience is the first in two consecutive quarters of field-based experience and integrated course work that provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a field-based practicum experience. This course will continue to expand the candidates' work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Pre-requisite(s): None. Co-requisite(s): ELE 410, RLL 478 and MHE 480A. 2 quarter hours

**ELE 420 - Elementary Education Practicum III Seminar (3)**

An advanced course that integrates educational theory, practice based theory and understanding with field-based experience and methods courses. ELE 420 is the second in two consecutive quarters of integrated methods course work and field experience. This course will continue to expand the candidates' work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practices. The concurrent experience provides an opportunity to bridge theory and practice. Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Pre-requisite(s): Admission to National College of Education. A grade of C or better in ELE 410, ELE 415, MHE 480A and RLL 478. Co-requisite(s): ELE 425, RLL 479, SCE 480A and CIS 480A. 3 quarter hours

**ELE 425 - Elementary Education Practicum III Field Experience (2)**

An advanced field-based experience integrating knowledge from ELE 420, Practicum III Seminar,

RLL 479, Literacy Methods II, CIS 480A, Methods of Teaching Social Studies and SCE 480A, Methods of Teaching Science. The Practicum III is the second of two consecutive quarters of field-based experience and integrated course work that provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a field-based practicum experience. This course will continue to expand the teacher candidates' work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze core teaching practices. Pre-requisite(s): Admission to National College of Education. A grade of C or better in ELE 410, ELE 415, MHE 480A and RLL 478. Co-requisite(s): ELE 420, RLL 479, CIS 480A, and SCE 480A. 2 quarter hours

**ELE 470 - Elementary Education: Student Teaching (12)**

This is the final course in the professional sequence of the Elementary Education program leading to certification for teaching in elementary and middle level classrooms. The course combines university and field experiences focusing on active involvement in a classroom under the supervision of a cooperating teacher and university supervisor. The course advances the candidate's professional growth through study and application of instruction to support the learning of individuals and groups, completion of a web-based professional portfolio, and additional opportunities to bridge theory and practice. Candidates advance their understanding of school environments that support learning and collegial relationships in the school. Prerequisite(s): Earning a grade of "C" or better in ELE 410, ELE 415, ELE 420 and ELE 425, and all four methods courses. Passing score on State of Illinois Content Area Test for Elementary and Middle Level [110]. 12 quarter hours

**ELE 470A - Elementary Education Student Teaching Field Experience (10)**

This is the final field-based experience course in the professional sequence of the Elementary Education program a teaching license with an elementary education endorsement. This course will continue to expand the teacher candidates' work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect, and analyze core teaching practices. In this field-based experience, the teacher candidate will advance their professional the teacher candidate will advance their professional environments which incorporate culturally responsive pedagogy. Pre-requisite(s): A grade of B or better in ELE 410, ELE 415, ELE 420, ELE 425, RLL 478, RLL 479, MHE 480 A, CIS 480 A, and SCE 480 A. Admission to Undergraduate College of Education.

Passing score on the State of Illinois Content Test – 110. Co-requisite(s): ELE 470B. 10 quarter hours

**ELE 470B - Elementary Education Student Teaching Seminar (2)**

This is the final seminar course in the professional sequence of the Elementary Education program which leads to a teaching license with an elementary education endorsement. This course will continue to expand the teacher candidates work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze core teaching practices. Pre-requisite(s): Earning a grade of B or better in ELE 410, ELE 415, ELE 420, ELE 425, RLL 478, RLL 479, MHE 480A, SCE 480A, and CIS 480A. Admission to National College of Education. Passing score on State of Illinois Content Test. Co-requisite(s): ELE 470A. 2 quarter hours

**ELE 500 - Elementary Education Practicum I: Teaching and Learning in Diverse Settings (3)**

The course orients candidates to the education profession through the study and the application of curriculum and instruction as it supports the learning of individuals and groups. Candidates gain an initial understanding of classroom environments that encourage learners and collegial professional relationships in the school. This course introduces elementary education teacher candidates to the roles and responsibilities of teachers in grades 1 - 6. The course combines a university seminar and a minimum of 40 clock hours of field experience focusing on active involvement with a cooperating teacher and his/her class. The course is taken during the first term of the program and is a prerequisite for ELE510. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ELE 505 - Instructional Practices in Context: Curriculum, Assessment, and Technology (3)**

This is a course in which elementary education teacher candidates are introduced to basic theories and practices related to curriculum, assessment, and technology. Candidates will learn specific ways to organize curriculum, develop assessment strategies, and incorporate appropriate technology into their planning and instruction across all disciplines within diverse. These contexts include grade level differences as well the disciplines of language arts, mathematics, science, social studies, fine arts and health and physical education as they relate to elementary education classrooms. Pre-requisite(s): ELE 500. Co-requisite(s): None. 3 semester hours

**ELE 510 - Elementary Education Practicum II: Advanced Teaching and Learning in Diverse Settings (3)**



The course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades 1-6. The course combines a university seminar and a minimum of 50 hours of field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidates' engagement in the profession through study and application of instruction to support the learning of individuals and groups and their understanding of environments that encourage learners and collegial relationships in the school. The course is a prerequisite for ELE590 Student Teaching. Pre-requisite(s): ELE500, ELE505, EPS511, CIL531, FND510, SPE500. Two of the following: CIS480B, MHE480B, RLL538, SCE480B, ELE545, ELE547. Co-requisite(s): None. 3 semester hours

#### **ELE 511 - ATL Residency Seminar I (1)**

This seminar provides the Alternative Teacher Licensure (ALT) teacher candidates opportunities to : reflect upon their knowledge, skills, and dispositions for teaching and learning; evaluate and integrate theory and practice; and examine implications of practice for themselves, their students, and their community. The course conveys an overview of basic theories about curriculum and assessment as it relates to elementary education. Teacher candidates will learn specific curriculum and assessment theories, explore and analyze the newest curriculum standards, and reflect on the best practice for curriculum development and assessment across all disciplines including: language arts, mathematics, science and social studies. Pre-requisite(s): MHE 480B, RLL 538, EPS 516, FND 501. Co-requisite(s): All coursework for Residency Year 1 of the ELE-ATL program. 1 semester hour

#### **ELE 512 - ATL Residency Seminar II (1)**

This seminar provides the Alternative Teacher Licensure (ALT) teacher candidates opportunities to: reflect upon their knowledge, skills, and dispositions for teaching and learning; evaluate and integrate theory and practice; and examine implications of practice for themselves, their students, and their community. The course conveys an overview of basic theories about curriculum and assessment as it relates to elementary education. Teacher candidates will learn specific curriculum and assessment theories, explore and analyze the newest curriculum standards, and reflect on the best practice for curriculum development and assessment across all disciplines including: language arts, mathematics science and social studies. Pre-requisite(s): CIS 480B, RLL 538, EPS 513, FND 501, SCE 480B, MHE 480B, RLL 550, SPE 500, TIE 535, CIL 505, CIL 510 and ELE 511. Co-requisite(s): All course work for

Residency Year 2 of the ELE ALT program. 1 semester hour

#### **ELE 545 - Methods for Teaching Arts Education (1)**

The course provides Elementary Education Master of Arts in Teaching program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Pre-requisite(s): ELE 500, EPS 511, and the general education requirement of 2 sh in the arts. Co-requisite(s): None. 1 semester hour

#### **ELE 547 - Methods for Teaching Health and Physical Education (1)**

The course provides elementary education Master of Arts in Teaching program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisites: ELE 500, EPS 511. Co-requisite(s): None. 1 semester hour

#### **ELE 569 - Portfolio Development Subsequent Teaching Endorsement (3)**

This is the initial course designed for teachers currently holding a Professional Educator License (PEL) in Illinois who wish to secure a subsequent teaching endorsement in early childhood education, elementary education, or special education for LBS1. A portfolio documenting knowledge and experiences encompassing the Illinois Professional Teaching Standards (IPTS), along with relevant program area content standards for the new endorsement area being sought, will be created in this course. This course is required for all candidates in ECE, ELE and SPE seeking a subsequent teaching endorsement in Illinois. Pre-requisite(s): PEL with Licensure/Certification in another endorsement area. Co-requisite(s): The course is the first step for a candidate wishing to add a subsequent endorsement in specific endorsement areas as part of a 'focused program' in accordance with State Board of Education Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator

License. A candidate who completes a 'focused program' is considered as having completed the approved program for the endorsement sought and is eligible to be recommended for a new endorsement by entitlement, signifying that the candidate has met all applicable standards. 3 semester hours

**ELE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)**

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university's six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrate their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

**ELE 575 - Practicum for Subsequent Teaching Endorsement (3 TO 6)**

This course is designed for teachers currently licensed in Illinois who wish to secure a subsequent Illinois teaching endorsement on their Professional Educator License in early childhood education; elementary education; middle grades education for science, English language arts, mathematics, or social science; secondary education for science, social science, English language arts, mathematics, or K-12 foreign language; or special education for LBS1. Candidates are assigned between 75 and 150 clock hours in a general education classroom at the new endorsement level. Pre-requisite(s): ELE 569. Completion of all content coursework as described on the transcript assessment. Completion of individualized professional development as determined by initial portfolio review. Application for practicum placement with checklist. Passing score on relevant ISBE content level test. Co-requisite(s): None. 4-6 semester hours

**ELE 577 - Teaching and Learning in Context (1)**

This course introduces resident teacher candidates to the roles and responsibilities of classroom teaching before they enter their school site in a Teacher Residency program. The course orients resident teacher candidates to the education profession through the exploration of teaching identity and the study and the application of curriculum and instruction. Candidates gain an initial understanding of how the students, families and community impact the learning environments and explore culturally

relevant teaching and pedagogy. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**ELE 587 - Resident Teacher Practicum (3)**

Resident Teacher Practicum is a course of directed observation and participation in a residency setting aimed at providing a variety of in-depth experiences prior to student teaching. The course integrates field-based experiences with on-site seminars for preservice teacher candidates who are working full-time as teacher assistants in a classroom. The course advances candidates' engagement in the profession through study and application of instruction to support the learning of individuals and groups and their understanding of environments that encourage learners and collegial relationships in the school. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ELE 590 - Elementary Education: Student Teaching (6)**

This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades 1-6. It combines university seminars and field experiences over one academic term. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidate's involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school. Prerequisite(s): ELE 500, ELE 505, ELE 510, CIL 531, EPS 511, FND 510, SPE 500, CIS 480B, MHE 480B, RLR 550, RLL 538, SCE 480B, ELE 545, ELE 547. Co-requisite(s): None. 6 semester hours

**ELE 594 - Independent Study/Elementary Education (1 TO 4)**

1-4 semester hours

**ELE 597 - Resident Teacher Student Teaching (3)**

This course concludes the pre-service professional development of resident teacher candidates concerning the roles and responsibilities of teachers. It combines university seminars and field experiences. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidates' involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school. This course meets for two

consecutive terms. Pre-requisite(s): All candidates: EPS 511, FND 510, SPE 500 ELE candidates: ELE 505, RLL 538, MHE 480B, ELE 587. Co-requisite(s): None. 3 semester hours

## ENG - English

### ENG 101 - Beginning English Composition (5)

This is the first course in a two-term sequence of composition courses. English Composition is designed to develop students' abilities to think, organize and express their ideas clearly and effectively in writing. This course incorporates reading, research and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison analysis, persuasion and argumentation. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Written Communication.

### ENG 101L - Corequisite Lab for ENG 101 (0)

This lab supports Beginning English Composition (ENG 101) through just-in-time review of foundational skills and additional practice aligned to milestone assignments of English 101. Emphasis is placed on reading practice and strategies, as well as utilizing a process-based approach. The course includes intensive instruction and practice in writing organized, coherent, and effective paragraphs and essays, as well as instruction in grammar, mechanics, and usage. As an accelerated corequisite lab, this course enables students to complete ENG 101 and 101L in the same term, rather than requiring a remedial or developmental course before English 101. This approach enables students to develop writing skills quickly and complete college writing requirements faster than a typical sequential model with prerequisite developmental courses. Pre-requisite(s): None. Co-requisite(s): ENG101. 0 quarter hours

### ENG 201 - Intermediate English Composition (5)

This is the second course in a two-term sequence of composition courses. English Composition is designed to develop students' abilities to think, organize and express their ideas clearly and effectively in writing. Students will continue to practice expository writing, persuasive writing and research work. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): ENG 101 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Written Communication.

### ENG 201L - Corequisite Lab for English 201 (0)

This lab supports Intermediate English Composition (ENG 201) through just-in-time review of foundational and additional practice aligned to milestone assignments of English 201. Emphasis is placed on reading practice and strategies, as well as utilizing a process-based approach. The course includes intensive instruction and practice in writing organized, coherent, and effective paragraphs and essays, as well as instruction in grammar, mechanics, and usage. Students complete ENG 201 and 201L in the same term. This approach enables students to develop writing skills quickly and complete college writing requirements faster than a typical sequential model with prerequisite developmental courses. Pre-requisite(s): None. Co-requisite(s): ENG 201. 0 quarter hours

### ENG 203 - Effective Speaking for the Undergraduate (5)

Through formal and informal speaking activities, students develop skills in framing and articulating ideas through speech. Strategies are presented for impromptu speaking, preparing and delivering presentations, formulating persuasive arguments, refining clarity of thought, and enhancing confidence in oral self-expression. Particular emphasis is given to effective topic selection, clarification of goals, organization, preparation and presentation of a variety of speeches. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Oral Communication.

### ENG 203L - Corequisite Lab for ENG 203- Career Communications, Research & Presentation (0)

This lab is designed to develop student communication, research, and presentation skills and competencies covered in ENG 203. Students will summarize and paraphrase written material as well as identify, properly cite, and integrate acceptable sources. Literacy for the Workplace uses career development as its content matter through which to practice the skills of effective speaking. This course completes the first "personal exploration" section of the career arc by focusing on personal strengths and interest assessment, career path exploration, career vision mapping, and workplace communication (written and verbal) and active listening. Pre-requisite(s): None. Co-requisite(s): ENG 203. 0 quarter hours

### ENG 210 - Children's Literature for Educators (5)

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. Emphasis is on the identification, selection, and evaluation of high quality literature in different formats and genres appropriate for the developmental stages of each age group. Attention is given to the preK-8 literacy environment as well as literature representing a range of children's and adolescents' diverse needs, interests and backgrounds. Laboratory course is required for Pathways students. Pre-requisite(s): LAE 102 or equivalent. Co-requisite(s): None. 5 quarter hours

**ENG 309 - Minority Voices in American Literature (5)**

A study of important literacy works by representatives of minority groups. Specific focus is determined by the individual instructor and can be limited to a particular group, time period, and/or literary type. Students examine how literature functions as protest and in the search for identity. Pre-requisite: LAE 102 or equivalent. Co-requisite: None. 5 quarter hours

Distribution: Humanities Literature Elective.

**ENG 406 - Advanced Studies of American Literature: 1900-1950 (5)**

Students will study American authors from 1900-1950, focusing on selected major figures in either poetry or the novel. Novelists such as Wharton, Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck and Wright, and poets such as T.S. Eliot, are among those considered, although the list of writers studied may vary from term to term. Pre-requisite(s): ENG 101 and ENG 201 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: Humanities Literature Elective.

**ENG 416 - Women's Lives into Literature (5)**

How do writers transform their life experience into fiction, plays, poetry, memoir, and other works of literature – what is left out, what is added, how are elements altered, considering the special skills of a given writer? Students keep a journal and transform their own personal journal and transform their own personal. Students consider their own historical context and specific consider their own historical context and specific on American writers of the late nineteenth and twentieth centuries, including Kate Chopin, Charlotte Perkins Gilman, Sylvia Plath, Lillian Hellman, Lorraine Hansberry, and others. Pre-requisite(s): ENG 101 and ENG 201 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Humanities Literature Elective.

## ENT - Entrepreneurship

**ENT 295 - Intro to Entrepreneurship (5)**

This course provides students with a survey of those issues entrepreneurs typically face in starting, managing, and growing a small business. Students will survey legal, financial, operational, resource management and marketing issues, among other things. This course also addresses general national and local trends with Start Up businesses and established small businesses ventures. Pre-requisite(s): BUS 101 or approval from the Business Department Chair. Co-requisite(s): None. 5 quarter hours.

**ENT 300 - Entrepreneurial Finance (5)**

Through case studies and business planning exercises, students will learn tactics for how to set clear financial goals for the new business venture. In addition, they will learn how to build and use financial statements and internal dashboard reports, develop revenue and expense forecasts and manage cash resources. Discussions will focus on the application of financial reporting as a foundation for financing a new or small, but expanding business, as well as on balancing the need for business financing with personal entrepreneurial goals. Finally, students will learn about the expanding role finance is bringing to new ventures in following the drama of a fictional small business. Pre-requisite(s): BUS 101 or approval from the Business Department Chair. Co-requisite(s): None. 5 quarter hours

**ENT 330 - Family-Owned Enterprises (5)**

Most companies around the world are started, controlled and managed by their founders and/or founding families. Family owned businesses provide their own set of unique challenges to both family members and others outside the family that are drawn into the business venture. This course introduces students to those unique organization, Students will experience the intensity of entrepreneurship by participating in a simulation with specific job roles and responsibilities. The simulation is the platform for other challenging scenarios that are unique to family-owned businesses. This course provides students with an applied perspective on both the personal and professional aspects of managing a family-owned business venture. Pre-requisite(s): BUS 101 or approval from the Business Department Chair. Co-requisite(s): None. 5 quarter hours

## EPD - Educational Psychology, Doctorate

### EPD 659 - Studies in Family-School Partnerships and Relationship-Building (3)

This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations.

Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

### EPD 660 - Advanced Studies in Cognition: Learning and Knowledge as Social Practices (3)

Students in this seminar deepen their understanding of social processes that contribute to learning in diverse settings; a dynamic view of knowledge as a result of participating in communities of practice; and understanding of identity development as an aspect of socially relevant learning. The applicability of these ideas is considered when students analyze and critique learning in their chosen learning environment, and identify connections between the learning/teaching practices in diverse instructional settings and the nature and distribution of the knowledge acquired by the participants. This course requires a minimum of 15 hours of field work.

Prerequisite(s): Advance standing; a graduate level course on learning in instructional settings (EPS 541 or EPS 511) 3 semester hours

### EPD 667 - Advanced Studies in Cognition: Learning through Design-Based Research in Schools (3)

This course is devoted to the study of cognition and learning in classroom and school contexts. Students examine learning through a process of design-based research. Individuals engaged in design-based research utilize domain-specific learning theory and research to outline cycles of instructional design, enactment, and analysis, and redesign in natural learning contexts. Students examine examples of published design research to derive frameworks, principles, and methods for action. Students draw from the literature to develop their own design experiments including appropriate assessment tools and evaluation processes to embed within the design. Students are expected to design and implement one

research cycle during the course. Pre-requisite(s): EPS 541 Cognition and Instruction (or equivalent course); a graduate level research design course. Co-requisite(s): None. 3 semester hours

### EPD 668 - Interpersonal Relationship in Culturally Diverse Educational Environments (3)

The social fabric of today's schools is woven with many cultures and languages. This complex fabric requires educators and students to understand individuals from cultures outside their own. To develop such understanding, students first explore and critique the vast literature on ethnic and cultural issues in conflict creation and its resolution and peace education. Students also examine theories, research, and practice related to identity development, perception of "the other," and prejudicial attitudes and behavior. Lastly, students explore the interrelations among theories, research and practice in building positive social relations and manage or resolving conflicts in diverse educational cultural settings. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

### EPD 669 - Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems (3)

Students will learn about IDEIA changes that legitimize service provision in a 3-tier prevention model based on severity of educational needs and intensity of resources required to produce meaningful educational benefit. These services are delivered through a Problem-Solving model, including FLEX in Illinois. Students will learn a variety of forms of Problem-Solving that have a strong philosophical underpinning and procedural components (e.g. universal screening, progress monitoring) that distinguish it from referral-test-place special education practices. Procedural practices as implemented in schools and states across the country will be presented. Prerequisite(s): Doctoral standing or permission of instructor 3 semester hours

## EPS - Educational Psychology

### EPS 300 - Educational Psychology: Theory in Classroom Practice (5)

This course explores child and adolescent development and learning in school/classroom, family, and community contexts. Special attention is paid to how features of these contexts mediate positive social-emotional, linguistic, and cognitive/academic student learning outcomes. Candidates will have opportunities to learn and practice using various tools and strategies to explore classroom and individual learning processes. Pre-

requisite(s): None. Co-requisite(s): None. 5 quarter hours

**EPS 509 - Structure and Organization of the Educational System for School Counselors (2)**

This course focuses on the structure, organization and operation of the educational system with an emphasis on P-12 schools. Students examine how systems and organizational theories interface on the macro and micro levels within and between the education system and external social systems. The course is designed for students in the school counseling program who need to understand educational systems as they develop the leadership skills required for designing and implementing universal, small group, and individual interventions within the school setting. Pre-requisite(s): Admission to the Master of Science in Counseling, School Counseling concentration or the School Counseling Certificate program, or consent of the department. Co-requisite(s): None. 2 semester hours

**EPS 511 - Human Learning and Development in Instructional Contexts (2)**

Candidates examine research-based principles, concepts, and educational practices supporting human learning and development in school contexts. This examination includes opportunities to apply concepts to teaching and learning scenarios in P-12 classrooms by analyzing case examples or video segments representing learning principles or core practices that promote student learning and healthy, productive classroom communities. Topics include cognitive and metacognitive learning, social-emotional learning, role of context and culture in the learning process, effective classroom environments, assessment, and teacher professional learning. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**EPS 513 - Frameworks for Data Driven Instruction (1 TO 3)**

In this course candidates learn to interpret and apply various data-driven instruction frameworks used in school settings. Some frameworks include the use of national assessment data, state assessment data, various individual school level data available to teachers, and classroom assessment data. Candidates also design their own framework for data informed instruction. Focus is on advanced studies in data-based decision making. Candidates research, display, and practice classroom data analysis in the areas of curriculum design, academic intervention, behavior intervention, attendance intervention, and student achievement. Prerequisite(s): Admission to MED program or permission of instructor. 1-3 semester hours

**EPS 526 - Organizational Theory, Group Dynamics and Leadership Applications (.5 TO 3)**

Using Systems Theory as an integrating paradigm, this course is designed to deepen participants' awareness of how they affect and are affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Topics include an analysis of leadership style, cross-cultural communication, and an assessment of organizational climate in the context of early childhood programs. Opportunities are provided for participants to apply the concepts of organizational theory, group dynamics, and models of leadership in their respective educational settings. Pre-requisite(s): None. Co-requisite(s): None. 0.5 - 3 semester hours

**EPS 539 - Foundations of Behavioral Support (2)**

The course emphasizes a multi-tiered service delivery model for social emotional learning and data-based decision making. Students will learn foundational cognitive and behavioral principles that affect teaching and learning in the tiered school environment with an emphasis on data collection for problem identification and developing behavior intervention plans. Students will conduct functional behavioral assessments, employing both interviewing and observational skills. Based on the assembled information and team problem solving process, students will design and implement a behavior support plan. Students in the School Psychology Program must take this course concurrently with EPS 562C. Prerequisite(s): EPS 500, EPS 541 or the equivalent. Co-requisite(s): EPS 562C. 2 semester hours

**EPS 541 - Cognition and Instruction (1 TO 2)**

In this course candidates deepen and extend their teaching practice through an examination of contemporary research on student cognition and learning in domains central to their practice. The focus is on how students acquire knowledge and skill within academic disciplines and the nature of the learning environment that supports their academic growth. Course materials emphasize metacognitive learning and the role representational tools such as concept mapping can play in the learning process. Emphasis is also placed upon assessments for learning and their potential to foster self-directed learning. Prerequisite(s): Human Development Course and/or Introductory Educational Psychology course; or consent of instructor. Co-requisite(s): none. 1-2 semester hours

**EPS 565 - School Psychology Practicum II (1 TO 3)**

This practicum series is designed for students seeking state certification in school psychology. Over a three-quarter period, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role. An emphasis is placed upon promoting research-based practices in a preventive approach including early intervention for those students who need it. In addition to weekly field-based supervision, students participate in weekly on-campus faculty supervision for additional understanding, feedback, and targeted applied learning. Pre-requisite(s): Admission to the Ed.S or Ed.D. School Psychology Program; SPY 520, SPY 534, SPY 508, SPY 524, SPY 538, SPY560. Co-requisite(s): None. 1-3 semester hours

**EPS 654 - Multi-Tiered Systems of Support in Mental Health (3)**

This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RtI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socioeconomic factors. Prerequisite(s): Admission to the School Psychology Doctoral Program. 3 semester hours

**EPS 659 - Studies in family-school partnerships and relationship-building (3)**

This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations. Prerequisite(s): Doctoral standing or permission of Program Director. 3 semester hours

**EPS 668 - Diversity and Multiculturalism in Schools (3)**

This course examines the complex influences of cultural, socioeconomic, gender, language, and class variables on learning and development of all individuals. Students will critically examine the theory and research literature on topics such as sociocultural education, identity, language, transnationalism, differentiated instructions, social relations, and beliefs about self and "the other." Students will also explore theories and research that probe questions critical to understanding aspects of social and educational environments that are conducive for learning and development of individuals from multicultural, multilingual, and multiclass backgrounds. Prerequisite(s): EPS647, admission to the doctoral program, or permission of Program Director. 3 semester hours

**EPS 669 - Multi-Tiered Systems of Services and Supports as a Vehicle for School Change (3)**

Students will learn historical perspectives regarding the shift in school service delivery systems from reactive and segregated models based on presumptions of disability to proactive, early intervening and inclusive systems based on educational need. Students will learn the principles of multi-tiered services as well as how they are delivered across the United States within the knowledge base about school change. Prerequisite(s): Admission to the School Psychology Doctoral Program; EPS 540; EPS 530; EPS 531; EPS 532; EPS 541; EPS 539; EPS 563A, EPS 563B or equivalent. 3 semester hours

**EPS 670 - Fundamentals of Supervision (1 TO 3)**

The purpose of this course is to offer advanced doctoral students both didactic and experiential training in the area of supervision, with specific attention to supervision of educational and psychological services in schools. Students will develop self-awareness of their needs and competencies as supervisors while learning about theoretical models with a focus on developmental models, research, and ethical and professional issues in supervision. Students will act as supervisors for less experienced students engaged in practicum work and will receive metasupervision (supervision of supervision) from the course professor within a vertical supervision process, as well as from peers during small group supervision. Prerequisite(s): EPS 562D, EPS 562E, and EPS 562F or equivalent. Co-requisite(s): EPD 692. 1-3 semester hours (May be repeated twice up to 6 hours.)

**EPS 690 - Doctoral Internship in School Psychology (2)**

The School Psychology doctoral internship is a 12-month (1500 hour) full-time experience in broad areas of school psychology, under the supervision of university, field-based and peer-group supervisors. Consistent with NASP best practice guidelines for

internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and ISBE. Consistent with the NASP Blueprint III, interns are expected to achieve competency in at least one domain upon completion of the internship. Some students may choose to complete the internship through the Illinois School Psychology Internship Consortium (ISPIC). Upon successful completion of EPD 690B and the field-based internship experience, students will be eligible to apply for state certification as a school psychologist. Prerequisite(s): Successful completion of all program courses, the comprehensive examination, and proposal of the doctoral dissertation. 2 semester hours. May be repeated 3 times up to 8SH.

#### **EPS 692 - Doctoral Practicum in School Psychology (2)**

The School Psychology Doctoral Practicum is a three consecutive term experience which emphasizes doctoral level skills designed to deepen the leadership role of school psychologist as participant in school-wide and tiered data-driven problem solving process. Students learn to apply assessment and intervention skills in areas of academic and social-emotional learning as required within two domains of the National Association of School Psychologists (NASP) Standards. This practicum experience is associated with three core doctoral courses offered in first year of doctoral studies. This practicum experience is a total of 600 practicum hours and 6 semester hours of credit. Prerequisite(s): Completion of Ed.S. coursework in School Psychology. 2 semester hours. (May be repeated twice up to 6 SH).

### **ESL - Eng for Speakers of other Lang**

#### **ESL 100 - Foundations of ESL and Bilingual Education (5)**

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): GEN 099. 5 quarter hours

### **ESR - Educational Statistics and Research**

#### **ESR 504 - Assessment and Curriculum Differentiation in Early Childhood Settings (2)**

This course explores the definitions, purposes, and theories of assessment and curriculum differentiation in early childhood settings. The implication of assessments, ethical concerns, and appropriate assessment practices are discussed. Candidates learn various forms of authentic and other performance-based assessments appropriate for young children from different cultural, linguistic, and social economic backgrounds. Candidates learn meaningful ways to collect data on child performance, analyze and interpret teaching effectiveness, and utilize the assessment results for curriculum planning and differentiations. At least five hours of observation in early childhood settings are required. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **ESR 505 - Educational Inquiry and Assessment (3)**

In this course, candidates explore various types of educational inquiry and assessment by studying their own educational settings and contexts. Candidates investigate topics that are of interest to them and learn how to critique published research. Candidates collect and evaluate their own data to understand their classrooms and students' behaviors and attitudes. Working collaboratively and/or independently on projects and assignments, candidates learn different approaches to data collection and assessment, considering issues of credibility, reliability, and validity. Candidates engage in a small scale site-based project, or its equivalent, to acquire practical skills of researching and evaluating educational phenomena. Prerequisite(s): None 3 semester hours

#### **ESR 514 - Research in Action: Becoming Practitioner Researchers (3)**

In this course, candidates explore research paradigms that underpin practitioner and action research and the corresponding methods of educational inquiry. Candidates examine their assumptions regarding the value of practitioner-oriented research and develop skills to conduct small-scale research projects within the areas of their specialization and interest. Course readings and assignments are used to exemplify various methods and styles of conceptualizing, conducting, and presenting research. Candidates learn to evaluate published research and scholarly works and to express themselves creatively in writing and presenting their research projects. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours



**ESR 531 - Exploring Action Research: Action Research I (2)**

This course is the first in a four-course action research sequence. It introduces the nature and processes of teachers' classroom inquiry to enlighten instruction and improve student learning. Towards this end, the course introduces traditions and conceptions of action research and its relation to other forms of inquiry. It emphasizes the role of teachers as researchers of their own practices and contexts in terms of their students' learning and construction of meaning. Candidates begin to explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Candidates build a framework for their own action research as they write their autobiography and their action research proposal. This course is for students in the M.Ed. Teaching, Learning, and Assessment Program. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**ESR 532 - Engaging in Action Research: Action Research II (2 TO 3)**

The course introduces traditions and conceptions of action research and its relation to other forms of inquiry. The teacher's role as researcher of their own practices and contexts related to students' learning and construction of meaning are explored. Candidates investigate their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics, building frameworks for action research through writing an autobiography, action research proposal, and literature review. Candidates learn how to become teacher researchers and change agents in their classrooms. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for candidates with a Teacher Leader major. 10 field hours are required. Pre-requisite(s): ESR 531 (required only for TLA program candidates). Co-requisite(s): None. 2 or 3 semester hours

**ESR 533 - Continuing Action Research: Action Research III (2 OR 3)**

Candidates continue their action research study, collecting and analyzing data, using data analysis to draft responses to research questions, and critiquing, synthesizing, and reflecting on relevant literature. Through recursive cycles of planning, implementing, observing, reading, conversing, and interpreting, they use emerging analyses to make meaning of student classroom experiences and self-experiences. By incorporating appropriate technology throughout these processes, candidates explore ways to enrich student experiences and enhance classroom success. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for

candidates with a Teacher Leader major. 10 field hours are required. Pre-requisite(s): ESR 532. Co-requisite(s): None. 2 or 3 semester hours

**ESR 534 - Completing Action Research: Action Research IV (2 OR 3)**

Candidates complete their action research cycle, becoming aware of the relationship of the research process to personal professional, and institutional change. Candidates reflect on their data, construct patterns, note changes in their practices, and prepare a final product communicating insights about their work and student learning. This action research project utilizes relevant technological formats as candidates explore uses of their inquiries to enrich professional and institutional change and explore ways to continue the self-assessment processes of reflective practitioners. self-assessment processes of reflective Teaching, Learning, and Assessment program and for 3 SH in the Teacher Leader program. 10 hours of field experiences are required. Pre-requisite(s): ESR 533. Co-requisite(s): None. 2 or 3 semester hours

**ESR 604 - Dissertation Proposal Seminar (2)**

The primary goal of this course is for students to develop the proposal for their doctoral dissertations or equivalents. This will involve definition of a research problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem. As part of the class activities, students are also exposed to the research problems, related literature reviews, and methodologies developed by students from each of the other doctoral programs. Prerequisites: ESR 610, ESR 612, ESR 614, ESR 616 or ESR 618. The completion of comprehensive qualifying examinations is also recommended. 2 semester hours

**ESR 608 - Foundations of Doctoral Research (2)**

This introductory doctoral research course engages students in the exploration of the purposes of research, the components of research design, and what constitutes data in the research process. Students develop a framework for evaluating the quality of research. They compare and contrast major assumptions and components of research design and implementation within a variety of scientific and social research methodologies and paradigms. Students also consider the history of research ethics, sensitivity to the language used in research, the importance of respect of research participants, and the requirements to adhere to federal regulations for protecting them. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**ESR 610 - Paradigms of Research (2)**

In this course, students explore multiple theories of knowledge and research and the ways in which these theories are enacted in contemporary educational and interdisciplinary contexts. Students investigate the nature and language of epistemological claims as they are created and legitimized through scientific, philosophical, historical, cultural, and personal renditions of knowledge. Students examine the implications of specific paradigms of knowledge for critiquing, conceptualizing, conducting, interpreting, and using research within a variety of settings. Critical reflections on the intersections of knowledge, power, identity and context are emphasized throughout the course. Prerequisite(s): Doctoral standing or approval of doctoral program. 2 semester hours

**ESR 612 - Statistical Methods in Research (3)**

This course is designed to provide students with an understanding of the role of statistics in educational research. Participants in the course learn the foundations of statistical analysis and how to apply statistical methods to educational research questions. During the course, the students use statistical software to answer research questions using data related to topic of interest. Pre-requisite(s): ESR 608. Co-requisite(s): None. 3 semester hours

**ESR 614 - Interpretive and Critical Research Methodology (3)**

This course is designed to develop students' knowledge of the nature of multiple interpretive and critical research methodologies and their underpinning paradigms. Students explore and compare various qualitative research methods, their corresponding data collection and analysis procedures and strategies, and ways of representing research findings. Particular consideration is given to the role of the researcher positionality within the research process, the ethics, aesthetics, and analytic rigor of conducting research as a highly deliberative, nuanced, and creative endeavor. Students demonstrate their research skills in developing and implementing a small-scale research project. Pre-requisite(s): ESR 608. Co-requisite(s): None. 3 semester hours

**ESR 616 - Mixed Methods Design (3)**

This advanced doctoral research course engages students in understanding and applying mixed-methods research approaches. Students will learn the purposes, components of mixed-methods research design, and the questions appropriate for such a design. The course begins with a review of the quantitative and qualitative methods learned from previous courses, discusses the paradigm associated

with mixed-methods designs, and develops an understanding of what constitutes high quality mixed methods approaches. Within the course students will collect pilot data associate with their research interests and preliminarily analyze the data using a mixed-methods approach. The outcome is that students will be able to write a draft methods chapter applying mixed-methods approach. Pre-requisite(s): ESR 608, ESR 612 and ESR 614. Co-requisite(s): None. 3 semester hours

**ESR 618 - Interpretive and Critical Research Design (3)**

In this course students will investigate various research designs as they investigate the components and processes involved in conceptualizing, proposing and carrying out research. They will delve deeply into the particular methodologies, theoretical frameworks, and types of data that might be of use in answering their own dissertation research questions. Students explore the interrelationship between questions, methods, forms of analysis, interpretation, context and the impact of their own standpoint on design and findings. Students also consider high quality examples of research, as well as ethical guidelines and principles, as they draft a cohesive research plan. Pre-requisite(s): ESR 608, ESR 612 and ESR 614. Co-requisite(s): None. 3 semester hours

**FIN - Finance****FIN 295A - Special Topics in Finance: Anti-Money Laundering (2)**

Money laundering is a process of concealing the source and ownership of funds generated from criminal activity and legalizing such funds. Financial services firms and banks are required by law to investigate and identify clients that could be participating in money laundering. In this course, students explore the motivation and methods of money laundering as well as the history behind the anti-money laundering laws and regulations in the United States and the requirements for compliance for banking and financial firms. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**FIN 444 - Finance and Accounting Concepts for Managers (5)**

The focus of this course is on using financial information to facilitate better managerial decisions. Students utilize finance and accounting concepts to identify, measure, assess, and communicate business information. Topics covered in this course include financial statement analysis, raising capital, cost systems, budget development and evaluation, cost-volume-profit analysis, and time value of money. Pre-requisite(s): BUS 430 or permission of Program

Chair or designate. Co-requisite(s): None. 5 quarter hours

## FND - Foundations

### **FND 509 - Building on Educational Foundations (3)**

Candidates will examine their own educational beliefs, personal values, and instructional practices in light of historical /sociological/philosophical issues, themes, and theoretical approaches to education. This course will emphasize how the structural basis of schooling and what gets taught in schools are deeply embedded in the social, cultural, and political context of a particular time. There will be an emphasis on candidates making connections between current and historical struggles in education in order to analyze alternatives to current practices. Through dialogue, readings, interviews, projects, websites, and activities, educators will explore issues of equity and social justice for all students. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### **FND 510 - Social Justice Perspectives on the History and Philosophy of American Education (2)**

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 (dis)ability, race, ethnicity, gender, socio-economic class, identity, and immigration. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from social justice perspectives. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

### **FND 511 - Social and Cultural Politics of Education: Personal and Contextual Perspectives (3)**

In this course, students examine current social, cultural, political, and economic factors that affect American education and schooling. These factors are examined in relation to students' personal, professional and social identities and experiences. The intent is for educators to understand sociopolitical and cultural contexts of their practice and their abilities and responsibilities that help shape those contexts. Students engage in ongoing discussion of and reflection on moral and ethical responsibilities of educators who construct and implement a plan of action that reflects a commitment to democratic schools and social justice. This course requires a minimum of 15 hours of site-based activities. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### **FND 591 - Field Study/Educational Foundations (2)**

2 semester hours

## GEN - General Education

### **GEN 103 - Student Success Seminar (5)**

This course introduces students to the foundations of excellence as an Undergraduate student. Students will understand the challenges they might face in earning a degree, how to build and utilize a support system, and create a road-map to achieve success. Students will identify their strengths and create a strategy to achieve personal, professional and academic goals. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Other.

### **GEN 210 - Think Global-Perspectives from the Field (3 TO 5)**

The undergraduate capstone experience is designed to bring reflection and focus to the whole of the college experience. It should encourage students to integrate facets of their area of concentration with important concepts from related disciplines. This culminating college experience should focus on some feature of the student's area of concentration and should require the disciplined use of skills, methodology, and knowledge taught throughout the undergraduate curriculum. This experience is designed for General Studies Track students in HP3. Laboratory course is required for Pathways students. Pre-requisite(s): Completion of necessary courses leading to culminating capstone experience, or at the discretion of the program director . Co-requisite(s): None. 3-5 quarter hours

Distribution: GenEd-Other.

### **GEN 297I - Career Development Seminar (0 TO 2)**

The Career Development Seminar focuses on analyzing and developing skills in order to succeed in job interviews and within a workplace setting. Students will evaluate various strategies to utilize during a job interview, complete a mock interview, and self-reflect on their performance. In addition, students will build their knowledge of code-switching, identity and workplace norms by investigating and analyzing scenarios and various readings. Finally, students will gain valuable real-life experience by participating in a job shadow experience that aligns with their area of study. After the job shadow, students will evaluate their individual performance and discuss areas for improvement with the group. Pre-requisite(s): None. Co-requisite(s): None. 0-2 quarter hours

**GEN 298 - Braven Accelerator Course (0 TO 2)**

The Braven Accelerator course is designed to prepare Undergraduate students for the increasingly competitive, globalized job marketplace. Through blended learning, interactive experiences, and reflection, students will build meaningful networks, discover their innate leadership skills, and cultivate the positive traits needed to thrive in twenty-first century workplaces. Braven participants complete weekly online modules and assignments to develop in five professional competencies: Operating and managing, problem solving, working in teams, networking and communicating, and self-driven leadership. Pre-requisite(s): None. Co-requisite(s): None. 0-2 quarter hours

**HCL - Health Care Leadership****HCL 301 - Overview of Health Care Delivery (5)**

This course is the gateway course in the Health Care Leadership (HCL) program that introduces the students to the program and to health care delivery in the United States. Students examine the evolution of health care delivery including societal expectations, organizations, careers, financing, technology, and regulation. They further compare the systems that deliver health care in the United States with the systems that exist in other countries. Students critically examine the relationship among cost, access, and quality and explore health care information sources. Pre-requisite(s): LAE 101 or permission of Program Chair or designate. Recommended 60-90 quarter hours of prior college-level coursework in any field. Co-requisite(s): None. 5 quarter hours

**HCL 311 - Professional Writing and Presentation Skills in Health Care (5)**

This course provides an opportunity for students to review and refine communication skills needed for advancement within health care organizations and professions. Students learn techniques and strategies for communicating persuasively as health care leaders, both in writing and orally. These persuasive skills, techniques, and strategies foster greater directed leadership presence. Pre-requisite(s): HCL 301 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 316 - Team Development in Health Care (5)**

This course is a study of team behavior and the effect team functioning has upon organizational effectiveness. Topics covered in this course include the basic of team behavior, principles of team dynamics, problem solving, decision making, diagnosing and resolving conflicts in teams, and managing and facilitating team meetings. Pre-

requisite(s): HCL 301; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 320 - Educational Delivery and Assessment in Health Care (5)**

Students review the general principles of adult learning with application to health education programs. Students design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Additionally, students explore the general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical and operational quality improvement contexts. Students develop evaluation tools and prepare a comprehensive assessment plan for a workplace training program and examine the use of assessment for program improvement. Pre-requisite(s): HCL 301; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 326 - Critical Thinking in Health Care (5)**

This course emphasizes a systematic process for thinking critically and provides opportunities for students to improve their critical thinking skills as health care managers. Topics and class activities focus on stimulating the kind of thinking necessary to foster new managerial insights and strengthening the ability to articulate and apply sound reasoning to health care problems. Pre-requisite(s): HCL 301; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 350 - Quality Analysis and Improvement in Health Care (2)**

This course introduces students to approaches of evaluating the quality of health care operations and service delivery. Students review methods for measuring quality within a health care department and health care service delivery as well as processes and best practices in continuous quality improvement. Pre-requisite(s): HCL 301; or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**HCL 410 - Health Care Supervision and Human Resources (5)**

Students examine the roles of supervisors in health care organizations. Students prepare for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Additionally, students investigate principles involved in job selection, training, development, and evaluation of job performance in health care organizations. Student learn to design and implement job descriptions, selection interviews, in-

service and job training sessions, and performance appraisals at departmental levels. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320 and HCL 326; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 416 - Financial and Physical Resource Administration (5)**

This course explores and analyzes the application of principles involved in managing the financial and physical resources in health care settings. Students focus on concepts dealing with third party reimbursement, budget development, expenditure control, record keeping, inventory control, equipment purchases, and departmental facility planning. Students are introduced to the use of fundamental financial information and data, including the income statement and the balance sheet. Students further use these financial statements and such tools as ratio analysis, time value of money, and capital budgeting to perform a cursory evaluation of the overall financial health of an organization. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320, and HCL 326; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 421 - Ethical and Legal Issues in Health Care (5)**

This course explores contemporary ethical and legal issues in health care delivery. Students examine the potential interaction and conflicts among individual value/moral systems, ethical standards, and legal considerations, as well as the ethical and legal issues associated with health care reform. Students further discuss practical considerations for balancing and protecting institutional, practitioner, and patient interests. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320, and HCL 326; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 426 - Health Care Information Systems (5)**

This course provides an overview of information systems in health care operations and management. The course addresses health care information systems from multiple perspectives, including providers, patients, payers, and public sector agencies. Students are exposed to core health care information technologies; clinical and administrative applications of these technologies; processes for implementing and managing these technologies; and the impacts of these technologies on the people, processes, and performance of today's health care industry. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320, and HCL 326; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 431 - Marketing of Health Care Services (5)**

This course provides an overview of the role of marketing activities in health care today, with a particular focus on marketing activities performed at the departmental level. It addresses the distinct needs and challenges of health care organizations in the development and execution of marketing plans. Discussions and assignments focus on marketing principles and activities that contribute to positive growth and reputation of health care service through quality, service, and value. Students identify and analyze a marketing opportunity or problem, and develop a marketing plan linked to actual outcomes by employing creative as well as critical thinking skills. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320, and HCL 326; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HCL 499 - Strategic Analysis and Planning in Health Care (5)**

Strategic Analysis and Planning in Health Care is the capstone course for the Health Care Leadership major which draws on the content of all previously completed courses. This course guides students through the fundamentals of strategic analysis of departmental-level changes for a health care organization or the delivery of a new service or product. Students conduct strategic analyses of the external and internal environments, assess strategic alternatives and choices, and present a strategic plan for change. They further analyze factors associated with implementing a strategic plan, with a focus on managing change and assessing the outcomes of strategic plans. Pre-requisite(s): HCL 301, HCL 311, HCL 316, HCL 320, HCL 326, HCL 350, HCL 410, HCL 416, HCL 421, HCL 426, HCL 431 AND PJM 300; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HED - Higher Education Leadership**

**HED 500 - Instructional Design and Assessment in Higher Education (3)**

Knowledge of learning theory, assessment, and instructional design is essential for teaching in higher education. This course examines theories of teaching and learning applicable to a contemporary higher education setting including: creation of meaningful and challenging learning experiences, development of measurable student learning outcomes, design and alignment of instructional materials and assessments with learning outcomes, and the provision of effective feedback to learners. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 510 - Teaching and Learning with Technology-Based Practices (3)**

In this course, students explore the spectrum of approaches to improving postsecondary teaching and learning experiences through technology-based practices and tools and the application of such approaches to their discipline(s). Topics covered in this course evolve with technology and typically include: learning management systems (LMSs), differentiated philosophies and best practices in teaching traditional, technology-enhanced, blended/hybrid, and online courses, addressing the needs of diverse groups of learners, social networking tools, open-source content, and other topics of emerging and current interest. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 591 - Field Experience in Higher Education: Becoming a College Educator (3)**

This course builds on instructional design, assessment, and technology-based teaching and learning practices introduced in prerequisite courses and extends those practices to focus on a more substantive teaching experience. Students integrate theory with experiential learning through a supervised teaching experience, serving as teaching assistants, instructional design assistants, or in selected instances, instructor or co-instructors of record in entry-level courses. Pre-requisite(s): HED 500, and HED 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 600 - Higher Education in the United States (3)**

This course introduces students to doctoral studies in higher education and examines the role of higher education in the United States. Students discuss the emergence and functions of modern higher education institutions (HEIs) from multiple perspectives and examine the evolution of higher education from its colonial roots to the current landscape populated by diverse and complex institutions. Pre-requisite(s): Admission to doctoral program; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 620 - Leadership and Governance in Higher Education (3)**

This course explores the structures of governance models in higher education, the concept of shared governance, and related major policy documents, legal precedents, and emerging leadership models. Students discuss theories of leadership and governance in higher education settings and reflect on their own leadership dispositions and governance experiences. Pre-requisite(s): HED 600, RES 600 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 622 - Strategic Marketing and Enrollment Management (3)**

This course reviews strategic enrollment management in higher education institutions. Topics covered include marketing the institution, strategies for attracting applicants, the application process, and predicting and managing enrollment trends. Students explore the roles of college and university admissions officers and advisors, customer relationship and student management systems and their impacts, and their integration with institutional research. The course focuses on ways to attract and retain students and integrate them into the institution's community. Pre-requisite(s): HED 600 and RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 624 - Finance and Budgeting in Higher Education (3)**

This course focuses on finance and budgeting as it relates to higher education institutions and their business operations. Students discuss key concepts and challenges, including areas such as sources of revenue, federal and state funding, allocation of resources, and the impact of ethics and public policy issues to higher education finance and budgeting. Additionally, the course addresses capital expenditure and the management and maintenance of the physical plant. Pre-requisite(s): HED 600 and RES 600. Co-requisite(s): None. 3 semester hours

**HED 626 - Legal Issues in Higher Education (3)**

This course examines legal issues affecting higher education institutions in the United States. Students explore the sources and history of higher education law, legal policy, and rights and responsibilities of students, faculty, administrators, governing boards, and institutions. Issues covered include academic freedom and intellectual property; employment relationships; student access, academic, and disciplinary issues; and the complex interplay among history, culture, tradition, and the law. Pre-requisite(s): HED 600 and RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HED 630 - Academic Affairs: Faculty, Curriculum, and Assessment (3)**

This course focuses on the structure and functions of academic affairs in higher education institution. Students explore theoretical foundations, best practices, and issues in academic affairs, concentrating on leadership of faculty, management of the academic program portfolio, and methodologies for assessment of mission-driven, efficient, and accountable use of resources. Pre-requisite(s): HED 600 and RES 600; or permission of

Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HED 632 - Student Development Theory (3)**

This course examines a range of development theories that offer insight into student learning and growth throughout the students' postsecondary educational experiences. Students investigate how social and sociological differences and the rapidly changing landscape of higher education influence student development. Special focus is placed on the potential implications of these theories on a higher education institution, its policies, and its leadership. Pre-requisite(s): HED 600, RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HED 634 - Quality Assurance in Higher Education (3)**

A strong higher education institution is a constantly evolving one, dedicated to continuous assessment of its effectiveness and data-informed actions designed to improve its outcomes. In this course, students delve into the concept of quality in higher education (including standards-based and fitness-for-purpose quality frameworks), study internal and external quality assurance practices and processes, and explore the concept of accreditation and the regulatory environment of higher education in the United States. A particular emphasis is placed on critical assessment of institutional strengths and weaknesses, case studies, and quality assurance agencies' criteria and practices. Pre-requisite(s): HED 600, RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HED 650 - Institutional Study (3)**

This course is designed to assist students in assembling research papers and deliverables from prior doctoral coursework in higher education into a comprehensive institutional study. The institutional study serves as a broad review of major operational aspects of a selected higher education institution, contributes to the development of the doctoral capstone, and sets the stage for future research, including identification of a problem statement and further opportunities for specialized research. Pre-requisite(s): HED 600, HED 620, HED 622, HED 624, HED 626, HED 630, HED 632, HED 634 and RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HED 671 - Doctoral Research in Higher Education I (2)**

Doctoral Research in Higher Education I provides structure for the successful completion of the doctoral capstone through meeting specific research benchmarks to be achieved prior to advancement to the next course. In Doctoral Research I, students

complete the literature review, which constitutes Chapter Two of the doctoral capstone. Pre-requisite(s): HED 650; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HED 672 - Doctoral Research in Higher Education II (2)**

Doctoral Research in Higher Education II provides structure for the successful completion of the doctoral capstone through meeting specific research benchmarks to be achieved prior to advancement to the next course. In Doctoral Research II, students complete the methodology and study design, which constitute Chapter Three of the doctoral capstone. Pre-requisite(s): HED 671; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

### **HED 673 - Doctoral Research in Higher Education III (2)**

Doctoral Research in Higher Education III provides structure for the successful completion of the doctoral capstone through meeting specific research benchmarks to be achieved prior to advancement to the next course. In Doctoral Research III, students complete the research stage of the project, which constitutes Chapter Four of the doctoral capstone. Pre-requisite(s): HED 672; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

### **HED 674 - Doctoral Research in Higher Education IV (2)**

Doctoral Research in Higher Education IV provides structure for the successful completion of the doctoral capstone through meeting specific research benchmarks to be achieved prior to advancement to the next course. In Doctoral Research IV, students present their conclusions and make recommendations or institutional renewal and further research, which constitutes the final chapter of the Capstone. Pre-requisite(s): HED 673; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

### **HED 681 - Doctoral Colloquium in Higher Education I (0.5)**

The colloquium presents an opportunity for doctoral students to engage in scholarly discussions related to their research. Students, faculty, external scholars, and other members of the research community participate as presenters, discussants, and audiences in a series of structured seminars. Presentations may include research papers, conference papers, institutional studies, and doctoral capstone proposals. Doctoral Colloquium I participants will typically present their institutional study in one of the colloquium sessions. Pre-requisite(s): HED 600; or

permission of Program Chair or designate. Co-requisite(s): None. 0.5 semester hour

**HED 682 - Doctoral Colloquium in Higher Education II (0.5)**

The colloquium presents an opportunity for doctoral students to engage in scholarly discussions related to their research. Students, faculty, external scholars, and other members of the research community participate as presenters, discussants, and audiences in a series of structured seminars. Presentations may include research papers, conference papers, institutional studies, and doctoral capstone proposals. Doctoral Colloquium II participants will typically engage in providing feedback to those presenting their institutional studies and doctoral capstones, and may present their own research emerging from work on the doctoral capstone or professional practice. Pre-requisite(s): HED 681; or permission of Program Chair or designate. Co-requisite(s): None. 0.5 semester hour

**HED 689 - Directed Study in Higher Education (1 TO 6)**

This course provides students with an opportunity to engage in research on a topic of interest in professional practice, policy, or theory in higher education under guidance of a faculty member. This course may serve as a foundation for future doctoral capstone research or a research project related to the student's own professional practice, an opportunity to complete primary or secondary research activities, or an analysis of data using more complex research methods. This course may be taken for credit multiple times, provided that research completed in this course progresses in depth and/or complexity or that different research topics are covered each time. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**HED 690 - Internship in Higher Education (1 TO 6)**

The internship enables students to integrate theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 45 hours of internship and related activities per semester credit hour earned. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**HED 691 - Field Experience in Higher Education (1 TO 6)**

This course enables students to integrate theory with experiential learning while working on a field-based assignment in higher education. Students apply principles and concepts learned in the classroom to real-world projects and build their professional

networks. They gain hands-on experience at higher education institutions, research organizations, professional associations, or related agencies. Students must complete a minimum of 45 hours of fieldwork activities per semester credit hour earned. This course may be taken multiple times for up to total of six semester credit hours. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 1- 6 semester hours

**HED 695 - Special Topics in Higher Education (1 TO 6)**

This course provides an in-depth study of a special topic in higher education not fully covered in one of the other program courses. Topics offered may be chosen based on research interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1- 6 semester hours

**HED 697 - Consulting Project in Higher Education (1 TO 6)**

This course enables students to integrate theory with experiential learning while working on an individual or group consulting project in higher education. Students review the principles of organizational consulting, research a higher education institution, identify and analyze an organizational challenge, and present a formal report on a recommended set of actions designed to resolve this challenge. Students must complete a minimum of 45 hours of project-related activities per semester credit hour earned. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): OBD 633, and/or permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**HED 699 - Doctoral Capstone in Higher Education (3)**

This course serves as the culmination of doctoral work, in which students synthesize and collate capstone work completed in prior courses, defend the capstone before the doctoral committee, implement the committee's recommendations, and finalize the capstone work through the formal submission to the University. Pre-requisite(s): HED 674 and HED 682; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HIS - History**

**HIS 102 - Introduction to Political Science (5)**

This survey course focuses on the institutions and procedures of political systems. Topics covered include political institutions, political issues and ideas, decision-making processes, global politics,



elections and electoral systems, political parties and party systems, bureaucracy and branches of government. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

### **HIS 103 - History Across the Globe (5)**

This World History survey course explores the key people, events, and movements beginning with the earliest hominids in prehistoric times and finishing in the post Cold War era of the 1990s. By analyzing primary and secondary resources, students will examine the social, political, religious, intellectual, technological, and economic progression and advancements that has ushered in today's global community. The course is designed to allow students to gain a deeper understanding of how the people and events of the past directly have affected and shaped the world around us today. Laboratory course is required for Pathways students. Pre-requisite(s): ENG 101 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

### **HIS 203 - Survey of U.S. History (5)**

In this course, students explore the relationship between history and culture as they survey major events, ideas, movements, and key individuals connected to the process of nation building. Readings and discussions include: the colonization of North America, the American Revolution, Western expansion, the Civil War, World Wars I and II, the Cold War, and the modern era. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science Humanities US History Course.

### **HIS 212 - Think Global: Movements in US History and its Impact on Society and School (3 TO 5)**

The undergraduate capstone course is designed to encourage students to research, problem solve, think critically and reflect upon their college experience. Students will examine a movement in United States history with a focus on researching an influential person of the movement. Students will explore the influence of the movement and further investigate the individual's impact on society and school. The capstone course is designed to help students integrate facets from the disciplines, skills, methodologies and knowledge taught throughout the undergraduate curriculum. This experience is designed for Education Track students in HP3 and meets the requirement for US History. Laboratory Course is required for

Pathways students. Pre-requisite(s): Completion of necessary courses leading to culminating capstone experience, or at the discretion of the program director. Co-requisite(s): None. 3-5 quarter hours

Distribution: GenEd-Social Science US History Course.

## **HOS - Hospitality Management**

### **HOS 101 - Exploring the Hospitality Industry (5)**

This course explores the web of interconnected goods and services that make up the global hospitality industry, including hotel/lodging, food and beverages, cruise lines, tour operators, airlines, attractions, clubs, gaming, tourism, meetings, conventions and expositions as well as event planning. Guest speakers and field trips expose students to the philosophical, historic and economic and management foundations of the tourism/hospitality industries. The course spotlights the diversity of job opportunities and career pathways within the hospitality management discipline. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

### **HOS 106 - Front of House Service (3)**

This course gives students the opportunity to practice customer service in an on-site, fine-dining classroom. Students prepare the restaurant prior to guest arrival and work throughout the class to provide high-quality service. This experience introduces the students to the "front of house" management tasks such as reservations, seating, interaction with kitchen staff, timely delivery of food and beverage, point-of-sale and credit card systems, and sanitation. Attendance during the first day of class (training day) is mandatory or the student may be withdrawn from the class. Prerequisite: BASSET certificate prior to the start of the class\*Course fee applies.

### **HOS 118 - Introduction to Culinary Arts (2)**

This combined classroom and laboratory course familiarizes students with the basic principles and practices of food preparation through lectures, demonstrations, and hands-on food preparation in all areas of a large professional kitchen. The course is intended to give students a basis in culinary arts allowing the future manager to work closely with kitchen chefs in developing menus, ensuring proper controls, and maximizing productivity. 2 quarter hours

### **HOS 119 - Introduction to Baking And Pastry (2)**

This intensive classroom and laboratory module provides students with an overview of the essentials

of baking and pastry through classroom presentation, demonstration, and actual experience.

#### **HOS 120 - Principles of Management for Hospitality (5)**

Managing a hospitality business presents unique challenges in the areas of leadership, motivation, teamwork, culture and communication. This course provides insight into the principles behind running a successful hospitality operation. There will be an emphasis on the importance of aligning staffing, processes, systems, technologies and facilities with customer needs and the impact of management decisions on financial viability. Guest speakers and site visits connect classroom content with real world experience. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 124 - The Art Of Dining (4)**

The dining experience is characterized by many qualities which enhance the central food and beverage consumables. This course provides students with an overview of the many tangible and intangible elements that combine to produce a superb dining experience. China, glass, silver, linen, uniforms, floral options, tabletop and other design features are explored, as well as lighting and background music. Specialty service elements and tableside preparation techniques are also incorporated. We will also discuss the etiquette of dining during business meetings, interviews, high tea, and other environments. The class will discuss how dining service affects the service experience and how to design better service systems and culture to fit the concept. \*Course fee applies.

#### **HOS 129 - Front Office Operations (2)**

This course guides students through the guest cycle clarifying the key operational issues involved in achieving guest satisfaction. Students conduct role-play exercises in the fundamental practices of the hotel front office that emphasize both technical and service issues.

#### **HOS 130 - Property Management Systems (2)**

Students are exposed to the basic and advanced functions of a property management system (PMS). This intensive 2-week module places emphasis on understanding the workings of a PMS as the basis for applying and critiquing computer solutions to hospitality operations.

#### **HOS 131 - Housekeeping Operations (1)**

This intensive 1-week module utilizes Kendall's unique Hyatt Hotel teaching suite to give actual experience in the basics of hotel housekeeping. Although basic cleaning techniques are put into practice, the emphasis of the course is on developing

the managerial eye for detail necessary to conduct on successful room or public-area inspection.

#### **HOS 182 - Meetings and Events (3)**

This meetings, conventions, and events survey course is intended for students who have chosen not to specialize in the meetings, operations, and events management concentrations. As meetings have evolved into the third leg of the hospitality industry, alongside lodging and foodservice, a general understanding of meeting management is essential for future hospitality managers regardless of their specific area of interest. 3 quarter hours.

#### **HOS 190 - Meeting Management Basics (4)**

This course introduces students to the world of professional meeting and event management, one of the nation's fast growing job categories. Students gain exposure to the strategic, creative, logistical, and communications skills involved in successful event planning. Special emphasis is placed on acquainting students with the latest trends, tools, and technologies shaping the field. Students also have opportunities to learn about different kinds of meetings and events taking place on campus and in the community, including business meetings, conventions, special events, and public festivals, in rough field trips and volunteering.

#### **HOS 195 - The Hospitality Professional II (2)**

Students learn techniques to identify appropriate career options and paths, conduct an effective job search, evaluate potential employment opportunities, and network. Pre-requisite(s): BEV 207 and HOS 125. 2 quarter hours

#### **HOS 196 - Leading the Service Experience (5)**

The focus of this course is on crafting and delivering a strategic organization-wide service philosophy that can result in an extraordinary guest experience. Students will gain an appreciation of the strategic and tactical problems associated with the complex service environment. They will learn how to assess guest needs and expectations, interpret feedback and devise integrative solutions that offer high value and high return for both customers and employees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 203 - Foundations of the Beverage Manager (5)**

This foundational course navigates the student through an intriguing journey of the vast world of beverages while examining their history, methods of production, styles and merchandising techniques. It explores the essential technical and management aspects of drink while providing the necessary knowledge on building and sustaining a profitable

beverage program. Students learn to appreciate beverages through the application of a methodical sensory approach that analyzes and assesses the characteristics of each drink. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 207 - Sophomore Internship Seminar (2)**

This course enables students to reflect on the knowledge and skills acquired during their industry placements and prepare themselves for studies of a more complex nature. Students describe in detail their internship sites from rudimentary organizational, product and service, operational, and financial viewpoints, analyze their own performance; and determine what attitudes and behaviors they should modify. Pre-requisite(s): HOS 125. Co-requisite(s): HOS 206. 2 quarter hours

#### **HOS 208 - Sophomore Internship Practicum Extension (4)**

This course is an optional extension of the required sophomore internship. Students continue mastering skills in real-world environments. Credit is awarded on a pass-fail basis for full-time employment amounting to 400 hours over a 3-month period and is contingent upon successful reference from a college-approved employer. Prerequisite: HOS 206 and HOS 207. 4 quarter hours

Distribution: KC:Kendall Course.

#### **HOS 209 - Sophomore Internship Practicum (6)**

This industry placement enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the classroom and to anticipate future areas of study. Through this experience, students become familiar with the culture of the hospitality industry, developing the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site. Prerequisites: HOS 195 and concurrent enrollment with HOS 207 NOTE: This course replaces HOS 206 in previous curricula

#### **HOS 210 - Event Planning Practicum (4)**

This course takes an experiential learning approach, using meetings and events at the college as laboratory exercises that allow students concentrating in Meeting, Incentive, Convention, and Expositions (MICE) to put basic planning theories and processes into practice in real time. Students participate from the beginning stages of planning through event execution, getting involved in goal setting, meeting design, logistics, site and food and beverage contracting, room set up, risk planning, marketing, and evaluation. Participants get a chance to build the teamwork, stakeholder communication, problem-

solving skills, and professionalism needed to succeed in the industry. Prerequisite: HOS 190. 4 quarter hours

#### **HOS 212 - Introduction to Event Planning (5)**

This course introduces students to the multifaceted events industry and the role events play in achieving business, educational, and social goals. There is an emphasis on the use of experiential marketing as a way to encourage engagement among younger audiences. The different types of events and presenting organizations are profiled, along with job opportunities in the field. The use of technology, green events, international events and other industry trends will be discussed. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 213 - Sophomore Internship (3)**

Students may elect to fulfill work experience requirements by completing a sophomore internship. Registration for this option takes place in the same quarter in which the student is participating in the internship. Incoming transfer students and others who previously completed an internship through another credible program may place out of HOS 213 with appropriate documentation. Credit for Prior Learning (CPL 400) is a means of fulfilling work experience requirements for students who already have 200 – 250 hours of paid employment in hospitality or a related area. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **HOS 225 - Tourism Planning, Management and Development (5)**

This course introduces students to tourism as a driver of local, regional and national economic development. Students will explore how tourism plans are developed, financed and managed, with an emphasis on the use of research and data to set strategy and measure impact. The course will focus on the important role elected officials and government agencies play in tourism development at the local, state and national levels. The course will also touch on the management and operational skills needed to run a successful tourism program, along with the growing importance of ethical and sustainable tourism that respects the needs of local communities. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **HOS 228 - Lodging Management/Hotel Analytics (4)**

This course acquaints students with the managerial elements involved in rooms planning, preparing, sales, forecasting, and budgeting. The front office and housekeeping interface is examined with emphasis placed on housekeeping scheduling, organization, and quality control. Daily, 10-day, monthly, and

annual control procedures and hotel analytics are examined in detail. Prerequisite: HOS 129. 4 quarter hours

### **HOS 235 - Sustainable Hospitality and Tourism (3)**

Sustainability is an integral part of hospitality and tourism management. This is an introductory course on sustainable hospitality that covers the global environmental, social and economic challenges facing the industry, and changing expectations of tourists, guests and other stakeholders. The use of emerging technologies used to mitigate impacts and increase operational efficiency are also explored and connected to its strategic value and market benefits. Students who take this course should consider taking HOS 237 Advanced Sustainable Hospitality and Tourism to further explore the measurement, financing and implementation of these strategies. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: KC:Kendall Course.

### **HOS 237 - Advanced Sustainable Hospitality and Tourism (2)**

This advanced course examines implementation of sustainability strategies in multiple levels of hospitality and tourism organizations including destinations, hotels, resorts, food service enterprises, and special events. This advanced course examines how businesses measure sustainability performance to establish environmental management systems and attain third-party recognition. Environmental accounting methods and supporting financial resources are identified as well as principles of responsible governance and marketing. Pre-requisite(s): HOS 235. Co-requisite(s): None. 2 quarter hours

### **HOS 241 - Hospitality Sales and Marketing (5)**

In this course, students will explore the theory and practice of hospitality marketing and sales, with an emphasis on consumer behavior, segmentation and channel management for hotels, food and beverage providers, and conventions and events. In addition to traditional on-ground marketing (advertising, point-of-sale and public relations), the course addresses the increasing importance of digital marketing (search engines, websites, mobile marketing, "apps," and social media) for building brand loyalty. Special attention will be paid to the role of sales in b2b and b2c hospitality marketing. Pre-requisite(s): None. CO-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

### **HOS 243 - Hotel Front Office Operations (5)**

This course will help students understand, organize, and perform critical front office functions to facilitate room sales the economic engine of the hotel. Students examine the complex relationships between housekeeping, security, maintenance, human resources, reservations, and sales/marketing, and learn how each department interacts with the front office to meet guest needs. Topics also include registration, front office accounting, check-out/settlement and the front office audit. The course emphasizes acquiring a service ethic that includes communication with guests and team members. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

### **HOS 253 - Thriving in The Hospitality Workplace (3)**

The hospitality workplace offers a unique set of stressors that people entering the industry can find difficult to navigate. This course emphasizes strategies for achieving balance and avoiding common pitfalls to help set students up to thrive throughout their careers. Typical workplace issues such as harassment and bullying, diversity and inclusion, substance abuse, socializing and other areas of concern will be discussed. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

### **HOS 272 - Financial Accounting (4)**

This course introduces the basic principles of accounting including transaction analysis and flow of data to the accounting statements under the Uniform System of Accounts. It also discusses the impact of depreciation on financial statements and treatments of stocks and bonds.

### **HOS 280 - Meeting Content and Delivery (4)**

The traditional "sage from the stage" lecture format used in most meetings is no longer viewed as effective by meeting attendees and many meeting owners. This class positions students to understand how to engage adults to create a more immersive meeting experience. The course provides an overview of adult learning principles. It focuses on the design principles and logistical and strategic approaches that meeting planners can utilize to create higher-impact meetings and events. The course considers face-to-face meetings, virtual meetings, hybrid meetings, and other technologies to position Students to manage event content in a strategic manner. Prerequisite: HOS 190.

### **HOS 313 - Event Marketing and Social Media (4)**

Marketing is a fundamental feature of the MICE discipline. This course applies the principles of marketing to meetings and events, beginning with an understanding of the strategic objectives of the event owner and the needs and wants of the event

stakeholders. Students will learn how to employ event branding, messaging, pricing strategies, and promotional tools to increase participation and engagement. The use of the full range of contemporary communication media will be explored, including event websites, email, social media, and event apps. The course also covers best practices for engaging specialized audiences such as sponsors and exhibitors. Prerequisite: HOS 190.

#### **HOS 316 - Facilities Planning and Management (5)**

This course provides students the background needed to understand the engineering and maintenance functions of an operation, the relationship between equipment selection and ongoing operational cost, and the need for preventive and reactive maintenance systems. Topics include service and production area layout and design, HVAC systems, water and wastewater systems, safety and security systems, entertainment systems, laundry and kitchen design and equipment, energy systems, vertical transportation systems, and building management systems. Approaches to and capital expenditures required for managing development, renovation, and expansion projects are discussed along with the need to address regulatory and environmental concerns.

Distribution: KC:Kendall Course.

#### **HOS 318 - Spirits and Mixology (5)**

This course familiarizes students with various categories and derivative styles of spirits and liqueurs through an exploration of the art and science of drink-making techniques. Students learn to distinguish different types, levels of quality and taste of distilled beverages and then build upon their knowledge to acquire basic mixology skills and begin to replicate classic cocktails and to construct their own signature drinks and cocktail menu. There are lab fees associated with this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 320 - Hospitality Financial Management (5)**

Financial literacy is essential for careers in hospitality. This course includes a short introduction to (or refresher on) basic accounting concepts such as double entry bookkeeping, income statements, balance sheets and cash flow statements. The course builds on these basics to prepare students to perform more complex financial functions for hospitality enterprises, such as analyzing financial statements, assessing operational performance, projecting revenue requirements, and drafting financial plans and budgets. There will be a specific focus on the financial ratios and benchmarks relevant to hospitality enterprises. Course requires no prior knowledge of financial management. Pre-requisite(s): None, Co-requisite(s): None. 5 quarter hours

#### **HOS 324 - Food and Beverage Operations (5)**

This course challenges students to make effective business decisions related to food and beverage operations. Studying different operating scenarios and systems, emphasis is placed on maximizing revenue and cost control techniques. Revenue techniques involve crafting a set of functional and comprehensive restaurant menus based upon a business concept. Cost control practices includes demonstrating a systematic approach to analysis of income statements and related ratios, using budgeting techniques and implementing control processes throughout the flow of food and beverages. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

#### **HOS 330 - Special Topics: Diversity In Hospitality (2)**

Like many other industries, hospitality has been touched by #Metoo and other movements calling attention to barriers to women, LGBTQ individuals and others marginalized groups. This course will examine the growing diversity of the hospitality workforce and the continuing challenges to equal opportunity. Guest speakers will share their experiences and highlight steps that employers, co-workers and guests can take to develop an inclusive and equitable work environment. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

#### **HOS 332 - Special Topics:Tourism as a Target (3)**

Hotels, restaurants, nightclubs, events, and tourist attractions are welcoming public places, yet they have too often been tempting targets for violent extremists and other criminals. What can owners and managers do to keep guests and employees safe while maintaining a hospitable environment open to all? This course examines the wide range of security issues facing the industry and discusses how experts are attempting to address the problem of balancing hospitality and safety. Legal, technological and logistical barriers will be explored, along with the ethical questions of how to identify and neutralize potential threats without unduly restricting public access. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **HOS 336 - Special Topics: Brand-Building through Event Experiences (3)**

Creating memorable event experiences to increase brand loyalty, generate word-of-mouth and increase customer satisfaction is an increasingly important part of contemporary marketing and the hospitality businesses environment. Research shows that customer engagement in active experiences can produce a competitive advantage and increase

revenues for clients and hospitality service providers alike. This course teaches students how to design and deliver memorable experiences by staging events at hotels, restaurants, festivals, exhibitions, and other community sites. The course includes a hands-on experiential marketing project. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**HOS 337 - Techniques of Professional Event Management and Practicum (5)**

This course combines classroom instruction in event planning best practices with a hands-on event planning practicum. In this course, students are introduced to the essential strategies, tools, and techniques used by professionals to successfully plan events. They then apply what they've learned to implement a small real-life event. Students get to evaluate their performance in real-time and develop the flexibility, resourcefulness, and attention to detail needed to be successful in the industry. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**HOS 338 - Disruptive Innovation for Hospitality (5)**

Innovative business models in the transportation, food service and lodging sectors are disrupting the hospitality marketplace. Successful companies such as Uber, Lyft, AirBnB, Homeaway, and Uber eats are new business models that leverages technology and independent contractors to compete with hotels and resorts, restaurants, taxi companies and other hospitality businesses. This course explores the economic, strategic, sustainability and legal implications for traditional service providers and the workforce, along with potential strategic responses to these and other disruptive innovations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**HOS 346 - Destination Marketing, Sales and Branding (5)**

Destinations today employ sophisticated marketing, sales and branding strategies to gain a share of the lucrative leisure and business travel market. This course focuses on how towns and cities, states, nations and regions identify their most competitively appealing assets, build a story that makes the destination stand out, and distribute this narrative consistently through communications channels. Students also will explore how communities market themselves as destinations for tours, reunions, social gatherings, and high-profile conventions and events. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**HOS 360 - Advanced F&B Operations (4)**

This course builds on HOS 324 Food and Beverage Management and offers in-depth knowledge of menu

management, professional customer service, marketing, procurement processes (purchasing, receiving, storage practices), control points, breakeven, technology and social media applications, sustainability (greening), and financial success. The course also discusses other variations of FB operations (event planning, industrial, and institutional catering, off-premises catering and home delivery, and take away). Prerequisite: HOS 324.

**HOS 366 - Hotel Analytics with STR (5)**

This course teaches hospitality students how to collect, analyze and act on data to maximize hotel profitability. Students will learn the role of the front office in establishing room rates, forecasting room availability, and budgeting for operations. Various concepts and approaches to hotel revenue management will be discussed along with basic formulas, strategies and tactics for evaluating financial and operational data. In addition, students will learn how to access and use STR reports, acquainting them with the foundational metrics and definitions used by the hotel industry and preparing them to pursue STR certification in the future. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**HOS 372 - Hosp Managerial Accounting (4)**

This course builds off the content of ACC 272. Armed with basic accounting techniques, students analyze financial statements, judge operational performance, determine revenue requirements using CVP analysis, and draft financial plans and budgets. Prerequisite: ACC 272. 4 quarter hours

Distribution: KC:Kendall Course.

**HOS 398 - Bus Planning & Feasibility (4)**

This course enables students to determine the financial potential of a business concept or existing operation based on market research and analysis. Factors such as the choice of location, competitive situation, and economic conditions are assessed. Students develop their own hotel or restaurant concept, including services and amenities, for which they project market and revenue potential based on market factors. Students then create pro forma financial statements, analyzing their concept's economic viability. Prerequisite: HOS 241. 4 quarter hours

**HOS 407 - Strategic Management I (4)**

Students are guided through the classical process exploring various strategic tools for analyzing stakeholder concerns, the internal environment, and the external environment prior to choosing a generic strategy to be adapted at the functional, business, and corporate levels. Case studies involving hospitality

organizations and live cases are used to enhance the students' understanding of theory application.

Prerequisite: HOS 241. 4 quarter hours

#### **HOS 409 - Hospitality Professional (2)**

This course prepares students for their senior internship and ultimately career placement. It must be taken in their junior or senior year prior to the senior internship. The course uses career-focused workshops and guest speakers to address topics such as goal setting, marketing yourself, LinkedIn, negotiations, interviewing, management and assessment skills. Additionally, the course reviews internship Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

#### **HOS 415 - Senior Internship Seminar (2)**

This course enables students to reflect on the knowledge and skills acquired during their industry placements and to compare management theory to industry practice. Students describe in detail their internship sites from organizational, product and service, operational and financial viewpoints; analyze their own performance; and determine how career objectives may best be realized. Prerequisites: HOS 409 and concurrent enrollment with HOS 414

#### **HOS 416 - Senior Internship Extension (5)**

The opportunity to extend internship courses by 3 months is available upon approval, and students must communicate their intention for extension during registration. All students who register a 300 hour senior internship extension must have a grade logged for at least the practical component by the time coursework begins for the quarter following internship. Students that complete a 3-month internship after completion of all curriculum required courses will not be eligible for a break, or period of non-enrollment, prior to internship extension (if approved). Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

#### **HOS 417 - Senior Internship (5)**

Students with senior status, typically at the end of their program, are required to complete an internship of 300 – 350 hours over one quarter. During the internship, students are required to participate in discussions and completed a structured reflection on their internship experience and performance, facilitated by faculty online. They also receive a performance evaluation completed by the employer which informs their self-assessment. All students must be in good academic and financial standing when they go out on internship. Students who go onto Academic Warning or Probation the quarter before their internship are required to delay internship and

take coursework to improve their GPA until they are back in good standing with the college. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

#### **HOS 418 - Yield and Revenue Management (5)**

In this course, students are introduced to yield and revenue management as a method for maximizing profitability by balancing product availability, length of stay, pricing and marketing activities based on dynamic market forces. The course examines these techniques in the context of guest rooms, food and beverages, and other departments within a hotel or restaurant. Students learn how to apply hotel and restaurant analytics, historic operating results, competitor performance data, industry benchmarking data, and pricing tools. Guest speakers and site visits enhance the learning experience. Application to other tourism businesses (airlines, ride-sharing, and attractions) will also be discussed. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **HOS 419 - Hospitality and Tourism Law and Liability (3)**

In this course, students will gain a foundational understand of the legal rights and responsibilities of owners, operators, employers, and managers who need the knowledge and understanding of hospitality law to make day-to-day operational decisions. The course covers areas such as: civil rights, contracts, negligence, regulatory compliance, the innkeeper's and guest's rights, employment and labor issues, liability for food and beverage service. The focus is on risk management and preventative methods necessary to avoid, or at least minimize, legal actions against the business. Students learn through many interactive exercises and real world cases that focus on the practical application of hospitality laws. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

#### **HOS 420 - Responsible Technology Use in Hospitality (2)**

The use of technology has become integral to operations, service delivery and guest experience in hospitality. In this course students will examine the legal, social and corporate responsibilities of owners, operators, employers, and managers related to technology. The course covers contracts, privacy law, employment law, negligence, regulatory compliance, cyber security, and liability associated with technology use. Students learn through research and interactive exercises with real world examples focusing on the practical application of hospitality laws, avoidance of liability and risk, and enforcement of compliance. Pre-requisite(s): HOS 419. Co-requisite(s): None. 2 quarter hours

**HOS 421 - Restaurants Concept Development (3)**

This course examines the restaurant from concept development to opening and sustained growth. Topics discussed may be feasibility, research for growth areas, market and competitive analysis, site evaluation, franchising, evaluation or design of a food service operation, and menu design. Prerequisite: HOS 324

**HOS 435 - Tourism Trends and Innovation (3)**

The nature of tourism is evolving and new forms constantly emerge, including food and wine tourism, adventure and sports tourism, educational tourism, eco-tourism and nature tourism, volunteer tourism, medical tourism, cultural and heritage tourism, creative tourism, and many others. This course is a classroom exploration of current trends and examines tourism growth models and markets along with future innovations. HOS 436 Tourism Immersion is a continuation of this course and involves a tourism immersion experience, led by a faculty expert. See catalog description for HOS 436 for more details. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**HOS 436 - Tourism Immersion (2)**

This course is a continuation of HOS 435 Tourism Trends and Innovation and involves a tourism immersion experience, led by a faculty expert. Students have the option of completing this part of the course locally or participating in a domestic or international excursion. There may be additional travel costs; scholarships may become available. Pre-requisite(s): HOS 435. Co-requisite(s): None. 2 quarter hours

**HOS 442 - Hospitality Marketing Management (4)**

This advanced course considers the theories and practices of sales, promotions, public relations, and advertising. A summary overview of consumer behavior leads to a consideration of how properties and chains effectively use promotional media. Sales department organization, sales technique, and account management are discussed, as well as the negotiation and management of group and catering contracts. Prerequisite: HOS 241.

**HOS 443 - Information Management and Social Media Marketing (4)**

This course examines the role, analysis, and design of lodging systems and technology applications: system failure contingency planning, procurement, security, guest room technologies, and apps. It explores e-commerce, distribution channels, optimization strategies for search engines, and social media. Website analytics are used to enhance website design and efficiency. Prerequisite: HOS 241

Distribution: KC:Kendall Course.

**HOS 445 - Starting a Food or Beverage Business (5)**

People often dream of starting a restaurant, bar, catering or other food service business. This course covers the realities from beginning to end, including conceptualization, feasibility, financing, staffing and structure, opening the business and ongoing operations and marketing. Students will learn about food and beverage trends, site analysis, competitive positioning, marketing and other essential factors in food service business success. Guest speakers will share case studies and experts on various aspects of entrepreneurship and business start-ups will be involved. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**HOS 462 - Exhibition Design and Production (5)**

Large events and conventions often include exhibitions, adding a special level of complexity for planners. This course explores best practices in production of complex events and takes students behind the scenes of major exhibitions in the Chicago area. Topics include exhibitor recruitment and management, site selection, registration and credentialing, lighting and audio/visual production, event technology, vendor selection, sponsorship and risk management. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

**HOS 464 - Special Events and Weddings (4)**

This course explores the unique challenges of planning special events and weddings, which are becoming an increasingly important part of the event industry. The course applies professional event planning processes to special events such as galas, fundraisers, awards ceremonies, observances, and media opportunities, as well as to social events such as reunions, graduations, bar-mitzvahs, retirements, weddings, and other milestones. The course will feature guest speakers and field trips to expose students to current trends in special event and wedding design, décor, and other amenities. Prerequisite : HOS 190 NOTE: This course replaces HOS 482 in previous curricula.

**HOS 471 - Corporate Fin & Risk Mgmt (4)**

Building on BUS 470, students perfect their ability to analyze and evaluate financial performance and determine financing options in a multiunit, multibusiness environment. Risk management tools intended to minimize the financial exposure of an enterprise make up the remainder of the course. Prerequisite : BUS 470 or concurrent enrollment.

**HOS 472 - Revenue Management (4)**



This course outlines the strategies and methods needed to manage capacity actively in order to maximize profit. Using hotel analytics, industry benchmarking, and pricing tools, students learn to balance product availability, pricing, and marketing in light of organizational opportunity, competitive practices, and market forces. An active, dynamic approach is taken to managing revenue streams to ensure an organization's long-term viability and financial health. 4 quarter hours.

#### **HOS 473 - Real Estate Finance (4)**

This course considers the various methods of valuation of commercial properties as well as the financing instruments available for real estate investment. Portfolio management techniques are also considered. Prerequisite: BUS 470.

#### **HOS 479 - Introduction to Asset Management (4)**

This course is an introduction to the systematic and coordinated processes by which physical assets in the hospitality industry (hotels, conference centers, resorts, and other properties) are managed. Asset management requires a cross-functional approach to achieve sustained value in the selection, design, acquisition, operation, maintenance, and renewal of physical infrastructure. Prerequisite: BUS 470.

#### **HOS 480 - Senior Integrative Project (Capstone) (5)**

This culminating 10-week course gives senior students an opportunity to demonstrate knowledge, competencies and values developed in prior coursework by completing a complex project on a topic of personal interest. Students can work individually or in small teams, guided by faculty, to develop an innovative hospitality business concept, solve a problem for an existing hospitality business, conduct action research, or implement a meaningful service project for the industry. Projects may align with the student's major, concentration and/or minor. Topics must be of sufficient scope and depth to integrate critical thinking, problem-solving, and practical business skills with demonstrated hospitality industry knowledge. Pre-requisite(s): Hospitality core and hospitality advanced electives requirements must be completed before taking HOS 480, unless authorized by the program director. Co-requisite(s): None. 5 quarter hours

#### **HOS 489 - Franchising and Management Contracts (4)**

The selection of a management company and a brand is a critical component to the overall success of a hospitality asset. This course considers the point of view of owners or operators in selecting management contracts and/or a franchise model to manage growth and profitability. Students analyze the various elements relevant in the decision, including time

horizon for investment return, availability of capital for product improvement plans (PIPs), or need to rebrand. Students analyze information in management contracts or franchise agreements taking into consideration issues like agency or service contracts, incentive fees and royalty fees structure, the property management system (PMS), territorial restrictions, and other factors. Prerequisite: BUS 470

#### **HOS 490 - Bankruptcy and Restructuring (4)**

In this course, students examine the philosophy, principles, and policies underlying business reorganizations of distressed hospitality properties and the financial and legal issues in real estate workout process financing, refinancing, and debt restructuring. Students will examine the role of debtors, professionals, creditors, officers, directors, and other parties in the context of restructuring and reorganization situations for distressed properties. Prerequisite: BUS 470

#### **HOS 491 - Senior Business Planning Project I (3)**

Students with working schedules preventing them from enrolling in CAP 497/498, he or she can petition the Hospitality Management program director to complete a business plan for a hospitality management project. Working independently over 2 quarters, each student creates a business plan comprised of important elements including concept and design, feasibility study, operational plan, start-up budget, operational budget, pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. During the first quarter, students work on concept, feasibility study, financial outline, and integrated marketing plan. Prerequisite: Senior standing.

#### **HOS 492 - Senior Business Planning Project II (3)**

Students with working schedules preventing them from enrolling in CAP 497/498, can petition the Hospitality Management program director to complete a business plan for a hospitality management project. Working independently over 2 quarters, each student creates a business plan comprised of important elements, including concept and design, feasibility study, operational plan, start-up budget, operational budget, pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. During the second quarter, students work on design, operational plans, budgets (start up and operating), pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. Prerequisite: Senior standing

## **HRM - Human Resource Management**

### **HRM 400 - Human Resource Management (5)**

This course provides the foundation of theories and practices of human resource management (HR) in supporting organizational effectiveness. Students explore major topics in human resources such as recruiting, compensation, employee relations, performance management, talent development, and organizational culture. Coverage includes HR's role in emphasizing equal opportunity and diverse workplaces, as well as the role of strategic and global human resources. Pre-requisite(s): BUS 101 or BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HRM 413 - Total Rewards (5)**

Organizations' total rewards strategies are essential for advancing the organizational mission, vision, values, and goals. Total rewards serve as effective levers for the recruitment, retention, and engagement of a high-performing workforce. This course explores a wide range of monetary and non-monetary rewards, with a special focus on compensation and salary structure design and the development and administration of health benefit plans and retirement plans. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400. Co-requisite(s): None. 5 quarter hours

#### **HRM 420 - Performance Analysis and Measurement (5)**

Measuring employee performance is instrumental for making data-informed decisions and developing strategies for improvement. This course focuses on the full cycle of employee performance analysis and management, as well as its relationship to reward systems. Students explore practical strategies for selecting a performance measurement approach, measuring performance and behavioral outcomes, and continuously improving those outcomes through employee goal-setting and development. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400; completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program. Co-requisite(s): None. 5 quarter hours

#### **HRM 421 - Talent Acquisition and Retention (5)**

Talent is a key source of an organization's competitive advantage. Acquiring and retaining talent is essential to an organization's business strategy. This course focuses on talent acquisition strategy, job analysis and competency modeling, drafting job descriptions, and forecasting staffing needs. Other topics covered in this course include sourcing, recruiting, applicant tracking, interviewing and other forms of candidate assessment, and selection. Students also explore strategies for talent management from onboarding through retention. This is an advanced standing

course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400; completion of 90+QH; and CGPA of 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HRM 441 - Employment Law and Regulations (5)**

Today's HR manager must be knowledgeable in employment law and be able to interpret and apply this to real-world workplace scenarios. Focusing on United States employment law, students survey legal issues in employer-employee relationships and employment status. Students examine employment at will, employee protections provided through federal and state laws, and the EEOC's enforcement of anti-discrimination laws. Students explore the role of labor unions and the process of negotiating and administering collective bargaining agreements. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400; completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program or designate. 5 quarter hours

#### **HRM 505 - Public and Nonprofit Human Resource Management (3)**

This course provides a comprehensive study of strategic human resource management in public sector and nonprofit organizations. Students review the historical and philosophical foundations of the field related to public administration and best practices used to support human resources and optimize workforce performance. Students discuss issues that include workforce planning; recruitment, selection, and retention of employees; motivation, compensation, and benefits within the context of total rewards; assessment of performance; employee and labor relations, with a particular emphasis on managing a highly unionized workforce; legal environment; organizational culture; ethics, conflicts of interest, and executive compensation; and HR contracting/outsourcing. Pre-requisite(s): Graduate standing; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 509 - Human Resource Management Profession and Its Role (3)**

This course introduces students to the graduate study of human resource (HR) management and development by combining an overview of the HR profession with an exploration of the students' interest areas within it. Students explore the four HR knowledge domains of people, organization, workplace, and strategy, and behavioral competencies associated with effective HR practice. Students are also exposed to the key aspects of leadership, reflection, and self-assessment, thus establishing a strong foundation for future studies. Pre-requisite(s):

Graduate standing; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 513 - Total Rewards (3)**

Organizations' total rewards strategies are essential for advancing the organizational mission, vision, values, and goals. Total rewards serve as effective levers for the recruitment, retention, and engagement of a high-performing workforce. This course explores a wide range of monetary and non-monetary rewards, with a special focus on compensation and salary structure design and the development and administration of health benefit plans and retirement plans. Pre-requisite(s): HRM 509, or LAP 528 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 520 - Performance Analysis and Measurement (3)**

Measuring employee performance is instrumental for making data-informed decisions and developing strategies for improvement. This course focuses on the full cycle of employee performance analysis and management, as well as its relationship to reward systems. Students explore practical strategies for selecting a performance measurement approach, measuring performance and behavioral outcomes, and continuously improving those outcomes through employee goal-setting and development. Pre-requisite(s): HRM 509, or LAP 528, or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 521 - Talent Acquisition and Retention (3)**

Talent is a key source of an organization's competitive advantage. Acquiring and retaining talent is essential to the organization's business strategy. This course focuses on talent acquisition strategy, job analysis and competency modeling, drafting job descriptions, and forecasting staffing needs. Other topics covered in this course include sourcing, recruiting, applicant tracking, interviewing and other forms of candidate assessment, and selection. Students also explore strategies for talent management from onboarding through retention. Pre-requisite(s): HRM 509, or LAP 528; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 541 - Employment Law and Regulations (3)**

Today's HR manager must be knowledgeable in employment law and be able to interpret and apply this to real-world workplace scenarios. Focusing on United States employment law, students survey legal issues in employer-employee relationships and employment status. Students examine employment at will, employee protections provided through federal and state laws, and the EEOC's enforcement of anti-

discrimination laws. Students explore the role of labor unions and the process of negotiating and administering collective bargaining agreements. Pre-requisite(s): HRM 509, or LAP 528; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HRM 591 - Internship in Human Resource Management (1 TO 6)**

The internship enables students to integrate theory with experiential learning while working in a field related to their program. Students engage in supervised and structured experiences and must complete a minimum of 45 hours of internship and related activities per semester credit hour earned. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

#### **HRM 595 - Special Topics in Human Resource Management (1 TO 6)**

This course provides an in-depth study of a special topic in human resource management not covered in one of the other program courses. Topics offered may be chosen based on research interests of students and faculty, special faculty expertise, or areas of current debate and emerging interest in the field. This course may be taken for credit multiple times, provided that different topics are covered in each course. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

#### **HRM 597 - Consulting Project in Human Resource Management (1 TO 6)**

This course enables students to integrate theory with experiential learning while working on an individual or group consulting project in a field related to their program, such as human resource management and/or organizational behavior and development. Students review the principles of organizational consulting and develop a formal presentation of their findings and recommendations. Students must complete a minimum of 45 hours of project-related activities per semester credit hour earned, up to six semester credit hours total. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

#### **HRM 599 - Integrating Business and HR Strategy (3)**

High-performing organizations leverage human resources to achieve business goals and objectives. This course explores how HR strategy aligns with the organization's business strategy to drive success and create shareholder value and helps students integrate competencies in the domains of people,

organizational performance, and workforce climate with the domain of business and HR strategy. Students review principles of finance, marketing, economics, sales, technology, and business systems and their relationship with HR in contributing to business strategy. Topics include assessing market competition for competitive advantage, developing metrics, evaluating data, and creating an action plan for developing, implementing, and evaluating an HR strategy. Pre-requisite(s): Completion of at least seven of the following course: HRM 513, HRM 521, HRM 520, HRM 540, OBD 515, OBD 533, OBD 551 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

## HSC - Human Services Core/Counseling

### HSC 501 - Fundamentals of Counseling (3)

This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective counseling interview. Specific skills, competencies, and concepts related to counseling interviews are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight, considered essential qualities the effective counselor. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of the department. 3 semester hours

### HSC 503 - Counseling and Human Development in a Multicultural Society (3 OR 5)

An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC 501. 3 semester hours

### HSC 504 - Clinical Techniques of Counseling (3)

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Prerequisites: HSC 501, HSC 510, or HSC 201. 3 semester hours

### HSC 505 - Clinical Assessment and Diagnosis (3)

This course will provide an overview of the DSM IV and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisite(s): HSC 501, HSC 510. Co-requisite(s): None. 3 semester hours

### HSC 506 - Introduction to Theory and Practice of Family Therapy (3)

Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. Prerequisite(s): HSC 501. Co-requisite(s): None. 3 semester hours

### HSC 508 - Family Therapy Counseling Skills (3)

(Formerly PC 6022). This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the post-modernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### HSC 509 - Human Development Theory (3)

This course introduces and examines several theories of human growth, development, and regression, exploring the entire lifespan. Students examine various philosophical perspectives as to their implications for counseling. They further analyze developmental behaviors associated with stages of development, environmental and disruptive influences upon development, and responses of mental health services and practitioners. Other topics covered in this course include normal and abnormal human behavior and development, including psychological, sociological, moral, and physical factors. Pre-requisite(s): Admission to the M.S. in Counseling program; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### HSC 510 - Theories of Counseling (3)

Theories of counseling and psychotherapy will be introduced and explored. Students will examine philosophical stance, therapeutic assumptions, and strategic interventions relative to the major schools of thought. Effective characteristics of helping relationships in a multicultural society will be explored. The relationship between counseling theories and evidence-based outcomes will be highlighted. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of department. 3 semester hours

### HSC 511 - Professional Practice and Ethics in Counseling (3)

This course is an orientation to the issues and ethics in the field of professional counseling. Students learn about the different types of counseling settings including public schools and a variety of clinical mental health agencies. The course also focuses on learning and applying the American Counseling Association's Standards of Care and Code of Ethics. Case samples of ethical decision-making, role plays, and personal reflection are emphasized. The requirements for national certification and state licensing are also covered during the course. Pre-requisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Clinical Mental Health Counseling Emphasis, or consent of the Program Chair. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **HSC 512 - Theories and Techniques of Group Counseling (3)**

This course provides an overview of group types, dynamics, leadership, theories and techniques in group counseling. Specific skills, competencies and concepts related to group counseling are applied through an on-going experiential component. Pre-requisite(s): HSC 501 and HSC 510. Co-requisite(s): None. 3 semester hours

### **HSC 514 - Counseling for Career Development (3)**

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. Pre-requisite(s): HSC 501. 3 semester hours

### **HSC 519 - Psychological Assessment in Counseling (3)**

This course is an introduction to the theory and practice of psychological assessment for the counseling field. Students review the history, principles, and current methods of psychological assessment with a focus on their applied use in counseling practice. Students explore selected psychological instruments and their basic relevant statistics, reliability, validity, and use of norms. They further discuss the role of the clinical interview and psychological testing (construction, administration, and interpretation), as well as ethical practices in assessment. Pre-requisite(s): HSC 501, HSC 510 and HSC 511; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HSC 520 - Human Sexuality (3)**

This course explores the various aspects of human sexual behavior and counseling issues related to

sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored. Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans. Pre-requisite(s): None, Co-requisite(s): None. 3 semester hours

### **HSC 524 - Introduction to Clinical Mental Health Counseling (3)**

This course will introduce students to clinical mental health counseling by familiarizing them with the roles of the clinical mental health counselor, program development, and clinical mental health counseling models and processes. Students will learn about counselors as change agents, client advocates, outreach specialists, consultants, and preventative educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice. Pre-requisite(s): HSC 501, HSC 510, HSC 511, HSC 512. Co-requisite(s): None. 3 semester hours

### **HSC 533 - Counseling Practicum (3)**

The Counseling Practicum class is a combination of individual and group supervision as students begin on-site placement. This course requires 100 hours of field placement in an approved setting, a minimum of 40 hours of direct student/client contact, over a minimum of a ten-week academic term, integrating knowledge and competencies developed in the counseling program. Students participate in program-appropriate audio/video recordings, live supervision of interactions with clients, critique other students' counseling skills sessions, write process notes, and develop a counseling approach specific to CACREP and NLU Counseling Program policy. Counselors-in-training are evaluated by the site supervisor and university practicum supervisor. Prerequisite(s): HSC 504, HSC 505, HSC 511, HSC 512, HSC 514, HSC 534 for School Counseling students or HSC 524 for Clinical Health Counseling students; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **HSC 534 - School Counseling: Theory, Issues and Practice (3)**

This course is intended to develop knowledge and skills in the application of counseling theory and

techniques in a school setting. Focus will be on a developmental counseling curriculum, academic program planning, motivation, consultation, collaboration, and referral. Current issues and practices will be included. Prerequisite(s): Department Program Approval and HSC 501, HSC 510, HSC 511. 3 semester hours

#### **HSC 540 - School Counselors as Consultants (3)**

(Formerly SC 6120). This course presents the consultative theories and technique related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professional and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in multicultural educational setting. Pre-requisite(s): None. Co-requisite(s): None 3 semester hours

#### **HSC 541 - Trauma and Crisis Intervention Theory, Response Models and Techniques (3)**

This course will present counseling theories and approaches which effectively address crises and trauma. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific situations such as: suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism in both community and school settings. Self-care strategies will also be presented. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **HSC 542 - Psychopharmacology for Counselors (3)**

This course provides an introduction to the basic neurobiology of psychopathology and how psychotropic medications treat such conditions. An understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications will be identified. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other nonpharmacological modalities. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **HSC 543 - Introduction to Theory and Practice of Counseling Children and Adolescents (3)**

This course provides specialized knowledge and skills training in counseling individual children and adolescents through examination of theoretical, behavioral, and play therapy techniques. A strong emphasis will be on helping students understand how the developmental stages of children and adolescents relate to counseling approaches, appropriate assessments, and interventions. Throughout the course, the students will discuss the influence of multiculturalism on individual development, assessment, counseling interventions, and other contextual relationships. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **HSC 544 - Marriage & Family Therapy Practicum II (3)**

(Formerly C 6502). Continuation of HSC 533 Practicum I with an additional 250 hours to be completed at the approved site and 100 of these hours must be direct service working with couples and families. Pre-requisite(s): HSC 533. Co-requisite(s): None. 3 semester hours

#### **HSC 581 - Counseling Internship I (3)**

Internship reflects the comprehensive work experience of a professional counselor in the student's program area. The internship consists of 600 clock hours, with at least 240 direct service hours. HSC581 is the first segment of the internship experience. Students integrate classroom theory and learning with application of counseling skills. A qualified onsite supervisor provides one hour weekly, face-to-face supervision. Students also participate in a weekly supervisory seminar at National Louis with a counselor educator supervisor. Counselors-in-training are evaluated by the site supervisor and the university supervisor. Pre-requisite(s): HSC 533 or permission of Program Chair or designate. Co-requisite(s): None 3 semester hours

#### **HSC 582 - Counseling Internship II (3)**

Internship reflects the comprehensive work experience of a professional counselor in the student's program area. The internship consists of 600 clock hours, with at least 240 direct service hours. HSC582 is the second segment of the internship experience. Students integrate classroom theory and learning with application of counseling skills. A qualified onsite supervisor provides one hour weekly, face-to-face supervision. Students also participate in a weekly supervisory seminar at National Louis with a counselor educator supervisor. Counselors-in-training are evaluated by the site supervisor and the university supervisor. Pre-requisite(s): HSC 581 or permission of Program Chair or designate. Co-requisite(s): None 3 semester hours

## HSM - Human Services Multiple Program

### HSM 101 - Introduction to Human Services (5)

This course surveys the field of human services and introduces students to the Human Services major at the University. Students explore the history and development of the profession and the role of human services practitioners in enhancing individual and collective human functioning. They further discover careers in human services and examine the impact of interpersonal, institutional, and societal conditions on human development. This course also includes an overview of assessment and intervention strategies. Pre-requisite(s): LAE102, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 102 - Principles and Practices of Group Process (5)

This course provides an overview of group dynamics: an insight into how people interact with each other. Students explore group types, developmental stages of groups, group effectiveness, leadership, and the role of group process in human services and counseling. Students engage in group observations and experiences to connect theory to practice. Pre-requisite(s): LAE 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 201 - Interviewing Principles and Practices (5)

This course presents an overview of principles and practices of interviewing essential for client evaluation, data collection, relationship-building and establishing trust, crisis intervention, and informed decision-making in a human services setting. To connect theory to practice, students engage in mock interviews, with an emphasis on rapport and trust building, problem identification, and goal setting. Students further develop their self-awareness and insight, which are essential qualities of an effective human services professional. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 202 - Crisis Intervention Principles and Practices (5)

This course introduces students to crisis theory and models of crisis intervention, as well as various delivery systems and organizations that provide crisis intervention services. Students discover techniques for connecting, building rapport, and effectively communicating with individuals in crisis and discerning crisis from non-crisis situations. They further review the approaches for managing crises as members of intervention teams and techniques for crisis prevention, de-escalation, harm reduction, and

resolution. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 203 - Family Intervention Principles and Practices (5)

This course is an examination of theories and dynamics of family development. Students learn about the family as a system where change in one individual changes the family as a whole. This course also explores the impact of larger community and societal issues, systems, and institutions on the structure and wellness of the family. Students examine intervention strategies to enhance the family's functioning and capacity to cope with various internal and external stressors. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 204 - Professional Writing in Human Services (2)

This course serves as a professional writing laboratory for human services majors. Students explore the principles of professional and academic writing relevant to their coursework and professional careers. Artifacts produced in this course may include research reports, academic essays, memoranda, visually engaging presentations, writing for social media platforms and new media, and other similar professional writing. This course may be taken for credit multiple times up to maximum of six quarter credit hours. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: Human Services Electives.

### HSM 291 - Human Services Fieldwork I (5)

This course provides each student with an applied human services experience in a professional environment. Students utilize the knowledge and skills that they have been acquiring in their courses to identify their career interests, observe the tasks and responsibilities associated with being a human services professional, and explore their professional competencies. Students reflect on utilizing their field placements to develop a use of self that is congruent with the values and ethics of the profession. Students complete a minimum of 120 hours of internship and fieldwork experiences. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### HSM 292 - Human Services Fieldwork II (5)

This course provides each student with an applied human services experience in a professional environment. Building on prior fieldwork experiences, students utilize the knowledge and skills that they have been acquiring in their courses to examine their career interests, explore the tasks and

responsibilities associated with being a human services professional, and enhance their professional competencies. Students reflect on utilizing their field placements to cultivate a use of self that is congruent with the values and ethics of the profession. Students complete a minimum of 120 hours of internship and fieldwork experiences. Pre-requisite(s): HSM 291; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 304 - Human Development and Human Services in a Multicultural Society (5)**

This course investigates the dynamics of culture, such as race/ethnicity, gender, sexual orientation, religion, and other areas of diversity within the context of human development, interpersonal interactions, community dynamics, and institutions. Students explore how the differences between and within groups of people have implications for marginalization and can serve as a wellspring of collective and individual resources. In addition, students discuss culturally-informed human services strategies as they pertain to strengths-based assessments and interventions, empowerment, and advocacy. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 305 - Survey of Populations with Special Needs (5)**

This course provides an overview of illnesses, disabilities, and other circumstances that can result in individuals' inclusion in special needs populations. Students discuss development and identification of symptoms, available treatments, current therapies, and barriers faced by children and adults with special needs. This course emphasizes the role of human services professionals in meeting the needs and improving the well-being of those belonging to the special needs populations, as well as early intervention, advocacy, empowerment efforts, and integration into the larger society. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 306 - Legal Issues in Human Services (5)**

This course provides an overview of the legal principles and issues pertinent to the field of human services. Students explore how state and federal laws impact clients, the delivery of programs, and the role of service providers. Students discuss laws regarding crime and delinquency, family crises, child abuse and neglect, mental health, domestic violence, chemical dependency, and special education. This course also examines issues of labor and contract law, as well as professional liability. Pre-requisite(s): HSM 101 and HSM 102; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 325 - Death, Dying and Bereavement (5)**

In this interdisciplinary course, students explore belief systems, key theories, and concepts about death, dying, near-death experiences, afterlife, grief, loss, and bereavement. The experiences of dying individuals, bereaved individuals, and professionals in the field of thanatology provide context for exploration of societal attitudes and end-of-life care systems. Students also examine contemporary ethical issues related to death and dying such as euthanasia, organ donation, cryogenics, and digital remains. Cross-listed as HSM 325 and LAH 325; students may only receive credit for one of these courses. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives Humanities.

#### **HSM 400 - Research Methods for the Behavioral Sciences (5)**

This course is an exploration of the basic concepts, principles, and techniques of social research and how it can be used to glean insights from research literature and to determine the effectiveness of human services interventions and programs. Students examine appropriate research design, data-gathering techniques, the analysis of data, and the ethical issues embedded in the execution, interpretation, and application of research. Students develop the skills to be critical and discerning consumers of program evaluation and the published research used to inform the practice of human services. Pre-requisite(s): HSM 101, HSM 102, HSM 201, HSM 202, HSM 203, HSM 304, HSM 305 and HSM 306; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 410 - Management and Leadership in Human Services (5)**

This course is an exploration of management and leadership in human services organizations. Students examine organizations' relationships between and among each other, the public and private sectors, communities of place and interest, and other stakeholders. Students review various frameworks for governance, accountability, effectiveness, and performance. This course also provides students with an overview of the business functions, such as marketing, human resources, and financial management that are embedded in the leadership and administration of organizations that provide human services. Students identify strategies for mobilizing resources to support the needs of the populations they serve and to enact positive social change. Pre-requisite(s): HSM 201, HSM 202, HSM 203, HSM 304, HSM 305 and HSM 306; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours



**HSM 415 - Strategies of Community Intervention (5)**

This course explores the role of various forms of community capital (e.g. environmental, social, political, financial, and cultural) and how it impacts the growth, development, and quality of life in various communities. Students discuss models for community development that can be used to create interventions that address the needs of communities and to generate positive social change. This course also examines the dynamics, power, and influence of interest groups, community-based organizations, and other stakeholders as related to community development and sustainability. Pre-requisite(s): HSM 201, HSM 202, HSM 203, HSM 304, HSM 305 and HSM 306; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HSM 427 - Legal and Ethical Issues Related to Aging (5)**

This course is an examination of the legal and ethical issues that impact the aging population. Students explore the legal rights of aging people in the context of health care and long-term care, financial planning, housing, end-of-life preparation, and other life circumstances. In addition, students discuss the controversies around supporting the needs of the aging population and the ethical dilemmas encountered by the professionals who deliver services to them. Pre-requisite(s): Junior standing (completion of 90 or more quarter credit hours); or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HSM 428 - Serving the Aging Population (5)**

This course explores the physiological, psychological, and social aspects of aging within the context of the individual's life events and cultural experiences. Students examine the dynamics between aging people and their communities of place and interest, such as one's work environment, place of worship, and neighborhood. Furthermore, students discuss how individuals can more empathically and effectively engage in personal and professional relationships with the aging population. Pre-requisite(s): Junior standing (completion of 90 or more quarter credit hours); or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives Social Science.

**HSM 429 - Societal Systems of Aging (5)**

This course provides an overview of the major societal and institutional factors that influence the aging population's quality of life. Students examine the micro and macro theories on aging that inform the way services are developed and delivered to the population. Additionally, students explore the

collective or dominant values, beliefs, and attitudes about aging individuals that inherently influences the social systems and institutions that interface with aging members of our society. Pre-requisite(s): Junior standing (completion of 90 or more quarter credit hours); or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HSM 430 - Professional Communication in Human Services (5)**

This course introduces students to the techniques of effective communication in human services. Students explore oral and written communication skills to make connections with others and provide a means of accomplishing organizational goals. Students discuss strategies for improving communication and resolving conflicts, facilitating both internal and external communication to enhance information exchange. Students also explore the key aspects of persuading others and advocating with elected or appointed officials, donors or potential donors, and community members. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HSM 201, HSM 202, HSM 203, HSM 304, HSM 305, HSM 306; completion of 90+QH; and CGPA of 3.0 or higher; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**HSM 481 - Human Services Practicum I (5)**

This course is the first in either a two-part or four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Pre-requisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 1-5 quarter hours

**HSM 482 - Human Services Practicum II (5)**

This course is the second in either a two-part or four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human

services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Pre-requisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 5 quarter hours

#### **HSM 493 - Human Services Fieldwork III (5)**

This capstone course provides each student with an applied human services experience in a professional environment. Students synthesize the knowledge and skills that they have acquired in their previous courses and within the context of their field placements, demonstrate the capacity to handle increasingly more responsibility and autonomy. Students use their field placements as catalysts for exploring their career interests, enhancing their professional competencies, and developing their identities as human services professionals. Students complete a minimum of 120 hours of internship and fieldwork experiences. Pre-requisite(s): HSM 292, HSM 400, HSM 410, and HSM 415; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 499 - Seminar in Human Services/Psychology (5)**

This capstone course provides students with an opportunity to integrate major theories, concepts, and practices in the disciplines of human services and psychology through a structured, faculty-led experience. Students explore the applications of psychology in the field of human services; engage in a comprehensive review of major topics covered in the program; and identify career and further education opportunities in human services and psychology. Students also complete a capstone project, which may include content such as case studies, projects, and/or assessments that demonstrate achievement of all learning outcomes established by the program. Pre-requisite(s): HSM 101, HSM 102, HSM 201, HSM 202, HSM 203, HSM 304, HSM 305, HSM 306, HSM 400, HSM 410, HSM 415 and at least four of five required LAP courses; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **HSM 500 - Human Services Management: Principles and Practices (3)**

This course introduces students to the graduate study of human services management by combining an overview of management practices in the profession with an exploration of the students' interest areas within it. Students explore the role of a manager in human services and the successful transition to and advancement in the managerial role. Students discuss the stakeholders in human services, diversity of services offered and specialties of providers, and accountability for outcomes to various stakeholders. Students also explore the key aspects of managing self, employees, and relationships with external organizations, such as boards, unions, trade organizations, volunteers, and consultants. Pre-requisite(s): Graduate standing; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HSM 505 - Managing Systems and Funding in Human Services (3)**

This course introduces students to managing systems and funding in human services. Students explore the array of systems that must be managed and how these systems intersect with each other. Students discuss the manager's role, influence, and involvement with each system. Students also explore the various funding sources and their impact on human service agency practices and on their role as a human services manager. In addition, students discuss the legal issues one may face and the significance of mastering contract negotiations with funders, vendors, and stakeholders in human services. Pre-requisite(s): HSM 500; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **HSM 508 - Research and Evaluation Methodology (3)**

Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSA 510 or HSC 500. 3 semester hours

#### **HSM 520 - Interventions and Direct Services in Human Services (3)**

This course introduces students to the interventions and direct services in human services. Students explore how human services intersect with each other, and their role, influence, and involvement with community systems. Students discuss the impact of environmental trends, the value of strategic thinking and planning, and human service agency procedures

that promote and value diversity. Students also explore current programmatic emphasis on the influence of care, regulations and licensure requirements, federal and state initiatives' impact on human service agency practices and on one's role as a human services manager. Pre-requisite(s): HSM 500; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HSM 530 - Professional Communication in Human Services (3)**

This course introduces students to the techniques of effective communication in human services. Students explore oral and written communication skills to make connections with others and provide a means of accomplishing organizational goals. Students discuss strategies for improving communication and resolving conflicts, facilitating both internal and external communication to enhance information exchange. Students also explore the key aspects of persuading others and advocating with elected or appointed officials, donors or potential donors, and community members. Pre-requisite(s): HSM 500; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HSM 585X - Internship and Supervision Continuation (0)**

All students enrolled in the C HS Department's Counseling Masters Degree or the School Counseling Certificate are expected to achieve a required number of practicum/internship experience and supervision hours. When extenuating circumstances occur that deter a student from achieving the required number of hours within normal time parameters, a student may be able to continue accumulating hours and attending mandated university supervision for additional terms. The Internship Supervision Continuation course awards no academic credit, but allows a student to remain a registered student of the university while completing their internship supervision hour requirements. Prerequisite(s): The first time a student registers for this course they must have masters standing, consent of instructor, and prior registration in the internship courses required for this degree. Students wishing to register for a second or third quarter of this course must petition the CHS Department. Co-requisite(s): Student must continue to attend supervision part of class and meet all other HSC 581, HSC 582 or HSM 581, HSM 582, HSM 583, HSM 584, HSM 585 class expectations. 0 semester hours

**HSM 589 - Human Services Management Laboratory (3)**

This is a required capstone course for the M.S. in Human Services Management program. This course concentrates on utilizing problem analysis methodology and provides students with

opportunities to practice problem resolution applications through in-class role playing activities. Working in teams and utilizing a pragmatic management problem-solving tool, students analyze actual management problems that occur in their agencies/companies and develop problem resolution strategies to address such problems. Pre-requisite(s): HSM 500, HSM 505, HSM 520, HSM 530, RES 510, RES 520, MBA 503, HSM 520, MHA 527, LAP 693; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**HSM 592 - Practicum in Human Services Management (1 TO 6)**

The practicum in human services management enables students to integrate theory with experiential learning in a field placement at a single or multiple human services agencies and/or related organizations. Students engage in supervised and structured experiences and must complete a minimum of 45 hours of practicum and related activities per semester credit hour earned. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): HSM 500 and RES 510; or permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**HSM 594 - Independent Study/Human Services (1 TO 3)**

Independent studies offering for Graduate level Human Service students. Permits the student to design and undertake individual study and research in an area approved by the instructor. Topics and depth of study will vary according to the student interest and amount of credit. Prerequisite: Admission to the Graduate Program and Instructor's Approval. 1-3 semester hours

**HSM 595 - Special Topics/Human Services (1 TO 5)**

Special Topics courses are developed to address advanced graduate student interest and needs in the area(s) of specialty focus study. Course may be registered for more than once as the topical content varies each time offered. 1 - 3 semester hours.

**HSMA - Human Services**

**HSMA 501 - Life Course and Human Development (3)**

(Formerly HS 6012). This course provides an introduction to human development across the life span. Students study the development of individuals at all stages of the life cycle by examining the social, biological, cultural, multicultural, and psychological influences on individual development and functioning. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSMA 502 - Research and Writing in Human Services (3)**

(Formerly HS 6022). This course provides an overview of quantitative, qualitative, and mixed methodologies appropriate for human services research. Students develop critical thinking skills to evaluate, review, and use scholarly literature to support research activities. They also analyze different methodologies designed to address questions concerning human services practice. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSMA 505 - Administrative Dimensions of Human Services (3)**

(Formerly Argosy HS 6530). This course provides an overview of organizational, consultative, and coordinating skills required of administrators in human services. Students learn about the importance of interdisciplinary cooperation in achieving service outcomes. Topics include legislative and federal regulations, funding options, local mandates, and organizational structures. Students learn to think proactively as administrators to anticipate future trends in the industry. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSMA 553 - Human Services Capstone (3)**

(Formerly HS 6534). The capstone will provide a forum in which students will have opportunities to review, integrate, and apply the knowledge, skills, and values acquired and refined during the human services program. This course ties together theoretical applications and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the program. Students complete an integrative project that incorporates theory and practice. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSS - Human Services Substance Abuse**

**HSS 534 - Perspectives on Substance Abuse (3)**

This course provides an overview of substance use issues, including: understanding the substance use experience of the user and the impact of substance use disorder on the family and the larger community; assessment of substance use from abuse to dependence; historical aspects of use and of treatment, including the current treatment delivery system; etiology with particular emphasis on application to the counseling process; 12-step groups and their role in counseling individuals with substance use problems; prevention efforts to reduce alcohol/drug problems. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**INT - Interdisciplinary Studies**

**INT 101 - New Student Orientation (0)**

Students will use the online platform to complete activities that apply principles, concepts, and techniques of the online platform. Students will learn to recognize various approaches to seeking assistance for help and strategies to increase student effectiveness. With peers, students will discuss various strategies of success while examining the university expectations and student resources. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

**INT 315 - Global Perspectives (5)**

In this course, students explore a series of interdisciplinary topics related to globalization from multiple perspectives of their professional and academic pathways, personal experiences, evolving news and accumulated data, and changing societal perspectives and attitudes. This course serves as an opportunity to integrate knowledge acquired in the first and second year of college in a coherent, well-argued personal position, supported by research that can be applied to disciplines that include business, education, public health, natural sciences, social and behavioral sciences, and others. Pre-requisite(s): Sophomore standing or higher (45 or more earned quarter credit hours). Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Behavioral Science GenEd-Social Science.

**KCC - Kendall College GenEd Courses**

**KCC 101 - Seeking Selfie: Exploring Identity (4)**

Who are you and what made you the person you are today? In this course, the first course of The Citizen cluster, you will explore who you are and how you came to be that person. We will also seek to name the communities, from local to global, which comprise us. We will examine culture and communities as components of personal identity, such as age, race, gender, religion, and sexual orientation, and how these components of identity evolve over time. How changeable are your identities, and to what extent are identities constructed by parental and peer influences and nature?

**KCC 102 - Mindset Matters: Your Brain and You (4)**

This course, the second course in The Citizen cluster, uses unique problem-solving scenarios to launch a scientific analysis of your individual thought processes. From there, we will introduce the psychology and physiology of growth and fixed mindsets. Across several case studies, we will practice

identifying and analyzing approaches to problem solving that other accomplished individuals have employed throughout their careers. Students will then turn inward to study and reflect upon instances from their own lives when they landed upon different spots on the mind-set spectrum. Finally, we will create a personal plan to apply growth mind-set as a citizen. Prerequisite: KCC 101 or concurrent enrollment with KCC 101

#### **KCC 103 - Making a Difference in a Difficult World (4)**

What is important to you and how does it motivate you? During this course, the third and final course of The Citizen cluster, you will articulate what is important to you and why, as a way to better understand what motivates your behaviors and actions. We will examine contemporary social issues, how they evolve, and their impact on you and the world. Lastly, you will take the first steps towards influencing and promoting change within various communities. Prerequisites: KCC 101 and KCC 102, or concurrent enrollment with KCC 102

#### **KCC 104 - U@WRK (4)**

How close is what you do to who you are? In this course, the first course in The Professional cluster, we will examine who you are at work—the kinds of work you do and the kinds of work you want to do. We will ask you to think about the choices you might be faced with in your career — choices having to do with your career, but also choices about your life outside of your career. Lastly, we will put work in time, investigating how work has changed but also forecasting how it might change (for example, robots or artificial intelligence), all of which will position you for your future career. Prerequisites: KCC 102 and KCC 103, or concurrent enrollment with KCC 103

#### **KCC 105 - Billfold to Boardroom: Financial Professional (4)**

The foundation of this course, the second course of The Professional cluster, will provide you an overview of consumer and financial problem solving. The course will challenge you to investigate financial decision making within a business or other organization and how those professional decisions have consequences across various communities. Throughout the course, we will tackle real-world financial issues like corporate responsibility, the time-value of money, probability and risk assessment, and predictive analysis. Prerequisites: KCC 103 and KCC 104, or concurrent enrollment with KCC 104

#### **KCC 106 - Risky Business: Balancing Identity and Tension (4)**

In this course, the 3rd and final course of The Professional cluster, students will examine professional identity of both workers and

corporations. Have you ever wondered about the reasons for the 40-hour work week in the United States, the gender pay gap, the divide between the corporate haves and the have-nots, sweatshops, or labor unions? We will discuss both current and historic struggles of laborers to receive recognition and rights worldwide. We will also discuss ways contemporary, global businesses have fostered and maintained their corporate identity and how this has impacted their bottom line and society. Of course, tensions result in the wake of the relationships between workers and the businesses that employ them and the relationships between businesses and consumers. Throughout, we'll examine those tensions and the ethical implications in the ways they have been (or are being) resolved. Prerequisites: KCC 104 and KCC 105, or concurrent enrollment with KCC 105

#### **KCC 207 - You Are the World (4)**

How do you navigate your identity in an interconnected world? In an increasingly borderless world the decisions and actions made by countries, corporations, and cultures have an impact on you. In this class, the first class in The Globalist cluster, we'll examine your role in a global society and the ways you balance your individual, national, and global identities. We will also identify various institutions (political, economic, and cultural), and you'll explain their impact on you and your life. Prerequisites: KCC 105 and KCC 106, or concurrent enrollment with KCC 206

#### **KCC 208 - The Butterfly Effect (4)**

It has been said that a butterfly flapping its wings in Chicago can cause a typhoon in Southeast Asia. In this course, the second course in The Globalist cluster, we will explore this phenomenon as it applies to a variety of notable scientific topics. We will analyze the impact human action has on the environment and ecosystems and how the effects of these actions have crossed political, cultural, and geographic borders. Prerequisites: KCC 206 and KCC 207, or concurrent enrollment with KCC 207

#### **KCC 209 - Global Ripples: Diving into the World (4)**

In this course, the third and final course in The Globalist cluster, we will get up close and personal with the ripple- effects of globalism across various communities within the societal hierarchy. In an increasingly globalized world, cultures are colliding and combining in new ways. This offers us the opportunity to reflect on assumptions about borders—how they're made, are they real or imagined, who decides where they're located, and in what ways they are defended. Prerequisites: KCC 207 and KCC 208, or concurrent enrollment with KCC 208

**KCC 310 - Stepping Forward: Making a Leader (4)**

What makes a leader? In this course, the first course in The Leader cluster, we will investigate the role of the leader— what it means to lead during specific periods of time and at specific places on the globe. We will examine those traits and attributes that make a good leader, but also trace how those have changed over time and due to historical circumstance. We will look at models for leadership, measuring successes and failures, and then anticipate leadership values in the 21st century. By the end of the course, you will better understand that there is not just one kind of leader and that there is a place in the world for a leader like you. Prerequisites: KCC 208 and KCC 209, or concurrent enrollment with KCC 209.

**KCC 311 - Scaling Up: Thinking by the Thousands (4)**

Is the decision you make in your work today the correct decision to make in 5 years? Your day-to-day experiences are valuable data for you as an individual; but for a competitive business, or an efficient organization, the truly valuable data is scaled up to the thousands (and beyond!). Thousands of customers. Thousands of products. Thousands of times, measurements, dates, and descriptions. Within this flood of big data, patterns and trends can emerge. In this course, the second course of The Leader cluster, we aim to train the careful eye of a leader, one that is capable of seeing and describing these trends from among the data. We work through ways in which this ability to observe, understand, and communicate trends in big data can be a positive asset for a leader who is focused on making the decisions that can pay off not just today but five years down the road as well. Prerequisites: KCC 209 and KCC 310, or concurrent enrollment with KCC 310.

**KCC 312 - The Steps and Mis-steps of Leadership (4)**

Why are some leaders respected and admired, able to leave behind many accomplishments, while others are not? This third and final course of The Leader cluster focuses on leaders in their professions—leaders in the worlds of culinary, hospitality, business, and education, leaders you will look up to as you make your way in your careers. We will inquire as to the particular styles of these leaders and how these styles have reflected the values of a society. Great leaders affect not only their professions but also their societies. We will examine how a leader does this, what style of leadership this requires. We will also investigate the other side of leadership: the mistakes and missteps made and the impact those have had on the leaders themselves, the people who work for them, and various other communities. Finally, this course will prompt reflection upon your own leadership style as you take the first steps into your

chosen profession. Prerequisites: KCC 310 and KCC 311, or concurrent enrollment with KCC 311

**KBPA - Baking and Pastry****KBPA 100 - Foundations of Baking (3)**

This course explores both the science and craft of baking, in which students develop their skills in the craft of baking: through formulation, mixing, shaping and finishing of classic pastries and breads. Theory and practice are emphasized in this foundational hands-on course. The unique interaction of ingredients and formulation is learned with an understanding of baker's math. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**KBPA 120 - Pastry Techniques (5)**

Menus for all kinds of bakeries and pastry shops – patisseries, bread boulangeries, plated dessert restaurants, and specialty shops – require specialized techniques and skills for their execution. Students will learn the different branches of pastry as they developed from the five fundamental ingredients of baking – flour, butter/fat, sugar, eggs and dairy – and how each ingredient evolved into the types of baked goods and sweets which we see on modern-day menus. Foundational techniques for working with, as well as the unique properties of, each ingredient are taught. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**KBPA 130 - Advanced Pastry: Mousses, Doughs, Plating and Sauces (5)**

This course develops student's hands-on skills and artistry create desserts, pastries, entremets, plated desserts, mousses, custards, and petit fours. The full repertoire of a professional pastry chef will be learned. Precision techniques such as finishing, piping, plating, and garnishing are emphasized. Pre-requisite(s): KBPA 120. Co-requisite(s): None. 5 quarter hours

**KBPA 140 - Chocolates and Confections (3)**

This course teaches students how to temper, enrobe and decorate using varying types of chocolate. Students will learn sugar cookery techniques employed in popular candy making and produce a wide variety of chocolate and sugar confections, including: bonbons, pralines, fudge, caramels, nougats, and gelled candies. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None 3 quarter hours

**KBPA 142 - Foundations of Cakes (3)**

This course introduces students to a variety of cakes, including celebration cakes utilizing mixing methods for all types of cakes as the building blocks of this course. Students also learn decorative piping, inscriptions, border work, color design, floral arrangement and royal icing ornamentation to create contemporary celebration cakes. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**KBPA 150 - Advanced Wedding Cakes and Sugar Artistry (3)**

This course stresses advanced cake decorating and sugar artistry. Students learn highly skilled cake decorating techniques of fondant, icings, and gum paste, they bring their art to life-creating a sophisticated wedding cake for custom design. The second half of the course explores the use of sugar as a decorative medium. Methods for casting, pulling, blowing, and molding sugar are taught and practiced. These techniques are brought together into a final colorful and imaginative showpiece to demonstrate their applied proficiency. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**KBPA 160 - Artisan Breads (3)**

This course is an immersive grain-to-loaf workshop of wholegrain and healthy breads. Through baker's math, formulation, and the study of fermentation, the skills of bread-baking across cultures and eras are brought into living practice. Students gain proficiency in building and maintaining sourdough cultures and use of fermentation to enhance specialty flours and grains. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**KBPA 170 - Culinary Internship (4)**

This course enables students to challenge, test and hone the knowledge and skills they have acquired and developed throughout the program. Through this experience, students build subject matter expertise while continuing to develop values, attitudes and behaviors that will make them successful in the workplace. Each student must complete 300 hour supervised internship at an approved internship site and maintain 3 out of 5 average score on supervisor evaluations. Pre-requisite(s): KBPA 130. Co-requisite(s): None. 4 quarter hours

**KCUL - Culinary****KCUL 111 - Foundations of Professional Cooking I (5)**

This course is a foundational course designed to launch culinary careers by introducing and immersing students into the world of the commercial kitchen. Topics include: standards of professionalism, knife skills, culinary terminology, and basic food science principles. Classical techniques in sandwich making, clear and cream soups, purees and also international specialty soups will be taught. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s) : None. Co-requisite(s); None. 5 quarter hours

**KCUL 115 - Foundations of Professional Cooking I (1)**

The course is designed to achieve two aspects of the industry, professional growth and development. Students will take a practical assessment on skills obtained in their first foundational courses and receive feedback to the professional growth of the program compared to industry benchmarks. Professionalism development in the hospitality industry is more that the mastery of techniques, skills and concepts. In the second part to this course students are introduced to career opportunities and avenues presented in the context of the attitudes, characteristics, and traits of successful chefs. Pre-requisite(s): KCUL 111. Co-requisite(s) : None. 1 quarter hour

**KCUL 120 - Nutritional Cooking (3)**

Nutritional Cooking introduces basic nutrition concepts and applies them directly into the culinary teaching kitchens. The course is collaboration between a chef and registered dietitian that combines culinary perspective with current nutritional concepts and food industry trends. Topics include evaluating credible nutrition information, food allergies, chronic disease prevention and meal planning, digestion with discussion of common disorders, labeling and its importance for the restaurant industry, recipe nutrient analysis, and plant-based or vegetarian/vegan meal planning. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**KCUL 121 - Foundations of Professional Cooking II (5)**

This hands-on course builds on the techniques presented in Foundations of Professional Cooking I. Students will apply fundamental cooking theories and techniques such as sautéing, grilling, roasting, stewing, braising, and frying, and their application to a variety of proteins, starches, and vegetables. This course provides beginning culinary students with necessary critical skills to develop and evaluate

menus for successful foodservice operations. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KCUL 111. Co-requisite(s): None. 5 quarter hours

#### **KCUL 125 - Professional Growth and Development II (1)**

The course is designed to achieve two aspects of the industry, professional growth and development. Students will take a practical assessment on skills obtained in their second foundational courses and receive feedback to the professional growth of the program compared to industry benchmarks. In the second part to this course, students are given advise to career bridge and preparation to their internship course. Pre-requisite(s): KCUL 121. Co-requisite(s): None. 1 quarter hour

#### **KCUL 127 - International Cuisine (5)**

This course provides a global perspective of culinary cultures and cuisines with a focus on ingredients. Through lectures and the preparation of traditional dishes, students will explore how culture and geography influence the foods of the world. Pre-requisite(s): KCUL 121. Co-requisite(s): None. 5 quarter hours

#### **KCUL 131 - Breakfast Cookery (3)**

This course introduces students to breakfast cookery. Students will produce breakfast menu items featuring international and American regional items. Students will also produce baked items such as quick breads, scones, biscuits, and muffins. Pre-requisite(s): KCUL 121 and KBPA 100. Co-requisite(s): None. 3 semester hours

#### **KCUL 135 - Café Production (5)**

This course immerses students in a food production kitchen. Students take on different roles and challenges, learning how to cook, serve and package a quick limited menu. Teamwork, speed, and timely delivery of well-prepared food will be emphasized. Pre-requisite(s): KCUL 121. Co-requisite(s): None. 5 quarter hours

#### **KCUL 136 - Food Ethics (2)**

This course introduces students to the responsibility of handling food with respect and to understanding food sources. Sustainability practices and their implementation in food service operations are emphasized. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **KCUL 141 - Garde Manger (3)**

This course presents the art and skills of cold food preparation and preserving; which are presented, in addition to pickling, sausage-making, smoking meat, and meat-based terrines. Traditional and modern

charcuterie, canning, and fermenting are taught in an approach on conjunction with contemporary styles of design and service. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KCUL 111. Co-requisite(s): None. 3 quarter hours

#### **KCUL 145 - Advanced Methods of Cooking (3)**

This course applies and expands upon previously acquired skills to further students to identify and distinguish between different types of seafood and meats, along with proper procedures for ordering, receiving, storing, fabrication, preparation, and presentation. Furthermore, students continue to develop their sauce repertoire by producing a wide range of classic and contemporary sauces. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KCUL 121. Co-requisite(s): None. 3 quarter hours

#### **KCUL 146 - Foodservice Purchasing (2)**

This course emphasizes the selection and specification requirements for purchasing food and beverages. Topics that will be covered are: principles of product identification, vendor relationships, proper receiving and storing methods, and inventory control. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

#### **KCUL 151 - Prep, Fire, Plate (3)**

This course challenges students to apply advanced cooking techniques learned in prior classes with the focus on timing and plating. This course will further teach students how to work in an organized manner under pressure and prepare students to cook with urgency and accuracy. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KCUL 145. Co-requisite(s): None. 3 quarter hours

#### **KCUL 155 - Professional Growth and Development III (1)**

This course is designed to achieve two aspects of the industry; professional growth and development. Students will take a practical assessment on skills obtained in their third and fourth foundational courses and receive feedback to the professional growth of the program compared to industry benchmarks. In the second part of this course, students prepare to start their internships by transitioning into a professional career. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

#### **KCUL 156 - Financial Management (5)**

The understanding and appreciation of the "big picture" is essential to one's growth and prosperity in



the hospitality industry. Chefs, supervisors and managers must learn financial management associated with operating a business. This course introduces and teaches fundamental accounting concepts in preparation of financial statements and explores accounting controls in food service operations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **KCUL 161 - Banquets and Catering (3)**

This course prepares students to prepare and serve food in a banquet setting and through catered events. This hands-on production course covers, menu planning, preparation, and execution and focuses on areas of meeting and special events. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KCUL 145. Co-requisite(s): None. 3 quarter hours

#### **KCUL 162 - Banquets and Catering Service (5)**

Front service is an essential part of the foodservice industry. In this practical course, students learn all aspects of banquet and catering service in real-world events. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None, Co-requisite(s): None. 5 quarter hours

#### **KCUL 164 - Dining Room Service (5)**

This course allows students to learn the principles and techniques of upscale dining service, which will reflect various aspects of the service industry, including restaurant preparedness and alcohol service. The skills learned and utilized will allow students to deliver a unique and quality experience for guests\*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **KCUL 165 - Dining Room Production (5)**

This course introduces students to a restaurant setting with a focus on the daily operations of a restaurant. Menu interpretation and plating styles provides students to apply skills learned in previous courses with an emphasis on upscale modern dining. \*All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **KCUL 166 - Supervision in Food Service (2)**

This course discusses the unique problems associated with food service operations with an emphasis on the challenges of Human Resources Management (HRM) and its contribution to building and maintaining a customer base and profitability in a changing environment typified by intense competition, rapid

technological changes and limited labor supply. The focus is on Human Resources Management, recognizing the vital role of human resources in the success of operations and providing the tools needed to successfully manage and lead a food service organization. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

#### **KCUL 175 - Culinary Internship (4)**

This course enables students to challenge, test and hone the knowledge and skills they have acquired and developed throughout the program. Through this experience, students build subject matter expertise while continuing to develop values, attitudes and behaviors that will make them successful in the workplace. Each student must complete 300 hour supervised internship at an approved internship site and maintain 3 out of 5 average score on supervisor evaluations. Pre-requisite(s): KCUL 151. Co-requisite(s): None. 4 quarter hours

#### **KCUL 399 - Topics in Culinary (4)**

Topics in Culinary: Social media branding- The landscape of marketing has been changing for both large and small brands. Influencer marketing has taken huge strides and is here to stay and grow. Brands have been adapting to this bringing social media savvy companies and individuals to the forefront. Pre-requisite(s): None. Co-requisite(s): None. 4 quarter hours

### **LAA - Art**

#### **LAA 322 - Modern Art (5)**

This course is a study of the development of painting, sculpture, and architecture in Europe and the United States from the mid-19th through the 20th centuries. Students study relationships between art of a period and social context, including political events, economic trends, and technological advances of the time. Emphasis is on the contributions of specific artists. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Fine Arts Humanities.

#### **LAA 495 - Art Special Topic (1 TO 6)**

Topics offered will reflect the current interest of the students. Since topics vary from quarter to quarter, this course may be taken more than once. Examples of topics are jewelry, creative lettering and graphic design, and art for the exceptional learner. Prerequisite(s): Graduate standing for graduate credit. 1-6 quarter hours

## LAE - English

### LAE 100A - Strategies for Effective Writing (5)

Basic writing skills are taught in this course. Emphasis is placed on topic selection, organizing ideas, and grammar. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, drafting and proofreading. This course is designed for students preparing to enter the required English Department composition courses or for anyone wishing to build self-confidence in writing abilities or to successfully complete writing projects. This developmental course can only be used for elective credit. Prerequisite(s): Writing placement. Co-requisite(s): None. 5 quarter hours

Distribution: Developmental Course.

### LAE 305 - Advanced Studies in British Literature: Beginning to 1750 (5)

Students will study important British authors from the beginnings with Beowulf to 1750, focusing on selected major figures in both poetry and prose. Writers from the Early and Later Middle Ages might include the Beowulf Poet, Chaucer and Malory, among others. Renaissance writers might include Sidney, More, Hoby, Donne and Milton, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE 101 and LAE 102, or equivalent. 5 quarter hours

Distribution: Humanities Literature Elective.

### LAE 314 - History of the English Language (5)

An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; descriptive and prescriptive grammar; varieties of American English. Prerequisite(s): LAE 102 or equivalent Counts in the Humanities or Written Communication Area of General Education. 5 quarter hours

Distribution: Humanities Written Communication.

### LAE 405 - Advanced Studies of American Literature: Beginning-1900 (3 OR 5)

Students will study American authors from the beginning to 1900, focusing on selected major figures in either poetry or the novel. Writers such as Hawthorne, Melville, Cooper, Dickinson, Poe and Whitman are among those considered, although the list of writers studied may vary from term to term. Counts in the Humanities or Literature area of

General Education Requirements. Prerequisite(s): LAE 101 and LAE 102 or equivalent 5 quarter hours/3 semester hours

Distribution: Humanities Literature Elective.

### LAE 422 - Writing for Business Professionals and Entrepreneurs (5)

This course is designed for students pursuing careers in business communications or entrepreneurship. Students assume the role of communications director for a sample company they create. As communications directors for this prototype company, students learn to write and respond to business material—including promotional launches of their company through various online and print media, press releases on its products or services, sales proposals, internal announcements and reports, and other business communications. Pre-requisite(s): LAE 102; and permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### LAE 412 - Introduction to Writing Poetry (5)

How do you go from inspiration to actually writing a poem? Students focus on basic techniques in the craft of writing poetry, while learning to appreciate the art of reading poetry. This course introduces students to the main elements of poetry through textual descriptions and analysis of strong models. Students then practice the application of poetic elements in their own work and in evaluating the poems created by their classmates. Prerequisite(s): LAE 102 or permission of Program Director or designate for undergraduate credit. Co-requisite(s): None. 5 quarter hours

### LAE 414 - Writing and Reading Oral History (5)

Oral history constitutes the accounts of personal and public events as told orally, typically by ordinary people. Students learn how to interview ordinary people, how to assemble the history of major events as seen through the eyes of ordinary people and how to analyze literature based on oral histories. Students are guided in using oral history as a basis for their own nonfiction writing. Works by Studs Terkel, Alex Kotlowitz, James McBride, Anna Deavere Smith, and Svetlana Alexievich are among those used. Prerequisite(s): LAE 102 or permission of Program Director or designate for undergraduate credit. Co-requisite(s): None. 5 quarter hours

### LAE 450 - Fundamentals of Journalism (5)

This writing course focuses on the basic elements of journalism, including researching, interviewing, covering live events, and writing with accuracy and clarity. Writing appropriate for newspapers, magazines, and online publications is covered, with an emphasis on replicating deadline-driven

journalism environment and completion of several publication-ready articles. Pre-requisite(s): LAE 102 or permission of Program Chair or designate for undergraduate credit. Co-requisite(s): None. 5 quarter hours

**LAE 459 - Online Publishing: Writing for the Web (3 OR 5)**

This online course introduces successful web writing, designing and online publishing. Students will learn to write their own news stories that grab the viewers' attention and then master the art of connecting shorter pieces to an articulate article that packs all the in-depth details with supporting images. Students will be guided to building their own attractive websites. They will practice writing straight-to-the-point copy that clicks through to neighboring pages where they will explain content in more detail. Finally, students will develop their own blogs and share their unique and relevant topics online. They will share their stories with the world and get people excited to share their ideas as well. Prerequisite(s): LAE 101, and LAE 102, or equivalent for in the BA Liberal Arts Studies and BA ELED for the English Major students. No prerequisites for graduate students. Co-requisite(s): None 5 quarter hours/3 semester hours

**LAE 460 - Editing for Publication (5)**

Editing skills are essential for professional writing, since excellent writing requires rewriting or self-editing. Students polish the practical skills that a self-editor or professional editor needs to edit clearly, confidently, and correctly. Students will sharpen grammar and style, and learn conventional editing symbols and methods to trim a story for content or space. Writing assignments focus on finding and fixing errors. The goal for students is to become editors for their own work and to become qualified to be "last read" on a professional paper/publication. Pre-requisite(s): LAE 101 and LAE 102, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**LAE 461 - Advertising and Promotional Writing in the Digital Age (3 OR 5)**

This course is taught by professionals in the fields of advertising, marketing and public relations. Students will learn how to provide a creative brief, creative strategy, creative concept, and execute a multimedia integrated marketing campaign. Students will also learn how advertising builds and communicates the corporate image and brand. Practical assignments include writing and designing a promotional brochure, print ad, radio ad, direct mail piece, packaging, 30 seconds TV spot, web copy, outdoor/transit and press release. Additional areas of exploration include target and geographic markets,

production, search engine optimization, blogging and social media. Pre-requisite(s): Graduate status or permission of the instructor for undergraduate students. Co-requisite(s): None. 5 quarter or 3 semester hours

**LAE 465 - Creative Writing: Humor (3 OR 5)**

An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc. in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." 3 semester hours

**LAE 486B - Writer's Week Workshops (2)**

Writers' Week Workshops constitute a course of sessions with outstanding writers in a variety of writing areas, including creative nonfiction, biography, playwriting, screenwriting and writing children and young adult books. Each writer discusses his/her methods of developing a significant work. Students submit brief samples of their work in the relevant writing area for discussion and revision. They select one of those revised samples for expansion into a final paper. Pre-requisite(s): LAE 101 and LAE 102; or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

**LAE 495 - English Special Topic (2 TO 5)**

Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special topic in the course of their degree program. 2-5 quarter hours

**LAE 499 - English Seminar (1 TO 5)**

A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion, with the instructor acting primarily as advisor and evaluator. Prerequisite: Consent of instructor. 3-5 quarter hours/ 1-3 semester hours

**LAE 500 - Advanced Expository Writing: Short Nonfiction (3)**

The purpose of this wide-ranging course is to develop techniques of nonfiction writing to increase clarity, interest, cogency, and coherence. Writing assignments and exemplary reading assignments lead students to grace and style, with emphasis on producing publishable articles. Writer flexibility is encouraged by creating a diversity of tasks and imaginary audiences. This course helps writers find

their distinctive voices and is a required course in the Master of Science in Written Communication program. Pre-requisite(s): Graduate status or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAE 501 - Writing from Reading (3)**

Whether students are writing nonfiction articles and books or business reports, they need to translate research into accessible written communication. By analyzing articles and books that succeed in doing this effectively, students learn to develop their own clear and lively papers, book reviews, and publishable articles. They examine how writers incorporate research, making graceful attributions without employing the lengthy, scholarly citations and commentary of an academic paper. Students explore various types of magazines to help them find their niche as professional writers. They write a research-based article with that publication in mind. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAE 502 - Creative Writing: Fiction (3)**

Students read outstanding examples of short stories and novels and discover potential models for their own writing. They write several short stories or novel scenes/chapters, concentrating on character, structure, active language, conflict, and other dynamic elements of the form. Students interact with their peers and faculty to discover possibilities for revising one of their original stories or novel scenes/chapters and submit that revised piece as their final project. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAE 504 - Creative Writing: Children's Books (3)**

A course taught by published writers of children's literature. Course improves basic techniques in fiction and poetry (see descriptions for other creative writing courses) but focuses on specifications for various younger age groups. Students learn publisher guidelines for each age level as well as what kinds of pieces publishers prefer. Formats and conventions are examined. Problems in maintaining racial, ethnic, and religious fairness are examined. Available markets are surveyed. Students read and react to each other's work. 3 semester hours

**LAE 505 - Introduction to Writing Poetry (3)**

How do you go from inspiration to actually writing a poem? Students focus on basic techniques in the craft of writing poetry, while learning to appreciate the art of reading poetry. This course introduces students to the main elements of poetry through textual descriptions and analysis of strong models. Students then practice the application of poetic elements in

their own work and in evaluating the poems created by their classmates. Pre-requisite(s): Graduate standing for graduate credit. Co-requisite(s): None. 3 semester hours

**LAE 507 - Women's Lives into Literature (3)**

How do writers transform their life experience into fiction, plays, poetry, memoir, and other works of literature – what is left out, what is added, how are elements altered, considering the special skills of a given writer? Students keep a journal and transform their own personal life experience into their chosen form of literature. Students consider their own historical context and specific cultural influences, while investigating these forces on American writers of the late nineteenth and twentieth centuries, including Kate Chopin, Charlotte Perkins Gilman, Sylvia Plath, Lillian Hellman, Lorraine Hansberry, and others. Pre-requisite(s): None. Co-requisite(s): None 3 semester hours

**LAE 510 - Rhetorical Theory and Practice: Standards of Written Communication (3)**

What makes for good writing? Students ask this question of great writers, philosophers, and their literary critics from the classical Greek era to the contemporary period. Students write original scenes and reviews that meet classical standards of excellence but also expand their awareness of diverse writers and critics and changing standards that reflect new perspectives. Considering established classics and authors and literary critics that might have been neglected in the past, students select their candidates for classics and the approach to literary criticism that best suits their outlook and writing skills. Pre-requisite(s): Graduate status; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAE 512A - Professional Writer I (1)**

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, and spring. LAE 512A, LAE 512B, and LAE 512C. 1 semester hour

**LAE 512B - Professional Writer II (1)**

Professional Writer I-III courses focus on the practical side of professional writing: career opportunities for staff writers and publishing opportunities for the freelancer. In Professional

Writer II, students learn how to charge for their work, utilize social media, launch their own author website, improve their presentation skills, get the most out of their blog, optimize their online presence, and submit their work for publishing. Pre-requisite(s): Graduate status; or permission of Program Chair or designate. Co-requisite(s): None. 1 semester hour

#### **LAE 512C - Professional Writer III (1)**

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, and spring. LAE 512A, LAE 512B, and LAE 512C. 1 semester hour

#### **LAE 513 - Reading and Writing the Short Story (3)**

Students read outstanding examples of short stories and discover potential models for their own writing. They write several short stories, concentrating on character, structure, active language, conflict, and other dynamic elements of the form. Students interact with their peers and professor to discover possibilities for revising one of their original stories and submit that revised short story as their final project. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **LAE 514 - Writing and Reading Oral History (3)**

Oral history constitutes the accounts of personal and public events as told orally, typically by ordinary people. Students learn how to interview ordinary people, how to assemble the history of major events as seen through the eyes of ordinary people and how to analyze literature based on oral histories. Students are guided in using oral history as a basis for their own nonfiction writing. Works by Studs Terkel, Alex Kotlowitz, James McBride, Anna Deavere Smith, and Svetlana Alexievich are among those used. Pre-requisite(s): Graduate standing for graduate credit. Co-requisite(s): None. 3 semester hours

#### **LAE 515 - Feature Writing (3)**

A course which examines the design of feature stories for newspapers and magazines and the style-range possibilities. Interviewing skills are a primary focus. Assignments include news-features, profiles, and personal experience essays, among others. Students learn the standard organizational format for magazine features ("the magazine formula") and alternatives. Students are introduced to the idea

processes which generate concepts for stories. 3 semester hours

#### **LAE 516 - Screenwriting (3)**

What makes a movie work? In this course students write an original short screenplay and study award-winning narrative films to find out. They practice the craft of dramatic writing, using 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 premise or question. During this process they screen films that have won Academy Awards and become aware of films by women and diverse groups including African Americans, Latinos, Asian Americans, and others that are gradually becoming recognized or that deserve recognition. Pre-requisite(s): Graduate status. Co-requisite(s): None. 3 semester hours

#### **LAE 517 - Technical Writing (3)**

A flexible course designed to meet the career goals of students in the Written Communication program. The course teaches strategies for writing complex, specialized or industry-specific information in a clear and effective manner. Students learn how to analyze and adjust levels of prose complexity, how formatting can enhance communication and how to address readers of differing levels of expertise and interest. Some assignments allow students to use actual projects from their own workplaces. 3 semester hours

#### **LAE 518 - Narrative Forms (3)**

An examination of the ways in which writers tell stories, both fictional and otherwise. Attention will be paid to the various types of first- and third-person narrative techniques, the use of chronology and alternate time schemes, the cross-cut and the subplot. Primarily a reading course for students in the M.S. in Written Communications program. 3 semester hours

#### **LAE 520 - Teaching Freshman English Composition (3)**

An examination of the ways in which writers tell stories, to the strategies needed to teach general studies freshman/lower division (non-developmental) writing courses. It concludes a survey of relevant literature concerning instructional issues and applications in the classroom (i.e., process approaches, peer/collaborative activities, writing across disciplines, teaching writing with computers, writing assessment). Emphasis is given also to utilizing the writer/graduate student's writing practices and experience. Students will develop appropriate instructional materials. 3 semester hours

**LAE 522 - Writing for Business Professionals and Entrepreneurs (3)**

This course is designed for students pursuing careers in business communications or entrepreneurship. Students assume the role of communications director for a sample company they create. As communications directors for this prototype company, students learn to write and respond to business material—including promotional launches of their company through various online and print media, press releases on its products or services, sales proposals, internal announcements and reports, and other business communications. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAE 550 - Fundamentals of Journalism (3)**

This writing course focuses on the basic elements of journalism, including researching, interviewing, covering live events, and writing with accuracy and clarity. Writing appropriate for newspapers, magazines, and online publications is covered, with an emphasis on replicating deadline-driven journalism environment and completion of several publication-ready articles. Pre-requisite(s): Graduate standing for graduate credit. Co-requisite(s): None. 3 semester hours

**LAE 560 - Editing for Publication (3)**

Editing skills are essential for professional writing, since excellent writing requires rewriting or self-editing. Students polish the practical skills that a self-editor or professional editor needs to edit clearly, confidently, and correctly. Students will sharpen grammar and style, and learn conventional editing symbols and methods to trim a story for content or space. Writing assignments focus on finding and fixing errors. The goal for students is to become editors for their own work and to become qualified to be "last read" on a professional paper/publication. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAE 586B - Writers' Week Workshops (1)**

Writers' Week Workshops constitute a course of sessions with outstanding writers in a variety of writing areas, including creative nonfiction, biography, playwriting, screenwriting and writing children and young adult books. Each writer discusses his/her methods of developing a significant work. Students submit brief samples of their work in the relevant writing area for discussion and revision. They select one of those revised samples for expansion into a final paper. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**LAE 590 - Internship in Written Communication (1 TO 6)**

Students work closely with an experienced editor to actually edit, interact with contributors, and prepare manuscripts for Mosaic, NLU's annual literary publication, or participate in an internship at a print or online publication or other media outside of NLU. Students must complete a minimum of 45 hours of internship and related activities per semester credit hour earned. This course may be taken multiple times for up to a total of six semester credit hours. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**LAE 592 - Practicum/Internship in Teaching English Courses to Undergraduates (3)**

This course provides a closely supervised actual teaching experience with instruction and mentoring for the graduate student. Students will teach an English Department, first or second term freshman composition course or other lower division composition or literature course (as available) or give instruction in an appropriate tutorial setting. 3 semester hours

**LAE 594 - Independent Study/English (1 TO 3)**

An opportunity for students in the Masters program to pursue an area of writing and/or research independently. Students are assigned to a faculty member for guidance and coaching. 1-3 semester hours

**LAE 595 - Special Topics/English (1 TO 3)**

Opportunity for students and faculty to create a course topic not on the regular schedule. Students may register for more than one Special Topic in the course of their degree program. 1-3 semester hours

**LAE 599 - Thesis Project (1 TO 6)**

This extensive writing project is the final capstone piece in the graduating student's portfolio. Student and thesis advisor craft the thesis project to fit the student's professional writing goals. Examples of thesis projects are: a collection of short stories, a short novel, a play or screenplay, a series of poem, a series of articles, a young adult novel or two children's books, public relations campaign, a lengthy report for publication or for use in an organization, or a collection of articles on the most effective ways to teach writing at the college level. Pre-requisite(s): Completion of at least 24 semester hours in the Master of Science in Written Communication program, and/or permission of Program Chair or designate. Co-requisite(s): None. 1-6 semester hours

**LAE 599X - Thesis Continuation (0)**

Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent

of instructor, and prior registration for the required number of hours in LAE 599. 0 semester hours

## LAM - Mathematics/Quantitative Reasoning

### LAM 100A - Prealgebra (5)

This developmental mathematics course focuses on basic mathematical principles and arithmetic operations. Topics covered include estimation, operations with fractions and decimals, percent, ratio, proportion, exponents, and an introduction to geometry and algebra. There is a major emphasis on translating word phrases and developing problem solving techniques. The use of appropriate technology is integrated throughout the course. This course earns non-mathematics elective credit toward a degree (subject to maximum quarter hour limit), but does not apply towards requirements in general studies or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement. 5 quarter hours

Distribution: Developmental Course.

### LAM 100B - Basic Algebra (5)

This developmental course in algebra skills includes rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring, literal equations, radical expressions, and solutions of second degree equations. Problem solving techniques and appropriate technology are integrated throughout. The course is intended for students who lack credit in high school algebra or who need a review of algebra. The course earns non-mathematics elective credit (subject to maximum quarter hour limit), and does not apply towards requirements in general education or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement or LAM 100A. 5 quarter hours

Distribution: Developmental Course.

### LAM 220 - College Algebra (5)

The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the math concentration. Prerequisite(s): LAM 110. 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: Mathematics.

### LAM 303 - Computer Programming I (5)

This course emphasizes the principles of programming digital computers in a higher-level language as applied to significant algorithms from mathematics. The course provides an introduction to computer programming design focusing on algorithm generation using pseudo code and flow charting, debugging, and elements of good programming style. It introduces data types, control structures, procedures and functions, recursion, arrays, files, structured program design and testing. The course has both a mathematical and a laboratory component. Students will write programs to solve problems from areas of number theory, algebra, geometry, probability, statistics, and calculus. This course applies toward the mathematics concentration. The course does NOT count in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM 220 - College Algebra or equivalent is required. One additional course from LAM307, LAM 308, LAM 309, or LAM 312 is recommended. 5 quarter hours

### LAM 305 - Computer Programming II (5)

This course is a continuation of Computer Programming I (LAM303). It emphasizes data structures such as files, set pointers, lists, stacks, queues, trees, and graphs, and explores text processing, recursion, searching, and sorting. The course investigates the design and implementation of large scale problems. This course applies toward the mathematics concentration. Prerequisite(s): LAM 303 or equivalent. 5 quarter hours

### LAM 309 - Theory of Numbers (5)

This course involves students in discovering, developing, and evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. This course applies toward the mathematics concentration. Prerequisite(s): LAM 220. 5 quarter hours.

### LAM 311 - Calculus I (5)

This course examines the introductory topics of differential calculus. Topics include limits, continuity, interpretations of the derivative, and techniques of differentiation. The derivative is applied to the solution of problems of related rates, curve sketching, and optimization. Transcendental functions and their derivatives are included. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM 310 Precalculus or equivalent or departmental approval. 5 quarter hours

### LAM 312 - Calculus II (5)

This course examines the introductory topics of integral calculus. Topics include sequences, Riemann sums, and applications of the integral to finding the volume of solids of revolution, surface area, arc length, centroids, fluid pressure, and work. Techniques of integration are applied to transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM 311 Calculus I or equivalent or departmental approval. 5 quarter hours.

**LAM 320 - Discrete Mathematics (5)**

This course provides an introduction to the topics and techniques of discrete methods, combinatorial reasoning, and finite algebraic structures. Set theory, logic, and functions provide the unifying themes as finite systems are studied. Topics include sets, counting, recursion, graph theory, trees, nets, Boolean Algebra, automata, and formal grammars and languages. The nature and importance of the algorithmic approach to problem solving is stressed. This course applies toward the mathematics concentration. Prerequisite: At least one 200-level mathematics course or consent of department. 5 quarter hours

**LAM 403 - Mathematical Probability and Statistics (5)**

This course develops the theories of probability and statistics from a theoretical standpoint. Topics include: mutually exclusive events, independent and dependent events, conditional probability, combinatorics, discrete and continuous random variables, sampling methods, confidence intervals, hypothesis testing, and analysis of variance. This course applies toward the mathematics concentration. Counts in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM 308 recommended and LAM 311 required. 5 quarter hours

Distribution: Mathematics.

**LAM 405 - Geometry (5)**

This course provides an advanced study of Euclidean geometry with an emphasis on formal proofs. Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, distance, and triangles are proved using a variety of methods. Various interpretations of geometry through number and transformations of the plane are explored. This course applies toward the math major, minor, and concentration. Prerequisites: LAM 307 recommended and LAM 311 required or departmental consent. 5 quarter hours

**LAM 450 - History of Mathematics for Teachers: Algebra and Geometry (3 OR 5)**

This course provides a study of the historical development of algebraic and geometric principles from the earliest civilizations. The mathematical emphasis will be on important theorems and emerging conceptual developments in algebra and geometry. A problem-solving approach will be used to focus on the mathematics of each historical development. Students will research the biographies and mathematical contributions of significant mathematicians in the development of algebra and geometry, analyze the contributions within historical, cultural, scientific and political contexts, and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 451 - History of Mathematics for Teachers: Probability and Statistics (3 OR 5)**

This course provides a study of the historical development of elementary counting techniques, permutations, combinations, probability and statistics from the earliest evidence to the present. The mathematical emphasis will be on important theorems and emerging conceptual developments in probability and statistics. A problem-solving approach will be used to focus on the mathematics supporting each historic development. Students will research the biographies and mathematical contributions of significant mathematicians. Students will analyze mathematical developments within historical, cultural, and political contexts and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 490 - Math Independent Study (2 TO 5)**

Students conduct in-depth examinations of a topic in mathematics culminating in an interpretive report. Prerequisites: LAM 220, consent of instructor. 2-5 quarter hours for Undergraduate Students

**LAM 495 - Math Special Topics (2 TO 5)**

A particular aspect of mathematics is selected to be studied in depth. Since the topic varies each term, the course may be taken more than once. Prerequisites: Varies with the topic, at least LAM110, consent of instructor. 2-5 quarter hours

**LAP - Psychology/Behavioral Science**

**LAP 501 - Introduction to Psychological Assessment (3)**



This course offers an introduction to psychological assessment. Students review the concepts of personality, intellectual, and industrial/organizational assessment and the statistical concepts that underlie them. They further examine tests of various kinds, including objective, projective, and evaluative. Students concentrate on reliability and validity of the instruments as well as their use in clinical and non-clinical situations, with an emphasis on understanding the reported data rather than conducting the assessments. Pre-requisite(s): LAP 509, and LAP 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 502 - Psychological Assessment II--Intellectual Assessment (3)**

This class uses a hands-on model in which each student learns to administer standardized intellectual assessments including the Wechsler scales for intelligence and memory and several educational instruments. This class is focused on the development of the skills necessary to work as a psychological assistant or a psychometrician. Prerequisite(s): LAP 501. 3 semester hours

**LAP 503 - Psychological Assessment III--Personality Assessment (3)**

This class uses a hands-on model in which each student learns to administer objective and projective personality assessment instruments including the MMPI, Rorschach and TAT. This class is focused on the development of the skills necessary to work as a psychological assistant or psychometrician. Prerequisite(s): LAP 501, LAP 502 or consent of the instructor. 3 semester hours

**LAP 505 - Advanced Abnormal Psychology (3)**

In this course students synthesize knowledge of abnormal psychology into a coherent model of mental health and treatment. They delve into theories of diagnosis, assessment, and treatment of mental disorders. Students also discuss social, cultural, and political contexts in which these disorders occur and the influence these contexts have on the professional and on the mental health consumer. Pre-requisite(s): LAP 509 and LAP 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 506 - Advanced Human Development (3)**

An in-depth study of the biological, physical, cognitive, emotional, social, and personality development of humans from birth to death. Emphasis will be placed on the systematic changes and continuities that occur in individuals throughout development. Emphasis, also, will be given to the multicultural, normal, atypical and pathological

aspects of human development. Additional topics will include research methodology, behavior observation and human assessment as it pertains to applied settings. Prerequisite(s): Graduate standing or department approval. Co-requisite(s): None. 3 semester hours

**LAP 509 - Advanced Social Psychology (3)**

This course is an advanced study of individual behavior influenced by the real or imagined presence of other people. Students examine the major theories of self, cognition, social perception, biases, attitudes, social influence, relationships, group processes, violence and aggression, and prosocial behaviors; and further study the impact of culture on social interaction. This gateway course in the M.A. in Psychology program also provides an introduction to the graduate study of psychology as well as APA writing and style. Pre-requisite(s): Graduate standing; or permission of Program Chair or designate. Co-requisite(s): None. 3 quarter hours

**LAP 510 - Advanced Theories of Personality (3)**

This course offers an advanced analysis of the numerous viewpoints on the nature and development of personality. This includes research and issues in current theories such as psychoanalytic, behaviorist, existential, interpersonal, humanistic, cognitive, biological/genetic and social psychological. Students also review and discuss selected techniques of personality assessment and psychotherapy and views on psychopathology. This gateway course in the M.A. in Psychology program also provides an introduction to the graduate study of psychology as well as APA writing and style. Pre-requisite(s): Graduate standing; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 513 - Advanced Developmental and Cognitive Psychology (3)**

This course compares current views of developmental and cognitive psychology. It examines theoretical models explaining the development of cognition, for example, the genetic approach of the construction of knowledge (Piaget), the relationship between social interaction, language acquisition and cognitive activity (Vygotsky), the development of moral and ethical principles (Kohlberg); and the information processing approach and different approaches explaining the development of intelligence (Sternberg, Gardner). Topics include language development, memory, attention, perception, critical thinking, problem solving, decision-making, logico-mathematical reasoning, moral and ethical judgment, and socio-cognitive aspects of human interaction. Pre-requisite(s): LAP 509 and LAP 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 516 - Research Design (3)**

This course offers an in-depth study of research design and methods in psychology and behavioral sciences from topic identification through data collection with a focus on application. Students review approaches for reading, interpreting, and critiquing published research; discuss qualitative and quantitative research design; explore ethical considerations in research; and design an experimental research project that culminates in a formal research proposal. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 517 - Psychological Statistics and Analysis (3)**

In this course, students concentrate on the applications of statistical concepts to psychological research. Emphasis is placed on selecting and conducting appropriate analyses and interpreting data related to research in both academic and applied settings and in the use of software for quantitative statistical analysis. Students who take this course also cover principles of qualitative research in psychology. Pre-requisite(s): LAP 516 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 520 - Biological Bases of Behavior (3)**

This course examines human biological systems and their relationship to behavior, with particular emphasis to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Students examine changes in the systems throughout the lifespan and the effects of the various kinds of impairments on these systems. Prerequisite(s): LAP 509, LAP 510 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 526 - Psychology of Organizational Leadership (3)**

This course is an in-depth study of the psychological theories associated with organizational leadership. The course emphasizes traditional theories such as trait, behavior, and contingency, as well as more contemporary theories such as leader-member exchange theory and implicit, transformational, and transactional leadership. Students also examine the importance of gender, culture, morality, and other factors in leadership. Pre-requisite(s): Graduate standing; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 528 - Survey of Industrial and Organizational Psychology (3)**

This course surveys the field of industrial/organizational psychology and examines its role in benefitting 21st century work organizations and employees. Students explore the application of

psychological principles to the workplace and learn how I/O psychology contributes to the development of effective organizational practices. Specific topics include the history of I/O psychology, research methods in I/O psychology, personnel psychology (e.g., selection, performance appraisal, training), and organizational psychology (e.g., work motivation, job attitudes, group processes). Pre-requisite(s): Admission to the M.S. in Industrial and Organizational Psychology; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 532 - Work Motivation and Job Attitudes (3)**

This course takes a scientist-practitioner approach to examining work motivation and job attitudes. Students examine influential theories of motivation and explore related organizational applications such as reward systems, work design, and job crafting. They also learn about the associated topic of job attitudes with emphasis on the causes and consequences of constructs such as job satisfaction and organizational commitment. Pre-requisite(s): LAP 528, LAP 516, LAP 517; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 533 - Measurement of Individual Differences (3)**

This course examines the measurement of individual differences and their effects on workplace performance and effectiveness. An exploration of measurement of attributes such as personality, cognitive ability, creativity, emotional intelligence, and integrity provides insight into the relationship between individual differences and job success. Measurement opportunities and challenges also are covered. Pre-requisite(s): LAP 528, LAP 516 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 546 - Assessment of Organizations (3)**

This course examines the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal characteristics as an evaluation of that individual's suitability for an organization, readiness for promotion, predicted job performance, and other employee issues. Students learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, they explore the effects of multiculturalism in the workplace and how assessment influences company policies, productivity, and the cultural climate. Pre-requisite(s): LAP 509 and LAP 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 552 - Career Development in Psychology (3)**

This course provides graduate students in psychology with an opportunity to synthesize a plan to highlight their skills and knowledge to prospective employers. Students demonstrate professional skills such as interviewing, curriculum vitae (CV) and résumé writing, and making presentations. Students model the uses of social and professional networking, as well as assess further educational and professional development options. Pre-requisite(s): LAP 509 and LAP 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 589 - Capstone in Industrial and Organizational Psychology (3)**

This capstone course provides students with an opportunity to integrate concepts learned in the Industrial and Organizational Psychology program through a structured, faculty-led experience. Students engage in a review of major topics covered in the program and identify and explore scientist-practitioner opportunities for their future in professional practice and research. Using a case study methodology, from the perspective of the Industrial/Organizational Psychology scientist-practitioner, students identify a business complete a supporting literature review, assess the situation, and propose in a consultative format, their recommended solution(s). The course is structured so that students demonstrate achievement of all program learning outcomes. Pre-requisite(s): LAP 516, LAP 517, LAP 526, LAP 528, LAP 532, LAP 533, HRM 520, HRM 521, OBD 515 and OBD 533; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 598 - Comprehensive Exam Seminar (3)**

The Comprehensive Examination serves as (one of two possible) capstone projects for the Master of Arts in Psychology program. The 5 review classes- in APA Writing, Research Design, Social Psychology, Human Development and Cognition, and Abnormal Psychology/Personality Theories – culminate in a long answer, essay format, exam assessing both the student's ability to write in APA style as well as content knowledge. Pre-requisite(s): Students are to be in the last term of the program, having completed, or about to complete, all previous classes prior to taking the exam or by permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 599 - Thesis (1 TO 3)**

A thesis is one of two options offered to the Master of Arts in Psychology students. It is a formal written document which investigates a theory or particular point of view as the result of disciplined empirical inquiry. Prerequisite(s): By the end of the third term, a student in the M.A. in Psychology program can choose the Thesis option by petitioning the

department for approval to do a thesis. If consent is granted, the student registers for the Thesis option. If consent is not given, the student must register for LAP 598 Comprehensive Examination. Co-requisite(s): None. 1-3 semester hours

**LAP 599X - Thesis Continuation (0)**

Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of thesis advisor or program director, and prior registration for the required number of hours in LAP 599. Co-requisite(s): none. 0 semester hours

**LAP 600 - Introductory Seminar on Community Psychology (1)**

This course is designed to introduce and orient students to the Ph.D. in Community Psychology Program, outlining expectations as well as introducing students to resources (e.g., program expectations, basic understanding of Community Psychology, navigating library and technology systems, and accessing financial aid). Students reflect on community psychology as it relates to their work experiences and career aspirations. Pre-requisite(s): Admission to the Community Psychology PhD program; or permission of Program Chair or designate. Co-requisite(s): None. 1 semester hour

**LAP 601 - Pilot Research in Community Psychology (1 TO 3)**

The pilot research is a multi-term undertaking that builds to the dissertation in Community Psychology. Doctoral candidates create a formal, APA-style written document that investigates a social issue from the community psychology perspective in a disciplined empirical inquiry. Students engage in a literature review, formulate research questions or hypotheses for their study, design methodology, and develop a research proposal. Upon IRRB's approval of the study, students collect, report, and interpret data. Their work culminates in defense of their papers. After earning required three credit hours in this course, continuous registration, identified by X in the course number, must be maintained until the research is complete. Pre-requisite(s): Admission to the Community Psychology PH D program. Co-requisite(s): None. 1-3 semester hours

**LAP 601X - Pilot Research Continuation in Community Psychology (0)**

Continuous registration required until research is complete. Pre-requisite(s): Admission to the Community Psychology Ph.D. program and prior registration for the required number of hours in LAP 601. Co-requisite(s): None. 0 semester hour

**LAP 605 - Principles of Community Psychology (3)**

This course is designed to introduce students to the main principles of community psychology. Major topics include: history, theories, and constructs of community psychology. More specifically, constructs and theories include: the construct of community, social-ecological theory, social justice, empowerment, and prevention interventions. Students are also introduced to strategies for addressing social problems and making changes with communities including: coalition-building, systems theory, and community organizing. Additional considerations regarding navigating research within a community context are also explored, such as multiple conceptualizations of diversity and the importance of ethics. Pre-requisite(s): LAP 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 610 - Community Prevention and Intervention Approaches to Social Problems (3)**

This course explores prevention and intervention methods for addressing social problems from a community psychology perspective including Key Integrated Social Systems (KISS), Ailing in Difficulty (AID), and Illness Correction Endeavors (ICE). Approaches to social problems are considered across cultures and from the micro-, meso-, exo- and macro-system levels. Current research on approaches to social problems are presented. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 615 - Community Organizing (3)**

This course explores how people organize for social change; specifically, how people build, and/or re-build, social capital within a community as well as physical infrastructure. Examples of topics covered include: introduction to the history of community organizing, diversity in community organizing, building relationships and organizations, organizing leadership, using the internet and other electronic social media in community organizing and development, and community visioning and planning. There is also strong emphasis placed on how culture influences all aspects of community organizing. Pre-requisite(s): LAP 600, LAP 605, and LAP 610; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 625 - Advanced Quantitative Methodology in Community Psychology (3)**

This course reviews the scientific method, including the importance of strong literature reviews, building the formulation of research questions/hypotheses. In-depth coverage of observational, correlational, experimental, and quasi-experimental research designs is emphasized, as well as detailing operationalizing variables, hypotheses, research questions, measurement, and study reliability and

validity. Each of the following sub-sections of an APA-style Methods section of a research study is applied: Design, Participants, Procedures, and Instruments. Students also review ethical considerations in research. Pre-requisite(s): LAP 600, LAP 605, and LAP 610; or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 630 - Advanced Qualitative Methodology in Community Psychology (3)**

This course reviews qualitative research methods including interviewing, observing, documenting, and categorizing data. An introduction to understanding and conducting focus groups is provided. Students demonstrate how qualitative research focuses on understanding the insider's view (emic) while quantitative research focuses on predicting, or controlling, with an outside objective view (etic). This course promotes hands-on application of various qualitative methods in community psychology through interviewing participants, observing participants, conducting a focus group, and analyzing qualitative data. Pre-requisite(s): LAP 600, LAP 605, and LAP 610; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 635 - Statistics for Community Psychology (3)**

This is an advanced statistics course offered within the Community Psychology PhD program. This course allows students to choose and apply appropriate statistical techniques in relation to their dissertations. Students further develop techniques in experimental, quasi experimental, and survey research. Both univariate and multivariate analysis techniques are explored. Issues of sampling, measurement, reliability, and validity are addressed. Students learn practical implications for the use of each technique in community psychology research. Pre-requisite(s): LAP 625, LAP 630, and LAP 698; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 640 - Survey Design and Introduction to Statistical Software (3)**

This course will examine all aspects of total survey design including setting objectives, sampling, questionnaire construction, data collection, design and analysis procedures and report writing. Students engage in a hands-on exploration of data analysis including data coding, entry, and checking; a review of descriptive statistic procedures and report writing; and development of tables and figures utilizing data and adhering to APA style. Pre-requisite(s): LAP 600, or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 645 - Social Marketing and Thought Leadership (3)**

This course will examine promoting social change through the use of Social Marketing (focused on individual behavior change) as well as shaping public debate at the macro level. The 4 P's (Price, Product, Promotion and Placement) of Social Marketing will be covered including review of successful applications, consideration of how to apply these Social Marketing principles to new topics and examination of the difficulties of applying this technique to complex social problems. Thought leadership will be covered with a specific focus on students finding their social issue expertise and learning how to position their arguments at a macro level. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 650 - Principles of Consultation in the Community and Consultation Proposal (4)**

This course emphasizes community psychology practice and the development of consulting skills. Students explore the role of community psychologists as consultants as well as the need for stakeholders to be partners in the process. Some processes to be examined are connecting people, clarifying roles, managing conflict, setting clear goals and creating a positive climate. Cultural and diversity are explored as they relate to consultation. Student will also prepare draft proposals for their community consultation course sequence LAP 690. Pre-requisite(s): LAP 600; or permission of Program Chair or designate. Co-requisite(s): None. 4 semester hours

**LAP 655 - Grant Writing Focused on Community Needs (3)**

This course focuses on grant writing activities as they relate to the community. This includes effective grant-writing principles including the identification of potential grant opportunities and writing a proposal as well as conducting community needs assessments. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 660 - Professional Writing for Community Psychology I (3)**

This course will prepare students for professional writing, within the field of community psychology. Topics covered include APA style, outlining, literature reviews, writing for scholarly journals, crafting a narrative, writing for research presentations, ethical considerations, and aspects of professionalism in writing. Students learn to analyze published works and apply the writing skills to their class papers, externships, theses, and dissertations. Pre-requisite(s): LAP 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 661 - Professional Writing for Community Psychology II (2)**

This advanced writing course focuses on writing mixed methods (quantitative and qualitative) results for dissertations in community psychology. The course addresses issues of describing data analysis/validation procedures, results section presentation structure, choosing and designing the most effective visual graphics (tables, charts, and graphs) and/or narrative descriptions, guidelines for graphics, and communicating data effectively and ethically for both scholarly and community stakeholders. Pre-requisite(s): LAP 600, LAP 605, LAP 635, and LAP 698; or permission of Program Chair or designate. Co-requisite(s): None. 2 semester hours

**LAP 665 - Advanced Theoretical Foundations of Community Psychology (3)**

This course provides students with a philosophical background in community psychology and related including social psychology, sociology, personality, health psychology, social work, and urban studies. Students explore the following set of interdisciplinary theories: empowerment theory, sense of community, ecological theory, social psychology and personality, psychoanalysis, sociological models, and theories of stress. They further analyze theories and apply them toward interpreting real world situations. Pre-requisite(s): LAP 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**LAP 670 - Cross-Cultural Dynamics in Context (4)**

In this course, students investigate theory and practical aspects of culture and cross-cultural relationships. They explore psychological and cultural factors that both facilitate and challenge cross-cultural relationships and communication. They assess communication processes and challenges as they apply to community psychology and work within diverse communities. Students analyze dimensions of communication as well as strategies for improving communication skills within different community contexts. Students examine the community psychology Cultural Competency Framework, which includes cultural competence as an on-going process; engage in exploration of self as community psychologist; and network with professionals in the field. Pre-requisite(s): LAP 600, LAP 605; or consent of the Program Chair or designate. Co-requisite(s): None. 4 semester hours

**LAP 685 - Urban Politics and the Community (3)**

This course examines the impact on community areas of the distribution of power and the tensions that drive modern cities. Students consider racial and ethnic

divides and common interests and explore the relationship between government, private economic interests, and residents' interests. They further discuss theoretical and policy issues as they relate to urban politics and their effects on communities and residents. Pre-requisite(s): LAP 600, and LAP 605; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **LAP 689 - Fieldwork in Community Psychology (1 TO 5)**

This experiential fieldwork/consultation sequence provides students the opportunity to explore multiple communities they seek to work with, both during the program and beyond. Students apply principles and concepts learned in the classroom to real-world action projects and build their professional networks. They gain hands-on community experience as they pursue personal learning objectives and professional development skills to community psychology in a variety of settings. The fieldwork sequence prepares students for the consultation project with local organizations, which focuses on research, advocacy, non-profit management, social marketing, community organizing and development, and/or grant writing. Pre-requisite(s): Admission to PhD in Community Psychology program. Co-requisite(s): None. 1-5 semester hours

#### **LAP 690 - Consultation in Community Psychology (1 TO 3)**

This course will offer students introductory hands-on, supervised experience in the community. Students have the opportunity to pursue personal learning objectives related to community psychology in a variety of community settings. These learning objectives can focus on research, advocacy, non-profit management, or fundraising or other related activities. Prerequisite(s): None. Co-requisite(s): None. 1-3 semester hours

#### **LAP 693 - Seminar in Program Evaluation (3)**

This course introduces students to different types of program evaluations, including needs assessment, formative and process evaluation, monitoring of inputs, outputs, and outcomes, impact assessment, and cost analysis. Students engage in practical experiences through a series of exercises involving the design of a conceptual framework, indicators, and an evaluation plan to measure impact. Pre-requisite(s): LAP 625 or PPA 565 or RES 520 or another graduate quantitative analysis/methods course by approval of Program Chair. Co-requisite(s): None. 3 semester hours

#### **LAP 695 - Independent Study in Community Psychology (1 TO 3)**

This course is designed for Community Psychology doctoral students to pursue an independent study

under the direction of a faculty member. The learning objectives for the independent study vary based on the choice of its focus, and typically draw from research, advocacy, non-profit management, resource development, social marketing, or community organizing and development, thus building toward the student's career as a community psychologist. Students must obtain permission from the Program Chair prior to registration. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

#### **LAP 698 - Dissertation Proposal Seminar (3)**

This course focuses community psychology doctoral students on developing successful dissertation proposals. Students learn the criteria of a successful proposal for the field of Psychology, identify and organize various sources of literature for writing a scientific literature review, discuss strategies for developing a written argument, formulate research questions, align research questions with data, identify strategies for successful collaboration with dissertation advisors, address project/time management strategies, and create peer support network for research. The course culminates in development of the dissertation proposal and its submission to the Institutional Research Review Board (IRRB). Pre-requisite(s): LAP 625 and LAP 630; or permission of Program Chair or designate. 3 semester hours

#### **LAP 699 - Dissertation in Community Psychology (1 TO 6)**

This course focuses on the complete dissertation process including conceptualization of a project, literature review, data collection, data analysis, final write up, and defense. Pre-requisite(s): LAP 625, LAP 630, LAP 635. 1-6 semester hours. May be repeated up to 6 times not to exceed 6 semester hours. Co-requisite(s): None. 1-6 semester hours

#### **LAP 699X - Dissertation Continuation: Community Psychology (0)**

Continuous registration required until dissertation is complete. Pre-requisite(s) Doctoral standing, consent of instruction and prior registration or the required number of hours in LAP 699. Co-requisite(s): None. 0 semester hours.

### **LAS - Social Science**

#### **LAS 302 - Asian American Cultures and Society (5)**

This course explores the diversity and commonality of experiences among Asian Americans in both the United States and transnational contexts. In moving beyond traditional notions of American communities, students examine the multiple facets of life, history, and experiences of Asian Americans, as well as the

dynamics behind identity and community formation. Topics covered generally include: Asian American culture, institutions, and organizations; diaspora, migration, population, and settlement patterns; class, labor, occupations, and poverty; family and ethnic identification; inequality and politics; prejudice and discrimination; and social movements and collective action. Pre-requisite(s): LAS 105, or LAS 110, or LAS 118; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Humanities Nonwestern Cultures Social Science.

#### **LAS 303 - Sub-Saharan African Cultures (5)**

Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. 5 quarter hours

Distribution: Humanities Nonwestern Cultures Social Science.

#### **LAS 304 - Middle and South American Cultures (5)**

Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite Introductory social science course. 5 quarter hours

Distribution: Humanities Nonwestern Cultures Social Science.

#### **LAS 311 - Race and Ethnicity (5)**

This course examines key theories, debates, and empirical examples of social organization related to the construction of race and ethnicity. Students explore racialized experiences, prejudice, discrimination, dominant and subordinate statuses, and various sites of racial/ethnic inequality (such as labor, education, and immigration status). Students analyze how notions of race and ethnicity are created and sustained in the public imagination and in social institutions, in turn influencing systems and interpersonal relationships. Topics include: dynamics of racialization in public and private discourse; intersections of race/ethnicity, gender, sexuality, and class; white privilege; and historical and contemporary marginalization of people and communities of color. Counts in the Social Science or Humanities Area of General Education Requirements. Pre-requisite(s): LAS 105, or LAS 110, and LAS 118; or permission of Program Chair. Co-requisite(s): None. 5 quarter hours

Distribution: Humanities Social Science.

#### **LAS 340 - Native American Cultures (5)**

This survey course introduces students to the cultural complexity and diversity among indigenous peoples of North America. Students examine the sociopolitical organization, art, history, religion, gender, and economic dynamics of various Native American groups. Specific focus is on the impact of colonialism, cultural change, globalization, and identity politics affecting relationships between Native Americans and various cultural groups. The course highlights contemporary issues important in shaping the experiences of indigenous peoples, such as tribal sovereignty, environmental, political, and legal influences. Students learn to identify the methods used to understand the pre-history, history, and contemporary life of indigenous peoples of North America. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Social Science.

#### **LAS 405 - Social Problems (5)**

Through a multidisciplinary approach using concepts drawn from sociology, anthropology, political science, economics, psychology, and history, students will explore the dimensions and interconnectedness of social problems primarily in the United States. Ways to remedy these problems will be addressed. Prerequisite: Recommended introductory Social Science course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: Human Services Electives Social Science.

#### **LAS 408 - Media and Society (5)**

This course examines important social, cultural, economic, and political forces that contribute to the purposes and uses of media. Some topics in this course include: critical media literacy, media consumption, and engagement with technology, and how individuals and institutions shape and are shaped by media. Students consider how media practices have historically and contemporarily perpetuated stereotypes of social class, race, ethnicity, gender, and sexuality. Additionally, students use theory to enrich their experiences and understanding of film, radio, TV, digital formats, and social media and networks. Counts in the Social Sciences Area of General Education Requirements Pre-requisite(s): LAS 105, or LAS 110; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Social Science.

#### **LAS 432 - Gender in the Public Sector (5)**

This course recognizes that gender must be addressed in public policy to achieve equality. Readings focus on how constructions of gender inform and are informed

by civil society, political discourse, and economic and political structures. The course considers a range of theories and case studies, including: health care, child care, minimum wage, affordable housing, gender gaps in education, property rights, international migration, reproductive labor, and reproductive social justice. Pre-requisite(s): LAS 105, or LAS 110; or permission of Program Chair or designate. Co-requisite(s): None. 5 semester hours

#### **LAS 438 - Foundations of Public Administration (5)**

This course introduces students to the key theories, concepts and practices in the field of public administration. Students will learn about the history, traditions and controversies in the field; explore how politics and policy may interact effectively and examine the changing nature of public policy and administration in the U.S. Major topics include organizational theory and behavior, the role of bureaucracy in the political process, human resource management, and issues of discretion and accountability. Students will also explore their personal and professional commitment to public service. Pre-requisite(s): LAS 105, or LAS 110, or LAS 118; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **LAS 464 - Urban Community Development (5)**

This course provides an overview of community planning and urban development. The course focuses on the historical and contemporary relationships between urban social patterns, federal policies, and neighborhood initiatives. Students examine factors that contribute to disparities in communities and the challenges of managing, planning, and implementing policy across diverse groups. Students analyze and evaluate how metropolitan development, proposed and implemented projects, and socio-political dimensions of community programs affect planning and development. Students also examine initiatives in the Chicago metropolitan area and propose a planning initiative on a topic of the student's choosing. Pre-requisite(s): LAS 453, permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives.

#### **LAS 420 - Social Theory (5)**

This course examines the origins of social theory and its contributions to understanding social structures, processes, and contradictions in modern capitalist societies. Students learn to distinguish among the main theories in the classical, modern, and contemporary periods and to describe the major frameworks and concepts used by theorists to explain patterns in society. Students synthesize and evaluate the major sociological theories that help explain

racial, economic, and gender inequality. Pre-requisite(s): LAS 105; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives Social Science.

#### **LAS 450 - Political Theory (5)**

Political theory is concerned with fundamental questions of public life such as, What is justice? Is there an ideal form of government? Can we conceive of, and constitute, the best political order? The answers to many of the most important political questions still remain essentially contested today. Major topics in this course include justice, freedom, equality, political ideology, liberalism, socialism, libertarianism, and conservatism. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: Social Science.

#### **LAS 453 - Social Inequality (5)**

This course explores how ideas of difference with regard to race/ethnicity, social class, sex and gender, and sexuality are experienced and constructed into systems of inequality. The course investigates how these systems of inequality are intertwined with power and opportunity as well as how these categories are constructed. Students examine how various social institutions contribute to the creation and maintenance of these systems of inequality. Students also explore how these systems are embedded in ideology, law, media, and culture. Counts in the Social Sciences Area of General Education Requirements. Pre-requisite(s): LAS 105, or LAS 110, and LAS 118; or permission of Program Chair. Co-requisite(s): None. 5 quarter hours

Distribution: Human Services Electives Social Science.

#### **LAS 457 - Social Issues and Public Policy Administration (5)**

This course examines the decision-making process within the government's administrative agencies. It discusses competing goals that agencies face and their effects on policy. The primary goal is to introduce theories and practical mechanisms that will allow the student of public policy to be successful in understanding the challenges that the executive branch of government faces in administering programs. Counts in the Social Sciences Area of General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours

Distribution: Human Services Electives Social Science.



**LAS 495 - Social Science Special Topic (1 TO 5)**

This course is a social science offering of special interest to be studied in depth. The course will cover any topic or topics in the field of social science which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. The combined total quarter hours of LAS495 topics taken cannot exceed 20 quarter hours unless permission is given by the department. Specific topics may count in different areas of social science. Depending on content, this course may count towards the Social Science Area of General Education Requirements. Prerequisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**LAS 499 - Social Science Seminar (3 TO 5)**

Varying in content each term. Open to qualified students in a social science concentration and to other students upon consent of department. Prerequisite: advanced standing 3-5 quarter hours

**LAS 620 - Advanced Community Development Planning and Policy (3)**

This course investigates the various aspects of neighborhood and community-based development and the roles that community psychologists can play in facilitating relevant planning initiatives. Students will learn how changing urban structures such as neighborhood gentrification and displacement can impact community development and influence resident management practices. In addition, students will identify and evaluate the effectiveness of different planning approaches including asset mapping, advocacy and equity planning within the context of policymaking. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LAS 660 - Advanced Leadership and Organizational Change (3)**

This course will explore advanced strategies for leading change in government and nonprofit organizations that maximize benefit to the community. The focus will be on understanding how organizations must adapt to outside changes and the demands of stakeholders. It will also focus on how organizations can improve their performance and efficiency while staying current on best practices and continuous quality improvement. Students will learn how to plan for and lead these changes in a way that aligns the design of such changes with the organization's goals for community improvement. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LAS 665 - Urban Politics and the Community (3)**

This course examines the impact of the distribution of power and the tensions that drive modern cities on community areas. Consideration will be given to racial and ethnic divides. The relationship between government, private economic interests and resident's interests will be explored. Theoretical and policy issues as they relate to urban politics that help and/or hinder community residents will be explored. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LEP - Learning English Program****LEP 30 - Intermediate Speaking & Listening (0)**

LEP 030 is a speaking and listening class which develops students' competency in receptive and productive command of English required for the successful pursuit of higher education in English. The course is intended to guide students to accurately and confidently speak and listen at an intermediate level (B1 on the CEFR). Activities include speaking and listening projects, interaction, interaction with a variety of online media, guided and unguided conversation, group discussions, class presentations, and pronunciation practice. Students will also pursue opportunities to engage in authentic listening and speaking activities provided by other academic programs at National Louis University, and engage in cultural events in the city of Chicago. Prerequisite(s): Placement test or department approval. Co-requisite(s): LEP 031. 0 quarter hours

**LEP 31 - Intermediate Reading & Writing (0)**

LEP 031 is an academic writing course designed to increase student's receptive and productive command of written English for success in the pursuit of higher education in English. The course is intended to guide students to accurately and confidently read and write at an intermediate level of proficiency (B1 on the CEFR). The focus is on composition at the intermediate level, as well as development of grammatical and rhetorical structures. Students will write in a variety of rhetorical modes, and become familiar with a writing process that involves responding to teacher and peer feedback and revision of their writing across multiple drafts. Students will also read extensively, both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts. Pre-requisite(s): Placement test or department approval. Co-requisite(s): LEP 030. 0 quarter hours

**LEP 40 - High Intermediate Speaking and Listening (0)**

LEP 040 is a speaking and listening class which develops students' competency in receptive and productive command of English required for the

successful pursuit of higher education in English. The course is intended to guide students to accurately and confidently speak and listen at a high- intermediate level (B1+/B2- on the CEFR). Activities include listening tasks, interaction with a variety of online media, guided and unguided conversation, group discussions, class presentations, and pronunciation practice. Students will also pursue opportunities to engage in authentic listening and speaking activities provided by other academic programs at National Louis University, and engage in cultural events in the city of Chicago. Pre-requisite(s): Placement test, successful completion of LEP 030 and 031, or department approval. Co-requisite(s): LEP 041. 0 quarter hours

#### **LEP 41 - High Intermediate Reading and Writing (0)**

LEP 041 is an academic reading and writing course designed to increase student's receptive and productive command of written English for success in the pursuit of higher education in English. Level 4 Reading and Writing is intended to guide students to accurately and confidently read and write at a high intermediate level of proficiency (B1+/B2-). The focus is on reading and composition at the high intermediate level. Students will read and write in a variety of rhetorical modes, and develop their familiarity with a writing process that involves responding to teacher and peer feedback and revision of their writing across multiple drafts. Students will also read extensively, both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts. Pre-requisite(s): Placement test, successful completion of LEP 030 and 031, or department approval. Co-requisite(s): LEP 040. 0 quarter hours

#### **LEP 50 - Advanced Speaking and Listening (0)**

LEP 050 is a speaking and listening class which develops students' competency in receptive and productive command of English required for the successful pursuit of higher education in English. The course is intended to guide students to accurately and confidently speak and listen at an advanced level (B2 on the CEFR). Students will obtain listening and note-taking strategies, make presentations on a variety of academic topics, and demonstrate the understanding of main ideas and important details in a lecture. Activities include listening tasks, interaction with a variety of online media, guided and unguided conversation, group discussions, class presentations, and pronunciation practice. Students will also pursue opportunities to engage in authentic listening and speaking activities provided by other academic programs at National Louis University, and engage in cultural events in the city of Chicago. Pre-requisite(s): Placement test, successful completion of LEP 040

and 041, or department approval. Co-requisite(s): LEP 051. 0 quarter hours

#### **LEP 51 - Advanced Reading and Writing (0)**

LEP 051 is an academic reading and writing course designed to increase student's receptive and productive command of written English for Reading and Writing is intended to guide students to accurately and confidently read and write at an advanced level (B2 on the CEFR). The focus is on academic reading and composition at the advanced level. Students will read and write in a variety of rhetorical modes, and master a writing process that involves responding to teacher and peer feedback and revision of their writing across multiple drafts. Students will also read extensively, both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts. Pre-requisite(s): Placement test, successful completion of LEP 040 and 041, or department approval. Co-requisite(s): LEP 050. 0 quarter hours

#### **LEP 95 - Test Preparation Tutorial (0)**

LEP 095 is a tutorial section which is designed to prepare students to take standardized exams that assess English proficiency for higher education, particularly, IELTS and TOEFL. In addition to the above skills, the class will provide students with a variety of test-taking tools and strategies and increase students' familiarity with the various components of the IELTS and TOEFL exams. The course combines traditional classroom instruction with opportunities for guided self-study. Pre-requisite(s): None. Co-requisite(s): Enrollment in NLEP 040 and 041 or NLEP 050 and 051. 0 quarter hours

### **LDR - Teacher Leadership**

#### **LDR 511 - Emerging as a Teacher Leader (2)**

This course introduces candidates to concepts, practices, and standards associated with professional service in schools as a teacher leader. Candidates explore several roles that teacher leaders may engage in, such as curriculum specialist, coach, mentor teacher, department chair or lead teacher, content specialist, or professional development consultant. They assess their own preparation, strengths, areas for cultivation, and context-based opportunities to grow as teacher leaders. Requires 15 Clinical Experience Hours. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

#### **LDR 513 - Collaborating with Stakeholders to Promote Change (3)**

This course provides Teacher Leader candidates with tools to assess their own preparation, strengths, areas for cultivation, and context-based opportunities to

grow as Teacher Leaders. It links candidates' growth with aspects of their work environments to which they would most like to contribute. Each candidate constructs a model comparing the current reality of a particular problem situated in his or her school and the reality that would be more desirable, for problems that are within the candidate's capacity to help bring about positive change. Over the course, candidates recursively build out the model for positive action, identifying stakeholders in both realities and their shared incentives to make change, along with the steps and the players that would be needed to make change in realistic time frames. Candidates build negotiation and professional management skills as they study conflict, negotiation, collaboration, and change and systems theory. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **LDR 521 - Guiding Data Teams in Schools (2)**

This course helps teacher leaders make the transition from analyzing data pertaining solely to individual classroom decision-making to collaborating on and leading teams whose purpose is to understand data and its ramifications for the improvement of student performance across the school and districts. Honoring the relevance of both qualitative and quantitative data in school decision-making, the course equips candidates to read, analyze, and interpret in multiple ways both mandated and alternative forms of data and assessments, and to determine implications for action. It also offers instruction in the dynamics, challenges, and best practices of leading collaborative teams generally, including dealing effectively with conflict. Pre-requisite(s): LDR 511 and LDR 513. Co-requisite(s): None. 2 semester hours

#### **LDR 523 - Mentoring and Coaching Fellow Teachers (2)**

This course examines how mentoring and coaching improve the performance of teachers, students, schools, and the profession. It treats coaching not as about "fixing," but as joining with peers as fellow learners. Embracing the complexities of being both coach and colleague, candidates practice mentoring and coaching competencies, including, among others, examining beliefs and values that affect coaching, establishing trust, selecting a coaching model appropriate to the situation, and determining shared goals for a coaching relationship. Participants apply these competencies to real-world school contexts. Pre-requisite(s): LDR 511 and LDR 513. Co-requisite(s): None. 2 semester hours

#### **LDR 525 - Teacher Outreach: Families and Community (2)**

This course helps candidates construct partnerships with the community as more than classroom outreach, but as methods of building school culture

and collaboration, embracing students' home lives, engaging parents as partners in students' learning, and helping students perceive themselves as active, contributing citizens to their immediate and farther-reaching communities. Candidates have the opportunity to plan, and to take first steps on, a community engagement project that involves several of the following: multiple stakeholders, a budget, a service learning component for students, and a recursive cycle of action, evaluation, and improvement. Pre-requisite(s): LDR 511 and LDR 513. Co-requisite(s): None. 2 semester hours

#### **LDR 527 - Promoting Cultural Fluency (3)**

This course guides teacher leaders to examine their values, beliefs, dispositions, and biases regarding their own cultural identity and that of others, while exploring a range of intersections of identities that may include perceived race, nationality, socioeconomic status, gender identity and expression, sexual orientation, language, culture, ability status, and faith. Through course readings and guided field observations and activities, candidates develop a project that includes collaboration with other teachers and administrators to promote social justice and inclusivity at structural levels in their school environment. Requires 20 Clinical Experience Hours. Pre-requisite(s): LDR 511 and LDR 513. Co-requisite(s): None. 3 semester hours

#### **LDR 531 - Leading Teacher Development and Student Learning (2)**

This course prepares candidates for their roles in the professional development of fellow teachers in the group setting. Candidates study principles of adult education, including those that help learning transfer to and grow teachers' daily practice. They explore the skills needed to successfully make the transition from supporting the learning of young students to working with one's peers as well as administrators. They practice and receive feedback on their presentation skills and methods of engaging larger groups. They also explore methods for encouraging collective leadership in fellow teachers in activities such as running professional learning communities, as well as ways to integrate professional learning within the rhythms of the teaching day and week. Requires 20 Clinical Experience Hours. Pre-requisite(s): LDR 511 and LDR 513. Co-requisite(s): None. 2 semester hours

#### **LDR 535 - Advocating for the Teaching Profession (2)**

This course brings teacher leaders into contact with the larger trends and policies that impact classroom practices. It introduces them to the wealth of arenas beyond the individual classroom and/or school within which they might have influence or shape understandings of their profession and of the needs of students. It also introduces them to the budget

decisions that school and district administrators face, as well as political and business processes that influence what happens in schools and classrooms. Candidates have the opportunity to design and carry out a project in which they empower their peers to identify and use research that will be useful in advocacy and to plan action on an issue affecting their schools and districts. Pre-requisite(s): None. Co-requisite(s): LDR 511, LDR 513, LDR 521, LDR 523 LDR 525, AND LDR 527. 2 semester hours

#### **LDR 571 - Planning Teacher Leadership (3)**

The first of three courses for the planning, execution, and evaluation of a Teacher Leadership Immersion Project, this course provides the opportunity for candidates to identify a teacher leadership problem or challenge facing their own school, district, or other teaching and learning system, and to design a strategy to join with others to address the problem.

Candidates investigate relevant literatures from education, as well as business, politics, and other disciplines focused on complex change, as well as parallel issues and approaches taken by other schools and districts, and develop a proposal that will allow them to focus on one of the National Teacher Leader Standards in depth. With instructor approval of their project, they will begin identifying mentors, collaborators, and stakeholders, and begin active work on their projects. Pre-requisite(s): Completion of all Teacher Leadership endorsement coursework. Co-requisite(s): None. 3 semester hours

#### **LDR 572 - Implementing Teacher Leadership (3)**

In this second of three courses for the planning, execution, and evaluation of a Teacher Leadership Immersion Project, candidates study change management challenges and case studies. They reflectively document a cycle of active work on their school-based project in accordance with the project proposal approved in LDR 591. They continue to consult, share, and critique the relevant professional literature. They also engage a larger professional community as mentors, colleagues, and professional peers as interlocutors on the systems, stakeholders, and issues they face and adapt what they learn from professional peers to their own contexts. They demonstrate deepening expertise in the National Teacher Leader Standard selected as their focus for their project. Pre-requisite(s): Completion of all Teacher Leadership endorsement coursework. Co-requisite(s): None. 3 semester hours

#### **LDR 573 - Evaluating Teacher Leadership (3)**

In this final of three courses for the planning, execution, and evaluation of a Teacher Leadership Immersion Project, candidates engage in iterative practices to improve their process of managing

change and seek more effective results and deeper insights for future work as teacher leaders. They re-engage the professional literature and colleagues, not to begin the work but to address specific challenges they have faced. They present their work as cases to classmates and within the school/community, and plan for dissemination of their findings through publication, professional presentation, or other medium. Finally, they evaluate both the more and the less tangible results they have obtained, and identify next directions for their school-based project and for their own growth as teacher leaders. Pre-requisite(s): Completion of all Teacher Leadership endorsement coursework. Co-requisite(s): None. 3 semester hours

### **LIBR - Library**

#### **LIBR 300 - Library Research for the Social Sciences (2)**

This course introduces students to college research in the social and behavioral sciences. Students will learn important research techniques, including how to identify and determine the most appropriate sources required for an information need, how to find and critically evaluate sources, and how to ethically use and share the information. Through the use of online tools and collaboration, students will be able to identify and locate relevant literature in the field in order to compile an effective literature review. This course counts towards the ABS degree requirements. Prerequisite(s): Admission to the Applied Behavioral Sciences Program. 2 quarter hours

### **LSE - Learning Sciences in Education**

#### **LSE 401 - Google Certified Educator Level 1 (0)**

The Google Certified Educator Level 1 course helps participants utilize Google tools in classrooms to transform lessons through technology integration. Level 1 certification focuses on enhancing professional growth and leadership, increasing efficiency, and fostering student learning and creativity. Participants will validate their existing usage of G Suite applications, master/refine usage of lesser-known G Suite applications, and increase their chances of passing the Level 1 Certification Exam. Participants will dialogue about meaningful use of G Suite applications and instructional technology in teaching and learning, and use various technology tools in both live online and synchronous learning environments. Participants will receive hands-on training advice and coaching from a Google Certified Trainer. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hour

#### **LSE 500 - Introduction to the Learning Sciences and Technology (3)**

The focus of this course is understanding the role and application of the learning sciences in designing powerful learning experiences and environments using digital technologies. Major topics include teaching, learning and assessment in digitally-mediated learning environments including theories of learning and socio-cultural influences, human-computer interaction and visual tools for representing teaching and learning processes. Pre-requisite(s): None. Co-requisite(s): None 3 semester hours

### **LSE 501 - Creating Safe Schools (3)**

This course explores strategies for creating and maintaining safe schools. Participants examine evidence-based research that addresses conditions that lead to safe and unsafe schools. Participants explore ways of assessing and monitoring school safety and preventing school violence, including but not limited to gender-based violence, bullying, aggression against school personnel, and school rampages. Participants learn how to mobilize student diversity, classroom pedagogy, strategies for student cognitive and social engagement, classroom management and community building, interdependent school organizational networks, familial support, peer-involved mediation activities, and restorative justice practices to create safe learning spaces for P-12 students. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **LSE 505 - Data Literacy (3)**

This course enables school professionals to learn and apply key principles of data literacy, including data discovery and location, evaluating data quality, collecting and organizing data, evaluating and interpreting data, presenting data to an audience in multimodal formats, and applying principles of data-driven decision making. Participants will learn how to use data to ask vital questions, think critically, and problem solve about issues that occur in school contexts. Evaluating data-driven decisions and using data-driven decisions to craft policy, as well as data literacy ethics, will be addressed. Pre-requisite(s): None. Co-requisite(s) None. 3 semester hours

### **LSE 520 - Introduction to Design-based Research (3)**

In this course, candidates explore various types of educational inquiry methods and design-based research in formal and informal educational settings. Design-Based Research is an iterative process used to examine the processes and outcomes of teaching, learning and interventions and to inform theory and practice. Candidates collect and evaluate their own data to understand their instructional and/or professional practices on teaching and learning. Working collaboratively and/or independently on

projects and assignments, candidates learn different approaches to research design, data collection and analysis. Candidates engage in a small scale site-based project, or its equivalent, to acquire practical skills of researching and evaluating educational phenomena. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **LSE 530 - Designing Learning Experiences: Cognition in Socio-Cultural Contexts (3)**

The purpose of this course is to help students develop a strong foundation in the Learning Sciences, specifically in relation to social-emotional, cognitive and the socio-cultural context of learning. Candidates will examine theory and research that have informed our understanding of individual learning and the effects of social context of learning. The course will primarily focus on the questions surrounding how people learn, how culture and context affect learning, and the affordances and constraints on design for learning. For example, what are the effects of poverty on individual learning for the 21st century, and what are the influences on teaching and learning? Pre-requisite(s): LSE 500 Co-requisite(s): None. 3 semester hours

### **LSE 593 - Seminar in the Learning Sciences (3)**

This course provides a culminating experience for candidates in the Learning Science programs. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of emerging technologies in education. Candidates are required to research and propose solutions to a problem of practice around the implementation of technologies within their own teaching and learning contexts. As part of this course, candidates are required to complete a minimum of 15 hours of field experiences. Pre-requisite(s): This course should be taken at the end of the degree sequence. Co-requisite(s): None. 3 semester hours

### **LSE 601 - Instructional Design in Higher Education (3)**

This course introduces postsecondary educators to Learning Sciences Education as the conceptual framework for understanding how people learn and designing effective formal learning experiences. The course applies research-informed instructional design and technology-based pedagogies to curriculum development projects in the degree candidates' own areas of professional specialization. The integrative concept of Technology, Pedagogy, and Content Knowledge (TPCK) is used as a framework to encourage introspection focused on the candidates' own curriculum design practices. Quality assurance processes are introduced in relation to national standards for effective instructional design in online courses. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LSE 605 - Postsecondary Teaching in Content Specializations (3)**

This course explores the experience of teaching in undergraduate and graduate college settings, emphasizing core assumptions about helping students learn, reflecting critically on teaching practice, observing student learning experiences, and sustaining respect for students as adults. The course also prompts educators to examine practices common to college teaching across disciplines and levels, including lecturing, organizing groups for learning, planning project-based assignments, teaching culturally diverse students, incorporating creativity in courses, co-teaching, and teaching in blended and online settings. Pre-requisite(s): None. Co-requisite(s): May be taken concurrently with LSE 691. 3 semester hours

**LSE 691 - Field Study for Postsecondary Teaching in Content Specializations (3)**

Designed as a field-based companion course to LSE 605 Postsecondary Teaching in Content Specializations, this course organizes field experiences designed to broaden and deepen postsecondary educators' professional knowledge within their teaching fields. Candidates will plan explorations of their respective professional disciplines, examine professional associations that publish research in the discipline, participate in state, regional, or national professional meetings focused on scholarship, interview experts in the field, create annotated bibliographies of current research in the field, engage in other scholarly activities in the academic discipline, and write a reflective summary of the impact of these professional development activities on their teaching. Candidates will document outcomes in a professional portfolio and in an updated curriculum vitae. Pre-requisite(s): None. Co-requisite(s): Candidates should take this course concurrently with LSE 605 Postsecondary Teaching in Content Specializations, but may take this course independently with permission of the program director or dissertation chair in the applicable program. 3 semester hours

**LTC - Long-Term Care Administration****LTC 450 - Long-Term Care Administration Overview and Environment Management (5)**

This is the introductory course for the four-course concentration in Long-Term Care Administration. This course reviews the historical highlights of long-term care and the fundamental principles of the long-term care administrator's role and responsibilities including ethical and legal issues that impact them. Students also examine the regulatory requirements that govern long-term care facilities, resident care,

and life safety codes. Labor laws, recruitment processes, and employee management procedures specific to long term care facilities are also addressed in this course. Pre-requisite(s): HCL 310, 315, 320, 330, 335, and MGT 436 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**LTC 460 - Leadership and Human Resources for Long-Term Care Administrators (5)**

This course examines leadership and management issues and skills administrators may encounter and need to effectively lead long-term care employees. Students explore multidisciplinary approaches to leadership and management, motivating workers, and leading organizational change. This course also reviews the principles, methods, and procedures for effectively leading long term care employees, as well as job selection, training, development, and evaluation of job performance. Pre-requisite(s): LTC 450 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**LTC 470 - Financial Management & Governance of Long-Term Care Facilities (5)**

This course examines the financial management and governance requirements of long-term care facilities. Students interpret financial reports required to operate long-term care facilities and review various reimbursement methods for services and products and the management of capital expenses. They further examine the governmental authorities that oversee and regulate long-term care facilities and the administrative responses to these authorities, as well as cost containment expectations and the different types of advisory committees associated with the operation of a long-term care facility. Pre-requisite(s): LTC 450, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**LTC 480 - Resident Services Management and Quality Care (5)**

This course examines the specific differences among the different types of long-term residences, their purposes, and needs. Students discuss the expected collaboration and integration of long-term care residence services for a fulfilling residential experience, ethical issues associated with the delivery of long-term care residency services, differences between quality assurance (QA) and continuous quality improvement (CQI) programs in long-term care facilities, and strategies for meeting quality expectations in the delivery of residence services. Students further explore the methods for assessment and comparison of outcomes-based and process-based measures and the criteria for designing and evaluating long-term care systems for the future. Pre-requisite(s): LTC 450; or permission of Program

Chair or designate. Co-requisite(s): None. 5 quarter hour

## MBA - Master of Business Administration

### MBA 501 - Graduate Management Foundations (3)

This is the first course in the MBA program. It provides foundational knowledge in core business subjects, fundamentals and applications. The course also orients the student to the educational philosophy, academic resources and operational practices employed in delivering the MBA program. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### MBA 503 - Leadership & Organizational Behavior (3)

This course is a gateway MBA program experience that focuses on contemporary leadership and organizational behavior perspectives. Students explore topics such as authentic leadership, emotional intelligence, and teamwork while examining the individual, group, and organizational factors that influence a leader's ability to exert influence and enact change. Through self-assessment, simulation, and reflection, students achieve a heightened understanding of how they can enhance their own leadership effectiveness, contribute to the effectiveness of their organizations, and realize their professional aspirations. Prerequisite(s): Admission to the MBA program; MBA 500 or MBA 501. Co-requisite(s): None. 3 semester hours

### MBA 506 - Ethical and Legal Issues (3)

This course examines the responsibilities of ethical leadership in the modern organization. Course content will underscore stakeholder rights and the organization's duties to its stakeholders, both internal and external, as well as to society-at-large. Both political and social as well as ethical and legal rights and duties are explored. Major areas of analysis include: employer and employee rights; occupational safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be applied in the analysis and solving of ethical problems. Prerequisite(s): Admission to the MBA program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

### MBA 508 - Managerial Economics (3)

This course introduces student to the application of microeconomic principles to managerial decision-making in the modern organization. Emphasis is placed on marginal analysis and resource allocation as well as strategic aspects of managing organizations in differing competitive environments. A variety of decision-making techniques are applied to the

analysis and solving of organizational problems. Prerequisite(s): Admission to the MBA Program; MBA 501 and MBA 503. Co-requisite(s): None. 3 semester hours

### MBA 510 - Macroeconomics (3)

The purpose of this course is to improve the personal and professional financial decision making of students. We look at the behavior of a variety of economic data and Federal Reserve monetary policy decisions based upon the business cycle definitions of the National Bureau of Economic and the associated Leading Indicator approach of the Conference Board to enable students to analyze the current state of the US economy and forecast its future state.

Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

### MBA 514 - Managerial Accounting (3)

This course will introduce the student to managerial accounting concepts and the use of those concepts in the evaluation of financial reports and other financial data. Issues addressed will include techniques to analyze and evaluate cost data for planning and control, inventory management and control, cost-volume-profit analysis, revenue and profitability analysis, and quality control issues. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

### MBA 516 - Financial Markets (3)

This course will focus on the behavior of financial markets, such as stock, bond, futures and options markets. Several different investment alternatives and their characteristics will be addressed. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501, MBA 503, MBA 514, MBA 518. Co-requisite(s): none. 3 semester hours

### MBA 518 - Financial Management (3)

This course will emphasize the strategic management of assets and liabilities to maximize the value of organizations. Topics include time value of money, investment decision criteria, evaluation of cash flows, risk analysis, cost of capital, working capital management, dividend policy, and overall financial performance. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503, MBA514. Co-requisite(s): None. 3 semester hours

### MBA 522 - Strategic Marketing (3)

The course is designed to provide a foundation of marketing knowledge and practical skills that will enable the student to develop and implement strategic marketing programs in future work situations. The course will examine marketing principles and their application to strategic marketing problems in a competitive global environment. Issues addressed will include consumer research, product development, pricing decisions, distribution management, integrated marketing communications, and performance measures. The course also will focus on marketing strategy trends, such as the increasing use of social media. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

#### **MBA 524 - Strategic Management (3)**

This capstone course gives students practice in making and analyzing strategic decisions that require integration of the functional areas of the organization. The course especially focuses on how to make business strategy decisions in a dynamic environment. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501; MBA 503; MBA 510; MBA 522; MBA 514; MBA 526; MBA 508; MBA 518; MBA 529; MBA 532; MBA 516; MBA 506. Co-requisite(s): None. 3 semester hours

#### **MBA 526 - Project Management (3)**

This course introduces MBA students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as Facility Construction, Product Development, IT Systems, Business/Public Program Rollout, etc. Students will learn principles and apply techniques in project need/mission formation; project planning and control; risk management and mitigation strategies; project organization, leadership, and motivation issues; procurement and contract management; quality management; and project communications. Course contents are aligned with industry certifications (Project Management Professional), although the course by itself is insufficient for certification exams. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

#### **MBA 529 - International Management (3)**

The globalization of business is challenging organization leaders at all levels to come to grips with the complexities of managing business beyond the U.S. This course focuses on the interplay between the domestic business environment and the diversity of business environments across the world. It is designed to prepare graduates with sensitivity, analytical skills, and decision-making skills that will help them stand out among their peers as leaders

capable of dealing successfully in the international business community. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

#### **MBA 532 - Technology and Leadership (3)**

This course focuses on how managers can leverage technology and information to improve organizational performance. Like human and financial resources, technology is a critical ingredient of modern organizations. The course addresses general patterns of technology development and evolution, and then focuses on the impact of information technology on many industries—manufacturing and services including healthcare and government. The course uses case studies and frameworks to enable general managers to be effective participants in the planning, management, and use of technology in their areas of responsibility. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

### **MGE - Middle Grades Education**

#### **MGE 501 - Introduction to Middle Grades Education: Young Adolescents in Context I (2 TO 3)**

Teacher candidates advance their knowledge of the unique developmental characteristics and culture of young adolescents (10-14 year olds – grades 5-8) and how these characteristics of physical, intellectual, emotional, and social development (PIES) impact middle grades teaching and learning. Candidates will have opportunities to reflect upon their knowledge, skills and dispositions for teaching in the middle grades. This introductory course differentiates middle grades education history, philosophy and practices as a distinct pedagogy from elementary and secondary education. Fifteen observation hours in middle grades classrooms are required. Pre-requisite(s): None. Co-requisite(s): None. 2-3 semester hours

#### **MGE 503 - Advocacy Practicum: Young Adolescents in Context II (3)**

This course examines the collaboration of young adolescent learners, families, educators, and community resources to support meaningful education. Candidates learn about resources in schools and communities which help to protect and provide safe spaces within and outside the school. Candidates identify strategies to build supportive and caring communities for young adolescent learners. Research reviewed in this course depicts the many aspects of the social-emotional, gender, health and media/popular cultural needs of these students. Candidates support and value the need to be advocates for young adolescent learners. 40 hours of



observation/teaching time will be spent in schools. Pre-requisite(s): MGE 501. Co-requisite(s): None. 3 semester hours

**MGE 505 - Teaching and Learning Practicum: Young Adolescents in Context III (3)**

This course combines a university seminar and field experience focusing on active involvement with a cooperating teacher and his/her class. Candidates continue their professional development concerning roles and responsibilities of teachers in grades 5-8. The course advances candidates' engagement in the profession through study and application of dynamic instruction to support the education of young adolescent learners. Candidates help develop a productive and inclusive learning environment for students while improving skills in working with families, colleagues and community. There is a shared school and classroom placement for candidates in MGE 505 and MGE 590. 50 hours of observation/teaching in schools are required. Pre-requisite(s): MGE 503. Co-requisite(s): Candidates enroll in the methods course/s that corresponds to their content area for teaching. Candidates are required to take at least one methods course at the same time they enroll in MGE 505. Choices include: MGE 512, 514, 518, and MGE 510. 3 semester hours

**MGE 507 - Voices and Choices in Middle Grades Education (1)**

The course is sequentially completed over two-three quarters permitting candidates to explore a pedagogical middle grades topic of interest and create a dynamic inquiry/exploratory project. Candidates develop their unique strengths by connecting them to young adolescent learning and develop an inquiry/exploratory project in collaboration with a mentor and young adolescents. Candidates research theory and identify learning strategies used in multiple environments, while defining their personal beliefs and practices. Topics may be current or established development(s) in Middle Grades Education and/or in society. Candidates share their projects at the end of the term in the Middle Grades Education Program Forum. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hours

**MGE 509 - Integrated Curriculum in the Middle Grades (1 TO 3)**

Candidates explore appropriate curricular models for young adolescent learners, including but not limited to disciplinary, multidisciplinary, interdisciplinary and integrative models. Inquiry, creativity and critical thinking are encouraged through cross disciplinary real-world opportunities. Candidates are engaged and challenged in active thinking and questioning. Candidates work individually and collaboratively to identify and consider teaching and learning strategies

to encourage young adolescent curiosity. Effective technology use is infused throughout the course. Strategies for differentiated instruction and assessment are explored. Candidates investigate standards-based teaching and learning in order to create challenging, exploratory, integrative and relevant curriculum for young adolescents. Pre-requisite(s): MGE 501. Co-requisite(s): None. 3 semester hours

**MGE 510 - Methods of Teaching Middle Grades Science (3)**

This course investigates exemplary science instruction for middle grades education. An in-depth focus is on exemplary science instruction, fluency with middle grades education science instructional content, and appropriate use of diverse instructional strategies including young adolescent students' voices. Candidates enrich their understanding of the critical middle grades science content and concepts. Practical applications of the science content are explored along with formative and summative assessments to develop young adolescent learners' understanding of how science works in their world. Pre-requisite(s): MGE 504. Co-requisite(s): None. 3 semester hours

**MGE 512 - Methods of Teaching Middle Grades English/Language Arts (3)**

This course introduces key issues in the instruction of middle school language arts. Students become familiar with theoretically sound, research-based strategies for the assessment and teaching of middle grade reading and writing. Balanced literacy instruction, focusing on differentiation for diverse learners and multiple grouping practices, is emphasized. Candidates will spend time reading and responding to adolescent literature in order to better understand how to use literature to address the instructional needs and engagement of all middle grade students. Pre-requisite(s): MGE 503. Co-requisite(s): None. 3 semester hours

**MGE 514 - Methods of Teaching Middle Grades Mathematics (3)**

This course provides candidates an in-depth focus on the subject matter, content standards, mathematical pedagogy, and issues related to the learning and teaching of mathematics in the middle grades. Candidates develop strategies and applications specific to the mathematical learning needs of young adolescent learners including read world connections. Candidates develop and use formative assessment to guide teaching and learning. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**MGE 518 - Methods of Teaching Middle Grades Social Studies (3)**

This course identifies methods of teaching and learning social studies for candidates in the Middle Grades Education Program. It introduces candidates to varied social studies methods. In this course candidates learn to plan and implement effective social studies instruction in and for a pluralistic democracy. The course stresses primary source-centered, inquiry-based learning, unit planning and lesson planning. It also introduces candidates to varied social studies methods. Use of primary sources, especially from the Library of Congress, is emphasized. Pre-requisite(s): Admission to the Middle Grades Education Master of Arts in Teaching Program. Co-requisite(s): None. 3 semester hours

**MGE 520 - Methods of Teaching Content Area Literacy in the Middle Grades (2)**

This course focuses on the development of reading in the middle grades, particularly reading to learn from expository text materials, digital texts and other media, and on the development of study skills. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle schools can best provide such reading and writing instruction across the curriculum, as articulated in the Common Core State Standards for Interdisciplinary Literacy, Grades 6-8, will be considered. Pre-requisite(s): MGE 501. Co-requisite(s): None. 2 semester hours

**MGE 522 - Engaging Young Adolescent Learners (1)**

The course provides candidates opportunities to research, observe, and identify a range of classroom management styles to engage young adolescent learners for successful classroom and school experiences through application of PIES+ (Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) gender, socioeconomic, culture, media, special populations (Plus+). Through course readings and activities, candidates have opportunities to develop critical perspectives of appropriate middle grades classroom experiences advocating student success, research past and current classroom management trends, examine legal concerns regarding appropriate discipline, create a portfolio of diverse, respectful range of classroom management techniques appropriate for young adolescent learners and reflect how teacher behaviors can enhance and/or impede short-term and/or long-term student success. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**MGE 525 - Authentic Assessment Seminar: Young Adolescents in Context IV (2)**

This seminar provides the Middle Grades Alternative Teacher Licensure candidates opportunities to practice and reflect upon their knowledge, skills and

dispositions for teaching and learning in a middle grades classroom with particular attention to authentic assessment. Emphasis is on analysis of data obtained through learning profiles, formative and summative assessments. Participation in the assessment and reflection process includes student voice and goal setting in order to improve the learning process for each student. Candidates complete the Teacher Performance Assessment during this term as well as competency appraisals and Live Text portfolio. Pre-requisite(s): MGE 505. Co-requisite(s): None. 2 semester hours

**MGE 526 - Seminar: Value and Honor Young Adolescent Learning (2)**

In this seminar candidates distinguish young adolescents' emotions as a lens to explore and provide meaningful learning environments and social well-being. Candidates examine idiosyncrasies, joys, and challenges young adolescents may encounter that might impact their happiness, and put their physical, mental (intellectual) and emotional health at risk. Through studying a range of research identifying understandings regarding interpersonal neurobiology, neurophysiology and physical characteristics of a happy brain, candidates design classrooms where wonder and imagination thrive and greater academic achievement and less stress are experienced. Candidates guide young adolescents in developing proficiencies for living and learning through kindness, empathy, and gratitude, which are essential for a mindful, joyfully balanced adult life. Pre-requisite(s): MGE 525. Co-requisite(s): MGE 507. 2 semester hours

**MGE 527 - Seminar: Middle Grades Educators' Joyful Teaching Experiences (2)**

Looking to visions of possibilities, candidates explore the physiology and neurology of happiness and school success, and develop classroom confidences and freedoms while designing emotionally safe classroom communities. Candidates participate in conversations based on neuroscience and teaching practices that lead each young adolescent learner toward a state of happiness and well-being. Looking to their students as individuals becoming responsible for the future of society, candidates remove challenges and the "fear of school" mentality using classroom practices based on current brain research and positive psychology research. Applying their connections to the classroom through compassion, gratitude and mindfulness candidates create learning environments where young adolescent learners are eager and excited about learning. Pre-requisite(s): MGE 526. Co-requisite(s): MGE 522. 2 semester hours

**MGE 528 - Capstone Seminar: Celebrating Collaborative Engagement (1)**

Honoring the "pursuit of happiness," candidates focus on their rights as middle grades educators to experience and provide a stress-free learning environment. Transforming their students and their own lives through integrating science and practice to support enhanced understandings of student learning through application of brain research and positive psychology practices learned in the program and used in their classrooms. Candidates contemplate joyful practices while creating their capstone projects, to be presented at the Celebrate the Joy Symposium. Through self-reflective story-telling, candidates blend academic and relevant professional experiences to share and articulate the interconnectedness of student success, social emotional learning, the brain, classroom practices, and their lasting impact on young adolescent learners. Pre-requisite(s): MGE 527. Co-requisite(s): None. 1 semester hour

**MGE 575 - Practicum for Subsequent Teaching Endorsement (4 TO 6)**

This course is designed for teachers currently licensed in Illinois who wish to secure a subsequent Illinois teaching endorsement on their Professional Educator License in early childhood education; elementary education; middle grades education for science, English language arts, mathematics, or social science; secondary education for science, social science, English language arts, mathematics, or K-12 foreign language; or special education for LBS1. Candidates are assigned between 75 and 150 clock hours in a general education classroom at the new endorsement level. Pre-requisite(s): Completion of all content coursework as described on the transcript assessment. Completion of individualized professional development as determined by initial portfolio review. Application for practicum placement with checklist. Passing score on relevant ISBE content level test. 4-6 semester hours

**MGE 577 - Teaching & Learning in Context (1)**

This course introduces resident teacher candidates to the roles and responsibilities of classroom teaching before they enter their school site in a Teacher Residency program. The course orients resident teacher candidates to the education profession through the exploration of teaching identity and the study and the application of curriculum and instruction. Candidates gain an initial understanding of how the students, families and community impact the learning environments and explore culturally relevant teaching and pedagogy. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**MGE 587 - Resident Teacher Practicum (3)**

Resident Teacher Practicum is a course of directed observation and participation in a residency setting aimed at providing a variety of in-depth experiences

prior to student teaching. The course integrates field-based experiences with on-site seminars for preservice teacher candidates who are working full-time as teacher assistants in a classroom. The course advances candidates' engagement in the profession through study and application of instruction to support the learning of individuals and groups and their understanding of environments that encourage learners and collegial relationships in the school. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**MGE 590 - Student Teaching: Young Adolescents in Context IV (6)**

This course combines a university seminar with student teaching during the final academic term of the Middle Grades Education Program. Within the same classroom placement as MGE505, the student teaching experience provides candidates active engagement with a cooperating teacher, young adolescent learners, support staff, other school professionals and community members. Through this course candidates advance their understanding of responsive environments and instructional strategies which support the unique developmental needs of young adolescent learners. Candidates are expected to be in a school placement, full-time, over an eleven week timeframe. Campus-based seminars, as well as exit interviews, are required of all candidates. Pre-requisite(s): EPS 511, FND 510, SPE 500, CIL 531, MGE 501, MGE 503, MGE 505, MGE 507, MGE 509, MGE 522; one of the following Methods courses: MGE 510, MGE 512, MGE 514, MGE 518. Co-requisite(s): None. 6 semester hours

**MGE 597 - Resident Teacher Student Teaching (3)**

This course concludes the pre-service professional development of resident teacher candidates concerning the roles and responsibilities of teachers. It combines university seminars and field experiences. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidates' involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school. This course meets for two consecutive terms. Pre-requisite(s): All candidates: EPS 511, FND 510, SPE 500. MGE candidates: MGE 501, MGE 509, MGE 587 and one of the following methods courses: MGE 510, MGE 512, MGE 514, MGE 518. Co-requisite(s): None. 3 semester hours

**MGT - Management**

**MGT 372 - International Management (4 TO 5)**

This course provides an understanding of how business firms manage international operations. It explores how a manager's role and decisions need to adapt as the company goes beyond a single national boundary. The course explores only the socio-cultural environment abroad, but also the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide. This course includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. 5 quarter hours for International management concentration and 4 quarter hours for cohort model BA Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. It can also be taken as part of the BABA program. 4-5 quarter hours

**MGT 404 - Diversity in the Workplace (4 TO 5)**

Organizational leaders are now facing the challenge of how to effectively manage a workforce that is increasingly diverse in regard to race, ethnicity, gender, age, sexual preference, and physical ability. To succeed long term, a company must help its employees welcome and value each other's diverse backgrounds so that in working together, the company can gain a competitive advantage over those companies who are unable to facilitate this process for their employees. Individuals need to be aware of these issues so they not only can succeed within an organization, but also can successfully deal with external stakeholders such as customers, suppliers, etc. 5 quarter hours in the concentration in International Management and 4 quarter hours in the cohort model BA in Business Administration program. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management (5QH) or independent of the concentration, including as a required course in the cohort model BA Business Administration with a concentration in Accounting (4QH). 4-5 quarter hours

Distribution: Business Elective Human Services Electives.

**MGT 408 - Contemporary Issues in International Management (4 TO 5)**

Recognizing the competitive and rapidly changing environment of most industries is a key factor in successful international operations. This course draws upon students' understanding of doing

business in a global environment as it explores current issues and the impact these have on short and long term operations. The course discusses the role of the manager in recognizing and acting upon external, economic, political, and cultural environments. Issues related to marketing, finance, and human resources are also discussed. 5 quarter hours for concentration in International management and 4 quarter hours for the cohort model BA in Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. This is a required course in the cohort model BA Business Administration. 4-5 quarter hours

**MGT 534 - Nonprofit Organization, Governance, and Management (3)**

This course provides a comprehensive review of governance, structure, and management of nonprofit organizations with relation to organizational mission, history and the evolution of nonprofits. Topics covered include the duties of the governing board, the executive director and the importance of all stakeholder relationships, the legal framework of nonprofit law, ethical challenges, operational risks, and efficient and accountable mission-driven operations. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**MGT 535 - Strategic Fundraising and Philanthropy (3)**

This course provides an overview of fundraising and philanthropy, with a particular emphasis on the psychology of fundraising, donor motivation, and strategic management and planning of the fundraising process. Topics covered in this course also include fundraising strategies, such as direct mail, annual giving, capital campaigns, major gifts, and planned giving; and funding sources, including private, corporate, government, and foundation giving. Fundraising research and donor cultivation, recognition, retention, and advancement are additional themes of interest. Pre-requisite(s): Graduate status. Co-requisite(s): None. 3 semester hours

**MGT 635 - Strategic Fundraising and Philanthropy (3)**

This course provides an overview of fundraising and philanthropy, with a particular emphasis on the psychology of fundraising, donor motivation, and strategic management and planning of the fundraising process. Topics covered in this course also include fundraising strategies, such as direct mail, annual giving, capital campaigns, major gifts, and planned giving; and funding sources, including private, corporate, government, and foundation giving. Fundraising research and donor cultivation,

recognition, retention, and advancement are additional themes of interest. Pre-requisite(s): Graduate status. Co-requisite(s): None. 3 semester hours

## MGTK - Management

### MGTK 339 - The Practice of Leadership (4)

This course provides an in-depth demonstration of the skills and techniques essential to effective leadership, including applications of goal setting, team building, negotiations, communications, and emotional intelligence. Course materials illustrate transformational leadership, forms of influence and motivation, the roles of trust and charisma, cultural diversity, ethics, and servant leadership. NOTE: This course replaces BUS 340 and HOS 444 in previous curricula.

### MGTK 385 - Organizational Development (4)

What makes for a highly functioning workplace? This course introduces students to the fundamental principles, theories, and concepts regarding organizational design and development, which are critical to creating highly motivated and effective employees, teams, and organizations. Management topics include organizational culture, team dynamics, aspects of communication, training and efficiency, and change and risk management. Productive, healthy work environments are emphasized through applications of workplace psychology. Case studies include cross-cultural and dispersed work settings. Prerequisite: BUS 324 NOTE: This course replaces HOS 333 in previous curricula.

### MGTK 430 - Business Analytics & Reporting (4)

Managers in any area of a business need to be equipped to analyze and explain the metrics, results, and numbers of the business. In this course, students evaluate a company's strengths and weaknesses through financial statement analysis, as well as perform forecasting functions such as regression analysis and pivot tables. Students will learn how to convert data to information by combining various data sources, spotting trends, prioritizing details, and grouping and highlighting information most pertinent to business decisions.

## MHA - Master of Health Services Administration

### MHA 501 - Leadership in Health Services Administration (3)

In this course, students examine leadership approaches that optimize quality outcomes. They further study management and leadership functions

of planning, organizing, resource allocation (financial, physical, human and informational), supervision, controlling, and evaluation. The course explores how health care organizations are similar and yet different from other businesses and discuss strategies for managing change, empowering employees to make decisions and solve problems, and managing through teams. Pre-requisite(s): MHA 505 and RES 510; or permission of Program Chair. Co-requisite(s): None. 3 semester hours

### MHA 505 - Health Care Origins, Policies and Trends (3)

This gateway course in the Master of Health Services Administration program introduces students to the university and their program. Further, 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. Students examine the impact of governmental and non-governmental regulation; explore trends and public policy considerations that impact the delivery of health care; and scrutinize alternatives for balancing access, quality, and cost. They also review planning and policy cycles, the role of government as regulator and market maker, and the status of major governmental initiatives. Pre-requisite(s): Graduate status; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### MHA 508 - Ethical and Legal Issues in Health Care Administration (3)

This course introduces students to ethical and legal theories associated with the administration of health care organizations. Students examine the rights and duties of the organization to its stakeholders, both internal and external, as well as to health care recipients. The analysis of the rights and duties concentrates on four perspectives: political, social, ethical, and legal. Students explore the issues of leadership, employer and employee-rights, occupational safety, patient safety, environmental issues, and social responsibility. Pre-requisite(s): MHA 505, RES 510 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### MHA 522 - Health Care Business Operations (3)

This course explores the operations management and financial health of health care as a business. Common health care business operations include patient registration and certification, billing, insurance, collection, and materials management are covered in the course. Additionally the course examines health care business process engineering and optimization. This course also explores the logistics and supply chain management that health care businesses need to maintain in order to be efficient, effective, and profitable. Students will have opportunities to apply

what they have learned through case studies and the development of a business operations plan for a health care service and/or product. Pre-requisite(s): MHA 500. Co-requisite(s): None. 3 semester hours

#### **MHA 527 - Health Care Finance (3)**

This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision making. Cost determination and behavior, profit analysis, plus cost allocation are examined as administrative accounting tools. Administrative accounting and financial analysis techniques including, planning and budgeting, variance analysis, standard costs, time value analysis and risk/return models are also developed. Students evaluate capitation contracts (and/or other alternative payment systems) to predict financial and service level consequences. Pre-requisite(s): MHA500, MHA505, MHA508, MHA512, MHA520, MHA522, and MHA525. Co-requisite(s): None. 3 semester hours

#### **MHA 531 - Health Care Information Systems (3)**

This course presents the fundamentals of acquiring, processing, disseminating, and applying health care information to support routine operations, problem solving, decision making, and strategic analysis to achieve a competitive advantage. Students consider the management of information technology, special characteristics of patient information and the importance of integrating clinical, operational, and financial systems. The course further addresses current health care information technology trends and issues. Additionally, students examine ethical and legal considerations of handling patient data. Pre-requisite(s): MHA 505 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **MHA 532 - Human Resources in Health Care Organizations (3)**

This course focuses on necessary knowledge, skills, and competencies essential for effective management of a health care organization's human resource (HR) function. It emphasizes the strategic management and business partnership roles that an HR practitioner fulfills in a health care organization and the alignment of HR practices with the health care organization's mission, vision, and strategic plan. Pre-requisite(s): MHA 505 and RES 510; or permission Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **MHA 540 - Marketing in Health Care (3)**

This course explores the dramatic transformation of the health care industry and the demands for effective marketing. It presents the fundamentals of marketing as practiced within health care organizations and explores the Web's impact and how it alters today's marketing approaches. A primary focus is building customer satisfaction through quality, service, and value. Market oriented strategies are developed through analysis of consumer and business markets, buying behaviors, competitors, market segmentation and targeting, and measuring/forecasting market demands. Marketing to physicians, various health care groups and third party payers are examined. Pre-requisite(s): MHA 500, MHA 505, MHA 508, MHA 512, MHA 520, MHA 522, MHA 525, MHA 527, MHA 531, and MHA 532; or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **MHA 541 - Strategic Management in Health Care (3)**

In this course, students examine and practice the methodology for a strategic examination of health care organizations. They review organizational mission, values, and objectives in relation to the current operation of each functional area and changing external conditions. Students further develop a strategic and implementation plan based on the analysis of internal and external environments and the selection of organizational change strategies to accommodate environmental changes. Pre-requisite(s): MHA 501, MHA 505, MHA 508, MHA 522, MHA 527, MHA 531, MHA 532, MHA 540 and RES 510, or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours

#### **MHA 550 - Colloquium in Health Services Administration (3)**

This course offers an intensive experience to reinforce student understanding and application of core information, concepts and procedures presented throughout the program. It is the culminating activity for the program. The students develop and present the outcomes of an applied case study on a topic related to health care service, and/or product delivery, and administration. Pre-requisite(s): MHA 500, MHA 505, MHA 508, MHA 512, MHA 520, MHA 522, MHA 525, MHA 527, MHA 531, MHA 532, MHA 540, AND MHA 541; or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **MHE - Mathematics Education**

#### **MHE 205 - Mathematical Thinking for Elementary Teachers (4)**

This course provides a bridge for the teacher candidate between Math Content for Teachers I and

Math Content for Teachers II general education courses and the Methods of Teaching Mathematics course in the professional sequence. The content of this course prepares teacher candidates to acquire a deeper understanding of the mathematics content embedded in the Common Core standards including the 8 standards of practice. Pre-requisite(s): LAM 112 and LAM 213. Co-requisite(s): None. 4 quarter hours

**MHE 450 - Mathematics for Elementary and Middle School Teachers (3)**

This course provides an opportunity for candidates and practicing teachers to develop an understanding of strategies and concepts as they occur in a comprehensive elementary (and middle school) mathematics curriculum. By developing reasoning and problem solving in the areas of number and operations, algebra, geometry, measurement, and data analysis candidates and practicing teachers will help their students succeed in mathematics. Pre-requisite(s): Admission to the M.A.T. program or consent of M.A.T. program director. Co-requisite(s): None. 3 semester hours

**MHE 480A - Methods of Teaching Mathematics (4)**

This course provides candidates an in-depth focus on the subject matter, content standards, mathematical pedagogy, and issues related to the learning and teaching of mathematics in the elementary grades. Candidates develop strategies and applications specific to the mathematical learning needs of elementary students including real world connections. Through the NCE Adaptive Cycles of Teaching (ACT), an experiential-based curriculum designed to help teachers learn a set of core teaching practices supported by innovative technology systems, teacher candidates will complete a content learning analysis, diagnostic assessment as well as plan and implement teaching math with problem solving lessons. Pre-requisite(s): Admission to National College of Education (NCE). Co-requisite(s): ELE 410, ELE 415 and RLL 478.

**MHE 480B - Methods for Teaching Elementary Schools Mathematics (2)**

This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help participants develop knowledge, skills and beliefs (based on National Council of Teachers of Mathematics (NCTM) set of core beliefs) that will enhance candidates' ability to teach mathematics to children. Prerequisite(s): Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director, ELE 500, EPS 511, six hours of appropriate college mathematics (college algebra level and above),

approved by transcript review. Co-requisite(s): None. 2 semester hours

**MHE 482 - Instructional Methods/Primary/Math and Science (2)**

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to children. Prerequisite(s): EPS 500A and Admission to the College of Education 2 semester hours

**MHE 485 - Advanced Methods for Teaching Middle School Mathematics (3 OR 5)**

This course builds upon the methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues related to the learning and teaching of mathematics in the middle grades (grades 6-8). MHE 485 is a required course for the M.Ed. Mathematics Education program; it may be taken with consent of the undergraduate program chair. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours or 3 semester hours

**MHE 501 - Number Concepts & Operations for Teachers (3)**

This course develops a deep understanding of number and operations as they occur in a comprehensive elementary and middle grade mathematics curriculum enabling prospective and in-service teachers to help their students succeed in mathematics. The course focuses on why mathematics works the way it does and links principles to applications in the real world. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**MHE 503 - Mathematics Education Issues & Trends (3)**

This course is intended to strengthen prospective and in-service teachers' understanding of 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. Pre-requisite(s): MHE 485 or consent of the coordinator of the program. Co-requisite(s): None. 3 semester hours

**MHE 509 - Topics in Calculus and Discrete Mathematics (3)**

This course provides a study in select topics in calculus and discrete mathematics. The calculus

topics include parametric, polar, and vector functions; sequences and series; and multivariate functions. The discrete mathematics topics include discrete structures including sets, relations, functions, graphs, trees, and networks; propositional and predicate logic; and applications of discrete structures such as modeling and designing data structures. The historical development and perspectives of calculus and discrete mathematics will also be presented in this course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **MHE 502 - Modern Algebra for Teachers (3)**

The purpose of this course is to study the properties and relationships of basic algebraic concepts such as patterns and matrices as well as more familiar topics such as polynomials. Emphasis will be on problem solving, generalizing, and the development of algebraic thinking. Appropriate technology will be used to support mathematical reasoning. Candidates will create appropriate mathematical content for a class activity, consistent with the Common Core State Standards, incorporating a variety of strategies for a diverse population of students in the middle school grade levels. Pre-requisite(s): MHE 450 or equivalent or consent of coordinator of the program. Co-requisite(s): None. 3 semester hours

#### **MHE 510 - Geometry for Teachers (3)**

The purpose of this course is to study the properties and relationships of basic geometric concepts such as points, lines, angles, curves, surfaces, and solids. Candidates will be engaged in the construction, description, and analyses of geometric objects. Emphasis will be on informal reasoning, experimental methods, inductive and deductive arguments, and the development of mathematical thinking. Appropriate technology will be used to explore hypotheses and support mathematical reasoning. Candidates will create appropriate mathematical content for a lesson/unit, consistent with the Common Core State Standards, incorporating a variety of strategies for a diverse population of students from the middle through secondary school grade levels. Pre-requisite(s): MHE 450 or equivalent or consent of program coordinator. Co-requisite(s): None. 3 semester hours

#### **MHE 511 - Number Theory for Teachers (3)**

Number theory is the study of the whole numbers: their relationships, properties, and characteristics. Candidates will develop mathematical thinking skills and discover deep and subtle relationships between numbers; some of which are familiar to elementary and middle grade students. Candidates will create appropriate mathematical content for a lesson/unit incorporating a variety of strategies for a diverse

population of students from the middle through secondary school grade levels. Pre-requisite(s): MHE 450 or the equivalent or consent of program advisor. Co-requisite(s): None. 3 semester hours

#### **MHE 512 - Topics and Applications of Statistics and Probability (3)**

Candidates will be introduced to the concepts of statistical variability, randomness, stages of statistical investigations, forming questions that can be answered by data, and creation and implementation of surveys. They will learn about various data collection and data analysis methods and their applications to instructional contexts, and about making data interpretations related to original questions that have been posed. The historical development and perspectives of statistics and probability will also be presented in this course. Pre-requisite(s): MHE450 or equivalent or consent of program coordinator. Co-requisite(s): None. 3 semester hours

#### **MHE 515 - History of Mathematics (3)**

This course provides a survey of the historical development of mathematics from ancient times (Egyptians, Babylonians, Greeks and Romans) to early modern and modern times (17th through 21st century) with a focus on problem-solving. The historical context of mathematics is examined through biographies of various mathematicians focusing on the types of problems solved and the methods employed to solve them. Mathematical problems representative of significant contributions in numeration, algebra, geometry, combinatorics, and number theory are emphasized. This course is appropriate for teachers/teacher candidates in the special education, early childhood, elementary, middle, and secondary programs. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **MHE 523 - Differentiating Mathematics Instruction (3)**

The purpose of this course is to develop differentiation strategies for all students including English language learners and students with differing abilities. Candidates develop skills in assessing the match between differentiation strategies that support student academic achievement in mathematics and the attributes of a wide range of students including understanding the role of language, experiences, culture, learning styles, readiness, and abilities. Pre-requisite(s): MHE 450 or the equivalent or the consent of the coordinator of the program. 3 semester hours

#### **MHE 593 - Mathematics Education Capstone Seminar (3)**

This course provides an opportunity for candidates to integrate specific knowledge about mathematics



pedagogy, content, and cultural perspectives. Candidates will review research and produce an independent, self-directed research study under the guidance of a faculty mentor. Pre-requisite(s): MHE 485, MHE 501, MHE 502, MHE 503, MHE 510, MHE 511, MHE 512, MHE 515, MHE 523 or consent of the coordinator of the program. Co-requisite(s): None. 3 semester hours

## MIS - Management Information Systems

### MIS 103 - Introduction to Software Applications (5)

This course provides an introduction to the tools and techniques of management information systems. Students learn about and apply concepts and skills related to utilizing information systems to enable an organization to be more efficient and to build and maintain competitive advantage. Coverage includes hardware and software applications, e-commerce, network design, and a survey of common and cutting-edge information systems used in contemporary workplaces. Pre-requisite(s): BUS 101 or BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### MIS 417 - Network Management (5)

This course provides an overview of data communications and networks for IT and business professionals. The course covers the technical fundamentals of how networks function, studies real-life applications of network technology, and outlines network design and management issues faced by business and IT organizations. Students also examine the latest trends in communications and networking technologies and the new applications and architectures that these technologies enable. Pre-requisite(s): BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### MIS 424 - Developing and Managing Websites (2)

This course is an overview of the key technical and business issues associated with the design, development, and management of internal and external websites. In addition to providing hands-on experience with web development tools, the course addresses the roles, processes, and interfaces required for producing effective web sites. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

### MIS 433 - Developing and Managing Databases (5)

This course provides a foundation in design, implementation, and management of databases in today's business environment. The course covers the theory and applications of utilizing database

management software to solve common business problems and associated issues of data integrity and privacy. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### MIS 436 - Technology Applications in Management (5)

This course covers contemporary information technology concepts and applications and their use in business operations, managerial decision-making, and creating competitive advantage, both domestically and globally. Students explore common uses of information technology tools for managing knowledge, business intelligence, and productivity. Pre-requisite(s): BUS 430 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### MIS 437 - Data Mining and Warehousing (5)

This course is an introduction to the fundamental concepts of data mining including motivations for, and applications of, data mining. The course provides an overview of the ethics and privacy issues with respect to invasive use, and the exploration of data mining technologies. This course also introduces students to the techniques used in mining information from the web including logs, forms, cookies, user identification, and path analysis. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### MIS 456 - Securing Corporate Information (5)

This course focuses on the analysis and management of information and information systems security strategy, implementation processes, and associated technology used. The course covers ways in which risk and security of data systems can be investigated and mitigated in business and governmental agencies. Student examine examples of how major technological advances in computer and operating systems have placed data, as tangible corporate assets, at risk, and explore quantitative techniques for risk assessment and for qualitative decision making under uncertainty. Pre-requisite(s): BUS 430. or permission of Program Chair or designate Co-requisite(s): None. 5 quarter hours

### MIS 462 - Systems Development Life Cycle (5)

This course provides an overview of the systems development life cycle, including the phases of planning, analysis, design, building, testing, deployment, and support. The course covers the latest tools, techniques, and methodologies for developing business applications. Special emphasis is placed on understanding and specifying business requirements, then iteratively transforming requirements into a

system design. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **MIS 470 - Programming for Business Solutions (2)**

This course introduces students to basic computer programming concepts and how programming languages are used to solve business challenges. Students review the principles of programming logic and the approaches to using basic programming language structures to solve business problems. This course surveys a broad range of programming languages. Pre-requisite(s): BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 2 quarter hours

#### **MIS 471 - IT Project Management (5)**

This course covers the planning and management of IT projects. Students learn and apply principles, techniques, and tools for taking an IT project from inception to the delivery of business value. Special emphasis is placed on the interplay among IT project requirements such as scope, quality, productivity, budget, resources, and schedule. The course content is aligned with industry certifications (Project+ and the Project Management professional) though the course by itself does not prepare students for these certification exams. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **MIS 499 - Management Information Systems Capstone (5)**

In this capstone course, students integrate the business, technology, and management concepts from various courses in the B.S. in Management Information Systems program. Students apply analytical thinking to solving real-world business technology issues, develop business strategies, design IT-enabled business solutions, and construct and propose IT projects. Topics include applying project management tools available to increase IT project success, planning a systems development life cycle, and composing and critiquing a comprehensive career portfolio communicating the knowledge, skills, and abilities in management information systems obtained in the program. Pre-requisite(s): BUS 431, MIS 417, MIS 424, MIS 433, MIS 436, MIS 437, MIS 456, MIS 462, MIS 470 and MIS 471; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### **MKT - Marketing**

#### **MKT 235 - Marketing Principles (4)**

This course begins with the foundations of marketing and marketing's role in the firm. Students focus on

market research, consumer behavior, and the consumer purchase process. Hands-on assignments allow students to practice primary research activities such as online surveys and focus groups, as well as secondary research to identify and segment target markets.

#### **MKT 300 - Principles of Marketing (5)**

This course provides an introduction to the theories and practices of marketing. Students learn about and apply concepts and skills related to market analysis and strategy, situation analysis, and execution of the marketing mix. Coverage includes creation, communication, and delivery of value to targeted audiences, selected through the process of segmentation, targeting, and customer analysis, and concludes with the development of an effective marketing plan. Pre-requisite(s): BUS 101, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **MKT 458 - Marketing for Managers (5)**

This course provides experienced and aspiring managers with a thorough grounding in the principles of marketing as well as concepts of strategic marketing decision making. Coverage includes creation, communication, and delivery of value to targeted audiences, selected through the process of segmentation, targeting, and customer analysis, and concludes with the development of an effective strategic marketing plan. Pre-requisite(s): BUS 430; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

### **MTH - Math**

#### **MTH 100 - Introductory and Intermediate Algebra (5)**

This course covers the principles of basic and intermediate algebra, with a focus on logical reasoning, problem solving, and development of quantitative thinking skills. It emphasizes the connections between verbal, numeric, symbolic, and approaches to problems. Students study linear equations and inequalities in one variable; literal equations; systems of equations, in two variables; polynomials; quadratic functions; factoring techniques; and simplification of expressions involving integer exponents and radicals. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Developmental Course.

#### **MTH 101 - Introduction to Mathematical Concepts (5)**

This course provides the basic preparation for more specialized courses in mathematics as determined by the student's major. Topics include graphical,

symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, system of equations and inequalities, measurement, and geometry. Although emphasis is placed on the development of algebraic skills, problem solving is a main component of the course. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

#### **MTH 101L - Corequisite Lab for Math 101 (0)**

This lab supports MTH 101 through just-in-time review of foundational skills and additional practice aligned to milestone assignments of MTH 101. Emphasis is placed on problem-solving skills and quantitative reasoning. Intensive instruction and practice in graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, probability, and geometry. This lab enables students to develop math and reasoning skills quickly and complete college math requirements faster than a typical sequential model with prerequisite developmental courses. Pre-requisite(s): None. Co-requisite(s): MTH 101. 0 quarter hours

#### **MTH 102 - Statistical Foundations (5)**

This course provides an introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students. Students learn how to think about statistical issues, analyze data, and use basic statistical methods with understanding while de-emphasizing mathematical computation. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. The class time is split between the classroom and online work, some in an adaptive learning environment. A statistical calculator will be required for this course. This course counts towards the Quantitative Reasoning area of general education. Laboratory course is required for Pathways students. Pre-requisite(s): LAM100B or equivalent. Co-requisite(s): None. 5 quarter hours

#### **MTH 102H - Basic Statistics – Honors (5)**

This honors course provides a deeper introduction to descriptive and inferential statistics than the non-honors version of this course. Students learn how to think about statistical issues, analyze data, and use basic statistical methods with understanding while emphasizing mathematical computation and technology use. Topics include: experimental design,

data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A statistical calculator will be required for this course. This course counts in the Quantitative Reasoning area of general education. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): Basic Algebra or Equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

#### **MTH 105 - Math for Educators I (5)**

This course provides a foundation for mathematics that applies to the teacher candidate through a professional sequence. The content of this course prepares teacher candidates to acquire a deeper understanding of the mathematics content embedded in the Common Core standards including the 8 standards of practices. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

#### **MTH 105L - Corequisite Lab for Math 105 (0)**

This lab supports MTH 105 through just-in-time review of foundational skills and additional practice aligned to milestone assignments of MTH 105. Emphasis is placed on problem-solving skills and quantitative reasoning. Intensive instruction and practice in graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, probability, and geometry. This course enables students to develop math and reasoning skills quickly and complete college math requirements faster than a typical sequential model with prerequisite developmental courses. Pre-requisite(s): None. Co-requisite(s): MTH 105. 0 quarter hours

#### **MTH 115 - Math for Educators II (5)**

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. A weekly lab component is required. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): LAM 112 or MTH 105 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**MTH 115L - Corequisite Lab for Math 115 (0)**

This lab supports Math Content for Educators II (MTH115) through just-in-time review of foundational skills and additional practice aligned to milestone assignments of Math 115. Emphasis is placed on problem-solving skills and quantitative reasoning. The course includes intensive instruction and practice in the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. This course enables students to complete MTH 115 and 115L in the same term. Pre-requisite(s): MTH 105. Co-requisite(s): MTH 115. 0 quarter hours

**MTH 301 - Mathematics Content for Teachers: Problem Solving (5)**

This course provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Pre-requisite(s): MTH 101, MTH 105, and MTH 115 required. Co-requisite(s): None. 5 quarter hours

**MTH 307 - Investigatory Geometry and Measurement (5)**

This course investigates geometry and measurement and relates these to nature, art, and mathematical thought. Use of concrete materials and problem-solving techniques are included. Inductive approach provides students with another point of view as well as additional knowledge and skills. This course applies toward the mathematics concentration. Pre-requisite(s): MTH 115. Pre-requisite(s): None. 5 quarter hours.

Distribution: Mathematics.

**MTH 308 - Exploratory Probability and Statistics (5)**

This course provides a series of learning experiences drawn from real life problems that develop probability and statistical concepts and processes. These include organizing, presenting, and interpreting data; using probability models and statistical procedures; and developing probability and statistical models. This course applies toward the mathematics concentration. Pre-requisite(s): MTH 115 or consent of the department. Co-requisite(s): None. 5 quarter hours

Distribution: Mathematics.

**MTH 315 - The History of Mathematics: A Problem-Solving Approach (5)**

This course focuses on the evolution of mathematics from the development of numbers to present day discoveries. It emphasizes problem solving in order to relate historical ideas to modern applications. This course covers the history of computation, algebra, geometry, trigonometry, number theory, and combinatorics. It also introduces students to the lives of famous mathematicians in order to focus on the significance of their innovations. Pre-requisite(s): MTH 102 and MTH 101 or MTH 105 and MTH 115 ; or permission of Program Chair or equivalent. Co-requisite(s): None. 5 quarter hours

**OBD- Organizational Behavior, Development & Leadership**

**OBD 215 - Leadership in the Workplace (5)**

This course is an introduction to practical, real-life ways to connect the concepts of leadership to the world of work. Students learn how to be subject-matter experts in their field and have a comprehensive understanding of how the workplace operates. Students examine workplace success with an emphasis on decision-making, organization of operations, affecting change regardless of title, and how to succeed on a team. Laboratory course is required for Pathways students. Pre-requisite(s): Completion of necessary courses leading to the culminating capstone experience, or at the discretion of the program director. Co-requisite(s): None. 5 quarter hours

**OBD 415 - Training and Development (5)**

Training and development aims to enhance employees' knowledge, skills, and competencies to meet the current and future needs of both the individual and the organization. Adult learning theories, grounded in psychology and adult education, are foundational to this process. This course focuses on real-world application of the training and development cycle, including needs assessment and analysis, design, development, implementation, and evaluation. Pre-requisite(s): HRM 400; completion of 90+QH; and CGPA of 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**OBD 432 - Organizational Behavior (5)**

This course introduces students to the interrelated individual, group, and organization-level factors, that influence workplace interactions and performance. An interdisciplinary exploration of current research evidence and contemporary perspectives in the field

of organizational behavior provides students with valuable tools for developing managerial best practices in areas such as motivation, team development, decision making, and leadership. Pre-requisite(s): BUS 430, or permission of Chair or designate. Co-requisite(s): None. 5 quarter hours

**OBD 433 - Organizational Effectiveness and Development (5)**

Strategic organizations measure the effectiveness and growth of people and processes from short- and long-term perspectives and lead necessary organizational change initiatives. This course emphasizes how the human resource management function demonstrates and creates value by aligning day-to-day operational activities with the organization's vision, mission, and goals. Students explore systems theory and the organization development consultation process as well as intervention strategies for leading change to improve organizational effectiveness. Pre-requisite(s): HRM 400, completion of 90+QH; and CGPA of This is an advanced standing course that may count toward both baccalaureate and master's degrees. 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**OBD 450 - Culture of Learning Organization (5)**

Focusing on group dynamics this course uses a systems approach to analyze organizational culture and develop transformative strategies to create the culture of a learning organization. The course presents theories of learning organizations. Students learn practical organization development (OD) tools for diagnosing organizational culture, facilitating dialogue, resolving conflict, and creating an action research plan for transforming a dysfunctional team into a team that reflects the culture of a learning organization. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400; completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**OBD 451 - Diversity and Inclusion in the Organizational Culture (5)**

Diversity and inclusion are critical for organizations not only for regulatory compliance, but also for creating a healthy workplace and achieving business objectives. This course examines the theory, laws, ethics, and business case for diversity and inclusion. Students develop self-awareness of the demographic affiliations that comprise their own identities and explore the perspectives of underrepresented groups. Students further explore dysfunction associated with bias, stereotyping and discrimination, contrasting them with a healthy, inclusive workplace environment. This is an advanced standing course

that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HRM 400; completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

**OBD 487 - Leadership in Organizations (5)**

This course is a survey of leadership topics. Areas addressed include skills, traits, and contingency approaches to leadership along with newer constructs and leadership theories that are currently generating interest within organizations today. Some of those leadership theories are transformational leadership, charismatic leadership, authentic leadership, shared leadership, strategic leadership, change leadership, and emotional intelligence. Ethical considerations of leadership are also addressed throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Business Elective.

**OBD 488 - Leadership and Change (5)**

In a rapidly changing external environment it is critical that organizations and their leadership understand the need for timely change and effectively manage that change. Students learn to identify variables that may trigger the need for change, highlight leadership and communication skills necessary to design, implement, and effectively deal with resistance to change, and evaluate change initiatives. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Business Elective.

**OBD 489 - Contemporary Issues in Leadership (5)**

This course explores current and emerging issues in leadership. Identified by the popular press, industry leaders, business practitioners, and academics, these issues hold significant implications for organizations, organizational leadership, and society. Through a discussion-intensive format, students critically examine a broad range of contemporary leadership topics, such as gender, ethics, technology, and a variety of current workforce trends. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**OBD 515 - Training and Development (3)**

Training and development aims to enhance employees' knowledge, skills, and competencies to meet the current and future needs of both the individual and the organization. Adult learning theories, grounded in psychology and adult education, are foundational to this process. This course focuses on real-world application of the training and development cycle, including needs assessment and analysis, design, development,

implementation, and evaluation. Pre-requisite(s): HRM 509, or LAP 528, or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**OBD 533 - Organizational Effectiveness and Development (3)**

Strategic organizations measure the effectiveness and growth of people and processes from short- and long-term perspectives and lead necessary organizational change initiatives. This course emphasizes how the human resource management function demonstrates and creates value by aligning day-to-day operational activities with the organization's vision, mission, and goals. Students explore systems theory and the organization development consultation process as well as intervention strategies for leading change to improve organizational effectiveness. Pre-requisite(s): HRM 509, or LAP 528; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**OBD 550 - Culture of Learning Organizations (3)**

Focusing on group dynamics this course uses a systems approach to analyze organizational culture and develop transformative strategies to create the culture of a learning organization. The course presents theories of learning organizations. Students learn practical organization development (OD) tools or diagnosing organizational culture, facilitating dialogue, resolving conflict, and creating an action research plan for transforming a dysfunctional team into a team that reflects the culture of a learning organization. Pre-requisite(s): HRM 509 or LAP 528; or permission of Program Chair or designate. 3 semester hours

**OBD 551 - Diversity and Inclusion in the Organizational Culture (3)**

Diversity and inclusion are critical for organizations not only for regulatory compliance, but also for creating a healthy workplace climate and achieving the business objectives. This course examines the theory, laws, ethics, and business case for diversity and inclusion. Students develop self-awareness of the demographic affiliations that comprise their own identities and explore the perspectives of underrepresented groups. Students further explore dysfunction associated with bias, stereotyping and discrimination, contrasting them with a healthy, inclusive workplace environment. Pre-requisite(s): HRM 509 or LAP 528; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**OBD 633 - Organizational Effectiveness and Development (3)**

Strategic organizations measure the effectiveness and growth of people and processes from short- and long-term perspectives and lead necessary organizational change initiatives. This course emphasizes how the human resource management function demonstrates and creates value by aligning day-to-day operational activities with the organization's vision, mission, and goals. Students explore systems theory and the organization development consultation process as well as intervention strategies for leading change to improve organizational effectiveness. Pre-requisite(s): HRM 509, or LAP 528; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**OBD 650 - Culture of Learning Organizations (3)**

Focusing on group dynamics this course uses a systems approach to analyze organizational culture and develop transformative strategies to create the culture of a learning organization. The course presents theories of learning organizations. Students learn practical organization development (OD) tools for diagnosing organizational culture, facilitating dialogue, resolving conflict, and creating an action research plan for transforming a dysfunctional team into a team that reflects the culture of a learning organization. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**OBD 651 - Diversity and Inclusion in the Organizational Culture (3)**

Diversity and inclusion are critical for organizations not only for regulatory compliance, but also for creating a healthy workplace and achieving business objectives. This course examines the theory, laws, ethics, and business case for diversity and inclusion. Students develop self-awareness of the demographic affiliations that comprise their own identities and explore the perspectives of underrepresented groups. Students further explore dysfunction associated with bias, stereotyping and discrimination, contrasting them with a healthy, inclusive workplace environment. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PHI - Philosophy**

**PHI 101 - Philosophy in Today's World (5)**

This is an introduction to rigorous thought about a variety of concepts and problems of fundamental significance. You will be introduced to methods of philosophical analysis, the clarification of important concepts, the careful appraisal of arguments and theories, and the sheer breadth and variety of philosophical concerns. The course aims to enable you to write more clearly, think more deeply, and pursue your intellectual interests both with more

attention to detail and with an eye to the "bigger picture". Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Humanities.

### **PHI 107 - Ethics, Logic and Critical Inquiry (5)**

This course examines inductive and deductive arguments related to the nature of right and wrong, good and evil, the grounds of moral choice and decision, and the resolution of moral conflicts. Students will learn to recognize how inductive and deductive arguments are used in critical thinking, reconstruct the arguments from multiple perspectives, and evaluate the merits of the arguments from ethical and logical perspectives. Students will be able to recognize the ethical and logical arguments from a variety of sources such as news, politics, advertisements, and literature. Students will be able to provide informal reconstructions of these arguments in their own words. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

### **PHI 210 - Educational Philosophy-A Historical Account (5)**

This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

## **PJM - Project Management**

### **PJM 300 - Overview of Project Management (2)**

This course covers the basic concepts of planning and managing projects. Students learn how to effectively apply the principles, techniques, and tools of project management, with an overarching emphasis on the interplay among project requirements including stakeholder, budget, quality, risk, and schedule management. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

### **PJM 454 - Project Management (5)**

This course helps students become more effective at planning and managing projects of any type. Students learn and apply principles, techniques, and tools for taking a project from inception to delivery, with an emphasis on creation of business value. Special emphasis is placed on the interplay among project requirements, such as scope, budget, quality, risk, and schedule. Pre-requisite(s): BUS 430 or permission of Program Chair or designate. CO-requisite(s): None. 5 quarter hours

### **PJM 520 - Project Management Applications (3)**

This course explores the functions performed by a professional project manager and the value of efficiently planning and managing projects. Students learn and apply the principles, techniques, and tools for managing the five phases of project lifecycle: initiating, planning, executing, monitoring/controlling, and closing projects. They further review best practices in stakeholder management, policy inclusion, budget analysis, quality assurance, risk mitigation, and schedule management, as well as applications of project management in a variety of professional fields. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

## **PPA - Public Policy and Administration**

### **PPA 500 - Foundations of Public Administration (3)**

This course introduces the key theories, concepts, and practices in the field of public administration by examining the history, traditions, and controversies in the field; exploring how politics, policy and administration interact; and reflecting on the changing nature of public policy and administration in the United States. Major topics include organizational theory and behavior, the role of bureaucracy in the political process, human resource management, issues of discretion, accountability, and an exploration of a personal and professional commitment to public service. Pre-requisite(s): Graduate standing, or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

### **PPA 502 - Public Policy Analysis (3)**

This is an introductory course on public policy analysis. Policy analysts are responsible for defining and framing public policy issues, identifying and evaluating strategies for addressing policy challenges, and putting forth recommendations on how to effectively address policy issues. This course helps students understand the role that policy analysis plays within the policymaking cycle, become critical consumers of policy analysis, and equips them with the skills necessary to write and present a

professional policy analysis report. Pre-requisite(s): PPA 500; or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 503 - Leadership of Public and Nonprofit Organizations (3)**

This course introduces students to theories of leadership and applies them to managerial challenges facing public and nonprofit organizations. Students discuss the historical development of public and nonprofit organizations; public and nonprofit organizational structures; distinctions and similarities in mission, values, and cultures; collaboration between the two sectors; tools for effective leadership; the impact of public policy on operations; and strategies for improving decision making within the organization. Pre-requisite(s): PPA 500 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 504 - Administrative Law and Ethics (3)**

This course reviews legal aspects of policy implementation within administrative agencies and their oversight by the courts. Students examine the growth of administrative power; conflict of interest laws; administrative decision-making processes; the constitutional context of administrative action; government agency actions of rulemaking, adjudication, and enforcement of law and regulations; transparency; and judicial review. The course also addresses ethical challenges faced by public administrators while carrying out their administrative duties. Pre-requisite(s): PPA 500 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 505 - Urban Community Development (3)**

This course provides an overview of community planning and urban development. The course focuses on the historical and contemporary relationships between urban social patterns, federal policies, and neighborhood initiatives. Students will examine factors that contribute to disparities in urban communities and the challenges of managing, planning and implementing policy across diverse groups. Students analyze and evaluate how metropolitan development, proposed and implemented projects, and sociopolitical dimensions of community programs affect planning and development. Students also examine initiatives in the Chicago metropolitan area or a metropolitan area of their choice and develop a research project on a specific planning initiative. Pre-requisite(s): PPA 500 and RES 510. Co-requisite(s): None. 3 semester hours

**PPA 510 - Urban Inequality and Social Change (3)**

This course provides a review of the foundational theories of urban society. Students assess the impact that public and social institutions have on inequality within the urban environment. They further identify causes of poverty and inequality within the urban environment and examine strategies for addressing social challenges related to urban poverty. Students also analyze strategies used to impact urban policy making with the intended goal of bringing forth social change. Pre-requisite(s): PPA 500 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 512 - Professional Writing and Communication in Public Policy and Administration (3)**

This course prepares students with the essential professional writing and communication skills in public policy and administration. Students will learn about the principle formats of public policy writing and communication, including backgrounders, white papers, one-pagers, talking points, Op-eds, memos, grant proposals, public hearings and presentations. Students will develop their writing skills through weekly writing assignments and hone their public speaking skills in formal and informal contexts. Pre-requisite(s): PPA 500. CO-requisite(s): None. 3 semester hours

**PPA 520 - International Dimensions of Public Policy (3)**

This course introduces students to international comparative approach to public administration and policymaking. Through a combination of policy analysis, empirical research, and case studies, students examine approaches to public administration and policy development and implementation in a number of industrialized societies. Readings and discussions address topics such as social welfare, education, maternity/paternity leave, immigration, sustainable development, economic development, finance and organizational management, and international aid. Students collect, evaluate, and analyze information and data to make systematic comparisons between public policies in different societies. Pre-requisite(s): PPA 500, RES 510 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 530 - Contemporary Immigration in a Global Perspective (3)**

This course examines contemporary theories of citizenship and immigration policies across a selection of political contexts. The course contextualizes the historical, political, and socio-economic factors that shape household migration decisions, remittances, illegality and legality, and intergenerational dynamics, among other issues. Students will examine how humanitarian and law enforcement regimes have politicized immigration



policy and how this politicization may facilitate and hinder immigrant incorporation in practice. As a class, students apply their theoretical knowledge in the examination of a particular immigration policy issue through qualitative and quantitative research. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

**PPA 532 - Gender, Race, and Culture in the Public Sector (3)**

This course recognizes that gender, race, and culture must be addressed in public policy to achieve equality. Readings focus on how constructions of gender, race, and culture inform and are informed by civil society, political discourse, and economic and political structures. The course considers a range of theories and case studies, including: health care, child care, race, minimum wage, affordable housing, gender gaps in education, property rights, culture, international migration, reproductive labor, and reproductive social justice. Students use intersectionality as theory and method to engage in how equality practices in the public sector and policy initiatives address gender, racial, and cultural issues. Pre-requisite(s): PPA 500 or another Master level gateway course equivalent by approval of Program Director. Co-requisite(s): None. 3 semester hours

**PPA 542 - International Public Service (3)**

This course introduces students to international dimensions of public administration, including the institutions, organizations, and actors involved in international development. Students will learn key concepts and techniques in international public service and apply them to a series of in-depth case studies, examining the ways cultures, histories and political contexts shape public policy formation and implementation. Students will also examine and reflect upon the core tenants of effective leadership in the global public sector. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

**PPA 560 - Public Finance and Budgeting (3)**

This course investigates public finance and budgeting from both theoretical and applied perspectives. The theoretical component explores theories related to public sector intervention into the free market economy, governmental revenues, and how decisions are made about public expenditures. The applied component of this course explores the strategies used by public agencies to meet a wide range of objectives, such as defense, health, social service, economic development, and education. Pre-requisite(s): PPA 500 and RES 510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 590 - Internship in Public Policy and Administration (1 TO 3)**

The internship enables students to integrate academic theory with experiential learning while working in a public or non-profit organization. In a placement of their choosing, students will consider concepts such as participation, citizenship, and democracy and reflect on what constitutes good policymaking, administration and management. Students will have supervised fieldwork, generate reflections, briefs and papers that make sense of the internship within the larger context of citizenship and social justice. Students must complete a minimum of 45 hours of internship and related activities per semester credit hour earned, up to 3 semester credit hours total. Pre-requisite(s): PPA 565 and PPA570 or permission of program Chair or designate. Co-requisite(s): None. 1-3 semester hours

**PPA 593 - Capstone in Public Administration (3)**

This course serves as the capstone course for the Master of Public Administration (MPA) program. Students demonstrate the acquisition of MPA program learning outcomes through the development of a professional portfolio that assesses and integrates work completed in prior courses with additional work completed in the capstone course. They further delve into the concepts of creating, measuring, and recognizing public value, as well as forecasting trends in public administration that are likely to impact clients, agencies, and taxpayers. Pre-requisite(s): PPA 500, RES 510, PPA 502, PPA 503, PPA504, PPA 560, LAP 693, HRM 505; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 595 - Special Topic in Public Policy and Administration (3)**

In-depth study of a contemporary public policy and administration topic. As the topic varies each term, students may register at most twice. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

**PPA 599 - Master's Thesis in Public Policy and Administration (3)**

The thesis is a formal written document which investigates a public policy and administration theory, a particular public policy case study, or the relationship between a public policy and/or public policy administration theory and a case study as the result of disciplined inquiry, under the supervision of a faculty member. Pre-requisite(s): PPA 512, PPA 560, PPA 565, and PPA 570; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**PPA 599X - Thesis Continuation (0)**

Continuous registration required until thesis is complete. Pre-requisite(s): Masters standing, consent of instructor, and prior registration for the required

number of hours in PPA 599. Co-requisite(s): None. 0 semester hours

## PSYD - Clinical Psychology

### PSYD 509 - Graduate Academic Writing (3)

This writing course is designed to help doctoral students enhance their critical reading, thinking, and academic writing skills and prepare them to write successfully across a range of writing tasks. Students review the functional elements of grammar, mechanics, and APA style of professional writing, and progress to higher-level academic writing genres. This is a Credit/No Credit Course. Credits earned in this course do not apply to the degree requirements. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 700 - History and Systems (3)

(Formerly PP 7000). This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 701 - Lifespan Development (3)

(Formerly PP 7010). This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 702 - Ethics and Law in School Psychology (3)

(Formerly PS 7012). This course explores ethical and legal issues related to professional conduct as a school psychologist. Students also learn about government laws, regulations, and guidelines dealing with the education and evaluation of students with disabilities, disabilities, including examination of multiple sources of special education law. Students explore ethical reasoning APA ethical principles, state

regulations with respect to licensure/credentialing, complain resolution and confidentiality procedures. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 704 - Cognition and Affective Processes (3)

(Formerly PP 7040). This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 705 - Biological Bases of Behavior (1.5 TO 3)

(Formerly PP 7051). This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones. Pre-requisite(s): None. Co-requisite(s): None. 1.5-3 semester hours

### PSYD 706 - Social Psychology (3)

(Formerly PP 7060). Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### PSYD 708 - Personal and Professional Development Group (1 TO 2)

(Formerly PP 7080). This course offers a group experience, over one to three semesters, which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students learn to increase self-awareness and empathic understanding of others, practice more effective listening and communication skills, and work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists. Pre-requisite(s): None. Co-requisite(s): None. 1-2 semester hours

### PSYD 710A - Professional Issues: Ethics, Conduct, and Law (1.5 TO 3)

(Formerly PP 7100). This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 710B - Professional Issues: Ethics, Conduct, and Law (1.5 TO 3)**

(Formerly PP 7100). This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 711 - Professionalization Group I (1)**

(Formerly PP 7110). These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 712 - Professionalization Group II (1)**

(Formerly PP 7111). This course is a continuation of Professionalization Group I Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 714 - Directed Study: Pre-Practicum (3)**

(Formerly PS 7014). This course enables students to apply various models and methods of social-emotional assessment to identify children and adolescents' strengths and needs in social emotional functioning. Students use theoretical foundations to the application of models and methods of systematic data collection commonly used in the school psychology field. Students integrate data from various sources in making empirically based decisions, determining, planning, and in evaluating services. Students' ability to assist school personnel with

computer based test scoring, and the interpretation and applicability of the data collected are reinforced. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 719 - Health and Human Dysfunction I (1 TO 3)**

(Formerly PP 7320). The assessment, etiology, description, understanding, and treatment of the mild to moderate range of psychological, personality and behavioral disorders of adulthood are covered. This may include adjustment disorders, anxiety disorders, mild affective disorders, and mild to moderate personality disorders. A methodology for organizing clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these disorders are covered. The role of contextual factors in understanding and treating these disorders are included. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 720 - Statistics and Research I (3)**

(Formerly PP 7200). The first of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 721 - Advanced Quantitative Methods (1.5)**

(Formerly PP 7211). This course provides an in depth examination of advanced quantitative research methods, including an analysis of their strengths and weaknesses. Topics addressed include: multilevel modeling, regression with dichotomous data, covariance techniques, principal components and true factor analyses, path analysis and confirmatory factor analysis. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 722 - Health and Human Dysfunction II (3)**

(Formerly PP 7321). The assessment, etiology, description, understanding, and treatment of the more severe psychological disorders are covered. Included in the study are schizophrenia spectrum, affective disorders, and borderline disorders. Various theories and empirical research on the etiology and treatment of these disorders are included. Emphasis is on the recognition of the continuum of basic psychological processes in normal and severely disturbed experience. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 723 - Research Methods (1.5 TO 3)**

(Formerly PP 7203). This course is a survey of the major methods utilized in empirical clinical practice and program evaluation. Students learn experimental, quasi-experimental, and systematic single-subject designs, as well as principles and strategies of program evaluation and quality assurance in the delivery of mental health services in a variety of clinical settings. Initial formulations of clinical research proposals are encouraged. Pre-requisite(s): None. Co-requisite(s): None. 1.5-3 semester hours

**PSYD 724 - Advanced Qualitative Methods (1)**

(Formerly PP 7210). This course is an advanced study of qualitative research methodologies. The course addresses theories and models of qualitative research, methods and approaches to qualitative research, and process and issues of analyzing and writing qualitative research. Topics addressed may include ethnography, case study, phenomenology, use of interviews and observation, grounded theory, and narrative analysis. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 726 - Statistics, Research, and Psychometrics (3)**

(Formerly PP 7206). This course continues from the content of PSYD 720 Statistics and Research I to further develop research skills and to include psychometrics and test construction. The course emphasizes the development of critical thinking skills and the methodological tools necessary for scholarly and clinical use, interpretation, and formulation of psychometric tools, analyses, and data. The course will include a review and consolidation of introductory multidimensional statistics (MANOVA and multiple regression) and an introduction to factor analysis. These will be used as a foundation for measurement theory and test construction, including topics in reliability and validity, factor scores in assessments, item analyses, and the relationship between objectives and outcome assessments. These skills will be applied to analyses of and development of research designs. Ethics, diversity, and legal issues in research and test construction will be emphasized. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 728 - Psychology and Trauma (3)**

(Formerly PP 8015). This course addresses the psychological impact of trauma on individuals and communities, as well as treatment of trauma-related disorders. Trauma is examined in a broad context, including terrorism, natural disasters violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 730 - Psychopathology I (3)**

(Formerly PP 7206). This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the DSM, are presented and examined. Attention is also given to diagnostic interviewing, including a review of semi-structured interviews and opportunities for role-play. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 731 - Psychopathology II (3)**

(Formerly PP 7301). A continuation of PSYD 730 Psychopathology I, this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play. Pre-requisite(s): None. Co-requisite(s): 3 semester hours

**PSYD 732 - Child and Adolescent Development (3)**

(Formerly PP 7020). This course focuses on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. The normative course of the individuation is the subject of the course, with some consideration, by implication and class presentations, given to the genesis and epigenesis of psychopathology. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 733 - Child and Adolescent Psychopathology (3)**

(Formerly PP 7330). This course examines the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 735 - Clinical Supervision (1.5)**

(Formerly PP 7352). The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-

centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 736 - Clinical Interviewing (3)**

(Formerly PP 7365). This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 737 - Cognitive Assessment (3)**

(Formerly PP 7370). This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 739 - Basic Intervention Skills and Models (1.5)**

(Formerly PP 7369). This course provides an overview of the major theoretical approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, as well as integrative models, including the establishment of therapeutic relationships, the integration of assessment and intervention, termination and accountability and evaluation of treatment. Pre-requisite(s): None, Co-requisite(s): None. 1.5 semester hours

**PSYD 740 - Issues in the Assessment and Treatment of Diverse Populations (3)**

(Formerly PP 7340). This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic

populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African various ethnic, cultural, LGBT, and disabled populations. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 741 - Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)**

(Formerly PP 7341). This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Special emphasis is placed on facilitating student awareness of biased attitudes, as such attitudes may negatively impact relations with individuals and groups who are sensitized to issues of discrimination. Theory and research are reviewed so as to understand cultural differences and the interplay between concepts of pathology, treatment, and cultural stereotyping. Information is provided concerning the unique mental health needs of African Americans, Asians, Hispanics, and Native Americans. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 744 - Issues in the Assessment and Treatment of Diverse Populations II (1.5)**

(Formerly PP 7344). This course is a continuation of Issues in the Assessment and Treatment of Diverse Populations. Pre-requisite(s): PSYD 740. Co-requisite(s): None. 1.5 semester hours

**PSYD 750 - Consultation and Supervision (3)**

(Formerly PP 7050). This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of service delivery are considered. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 751 - Physiological Psychology (3)**

(Formerly PP 7050). This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy, physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 752 - Personality Assessment (4)**

(Formerly PP 7520). Administration, interpretation, and theory of major projective tests are presented. Objective personality testing is introduced. Coherent description of personality process is the focus. Pre-requisite(s): None. Co-requisite(s): None. 4 semester hours

**PSYD 753 - Survey of Diversity and Multicultural Psychology (3)**

(Formerly PP 7339). This course combines an overview of issues of diversity and multicultural competence relevant to the field of clinical psychology with a focus on self-understanding in a diverse society. The clinical relevance of attribution, stereotyping, oppression, acculturation, identity development, and other related phenomena will be surveyed. Also, students will be given opportunities to reflect on their own personal and professional development and on the statuses and categories they occupy through discussions, activities, assignments, and exams. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 754 - Psychology of Women (3)**

(Formerly PP 8616). Through the use of readings, lecture and group process, theories are examined dealing with female personality development and gender-related psychopathology such as depression and anorexia. Also included are an exploration of problems women may encounter, including rape, incest and abuse. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are discussed. Pre-requisite: None. Co-requisite(s): None. 3 semester hours

**PSYD 755 - Consultation in Diverse Settings (1.5 TO 3)**

(Formerly PP 7550). This course is designed to familiarize students with the many ways and arenas in which clinical psychologists can function as consultants (including business, private practice, community settings, education, healthcare, and others). It is designed to help students understand the various processes of consultation and management, drawing from principles and procedures found within psychology and related disciplines. Pre-requisite(s): None. Co-requisite(s): None. 1.5-3 semester hours

**PSYD 760 - Clinical Psychopharmacology (3)**

(Formerly PP 7360). This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 762 - Integrated Healthcare Psychology (1.5)**

(Formerly PP 7620). This course offers an introduction to the basic principles and practices of Integrated Care operations. This course focuses on providing students with a broad understanding of Primary Care, the changing landscape of mental health delivery systems, and how multi-disciplinary work is accomplished in relation to other healthcare professionals. Theories and practices of multi-model treatment paradigms as well as relevant research are also addressed. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 769 - Integrated Forensic Assessment (3)**

(Formerly PP 7391). Designed to prepare students for their diagnostic practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and Forensic assessment measures. This course will help students further develop their assessment skills specifically with populations engaged in the criminal or civil justice system. Students will learn the ethics of forensic assessment, the proper consideration of referral questions, and the skill of accurately weighing data. They will learn to prepare meaningful assessments, applying basic familiarity of law and legal considerations to their assessments. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 770 - Integrated Projective Assessment (3)**

(Formerly PP 7393). Designed to prepare students for their diagnostic practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and projective assessment measures. Emphasis is placed on developing the skills necessary to interpret projective measures including the Thematic Apperception Test and the Rorschach, using new scoring guidelines and standards. All assignments will focus on interpreting and integrating mini-batteries and full batteries of test results in reports with a particular emphasis on children and adolescents. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 771 - Objective Personality Assessment (3)**

(Formerly PP 7371). This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures

of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 772 - Projective Personality Assessment (3)**

(Formerly PP7372). This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 773 - Integrative Assessment (3)**

(Formerly PP 7373). The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 774 - Integrated Neuropsychological Assessment (3)**

(Formerly PP 7392). Designed to prepare students for their diagnostic practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and neuropsychological assessment measures. This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted in light of all of the data available. The course builds skills in the gathering of valid information and data; the integration of assessment data, across multiple evaluative modalities; and the communication of results toward answering a specific question and treatment recommendations to referral sources, and the consumers of assessment information. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 789 - Advanced Group Leadership I (1.5)**

(Formerly PP 7400). The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two

consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 790 - Advanced Group Leadership (0 TO 1.5)**

(Formerly PP 7401). This course is a continuation of Advanced Group Leadership. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 801 - Integrative Approaches to Therapy (3)**

(Formerly PP 8041). This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 802 - Person-Centered and Experiential Theory and Therapy (3)**

(Formerly PP 8020). This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 804 - Acceptance and Commitment Therapy (1.5)**

(Formerly PP 8014). A theoretical and practice-focused course on the fundamentals of Acceptance and Commitment Therapy (ACT), including philosophical foundations, theoretical antecedents, ACT theoretical and clinical conceptualization, and treatment applications. Conceptualization and practice development is stressed via didactics, demonstrations, experiential exercises, therapy role-playing, and videotapes. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 805 - Family and Couples Therapy (3)**

(Formerly PP 8050). This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 806 - Psychoanalytic Theory and Therapy (3)**

(Formerly PP 8040). The course integrates psychoanalytic theories of personality with a study of the technique of psychoanalytic psychotherapy. Attention is given to actual case material and the role of the therapist in analytically oriented treatment. The psychoanalytic perspective on therapeutic process is explored both from classical and more recent analytic viewpoints. Students are introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for therapeutic technique. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 809 - Cognitive Behavioral Theory and Therapy (3)**

(Formerly PP 8010). Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 810 - Family and Couples Assessment (3)**

(Formerly PP 8103). Theory and skill training in the assessment of couples and families are emphasized. Objective and observational assessment techniques for use in a variety of settings (individual, family, and couples therapy, premarital counseling, child custody evaluations, etc.) will be explored. The course will also provide a grounding in psychometrics theory and teach students to critically evaluate measures for suitability for clinical use. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 811 - Advanced Interventions with Diverse Populations (1 TO 3)**

(Formerly PP 8118). This course will focus on the advanced practical clinical applications of working with diverse populations. The aim is to continue to develop and assess the cultural competence of the student clinician. This course will include practice-oriented models for individual, couples, and family interventions, as well as non-conventional mental

health interventions (e.g., community-specific workshops, outreach, and consultation endeavors) that may also be relevant to and appropriate for diverse populations. Readings will focus on the continued clinical application of cultural competence. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 814 - Directed Study: Pre-Practicum (1 TO 3)**

(Formerly PP 8140). This supervised course provides an opportunity for students to gain experience prior to enrollment in the required practicum. Students enrolled in this course also meet regularly with the director of Clinical Training or a faculty member for additional supervision and input. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 820 - Diagnostic Practicum and Seminar I (3)**

(Formerly PP 8201). The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 821 - Diagnostic Practicum and Seminar II (3)**

(Formerly PP 8202). The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 822 - Diagnostic Practicum & Seminar II – Extended (1)**

(Formerly PP 8210). The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty



member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hours

**PSYD 823 - Intervention Practicum and Seminar I (1)**

(Formerly PP 8203). The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hours

**PSYD 824 - Intervention Practicum and Seminar II (3)**

(Formerly PP 8204). The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 825 - Intervention Practicum and Seminar Extended (1)**

(Formerly PP 8205). The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group

consultation. Pre-requisite(s): None. Co-requisite(s): None.

**PSYD 826 - Advanced Practicum and Seminar (1 TO 2)**

(Formerly PP 8206). This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 831 - Advanced Practicum II (1)**

(Formerly PP 8311). This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 834 - Therapy Practicum and Seminar IV (0 TO 3)**

(Formerly PP 8204). Practicum in either psychodiagnostics or psychotherapy for the purposes of gaining entry level skills. Pre-requisite(s): None. Co-requisite(s): None. 0-3 semester hours

**PSYD 838 - Interventions I (3)**

(Formerly PP 8038). This course is the first in a two-class sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base regarding various approaches to psychological intervention, to apply that information to case examples, and to offer an increased understanding of the process of professional development. In addition, some attention is given to empirically validated treatments and current research in this area. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 839 - Interventions II (3)**

(Formerly PP 8039). This course considers basic issues in the general conduct and processes of psychotherapy. Attention is given to understanding, demonstrating, and practicing the skills involved in developing core therapeutic conditions and the process of emotional discovery. Brief psychotherapy models are also considered. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 840 - Psychology and Trauma (3)**

(Formerly PP 8015). This course addresses the psychological impact of trauma on individuals and communities, as well as treatment of trauma-related disorders. Trauma is examined in a broad context,

including terrorism, natural disasters, violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 847 - Adult Development and Aging (3)**

(Formerly PP 8470). This course concentrates on the health development of the individual personality during the second half of the lifespan, from early adulthood through the process of aging. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural and transcultural dimensions of personality development are examined. The normative path of individuation is the subject of the course, with some consideration, through class presentations, given to the genesis and epigenesis of psychopathology. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 849 - CRP Proposal Development (1 TO 3)**

(Formerly PP 8499). The objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing her/his research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and delimitations, bibliography, APA style, and regulations on research with human style, and regulations on research with human methodologies is also included. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 850 - Clinical Research Project Seminar (1)**

(Formerly PP 8500). The first of three required Clinical Research Project (CRP) courses, the CRP Seminar meets for an hour once a week. It is designed to provide a forum to help students develop their CRP proposal. Students are encouraged to register for and attend the CRP Seminar once they have a CRP topic and are in the process of writing their research proposal. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 851 - Clinical Research Project (1 TO 3)**

(Formerly PP 8501). This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty

committee. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**PSYD 851B - Clinical Research Project II (1)**

(Formerly PP 8502). This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee. Pre-requisite(s): PSYD 851. Co-requisite(s): None. 1 semester hour

**PSYD 851X - Clinical Research Project Extension (0)**

(Formerly PP 8501). Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project Extended each semester. Pre-requisite(s): PSYD 851. Co-requisite(s): None. 0 semester hour

**PSYD 852 - Clinical Research Project- Extended (1)**

(Formerly PP 8504). Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended. Pre-requisite(s): PSYD 851. Co-requisite(s): None. 1 semester hour

**PSYD 858 - Clinical Hypnosis (1.5)**

(Formerly PP 6675). This course introduces the student to the basics of clinical hypnosis. Topics to be covered include historical and theoretical foundations, myths and misconceptions regarding clinical hypnosis, hypnotizability, use of clinical hypnosis in practice, possible dangers and adverse reactions, ethics and professional issues. This course may be approved by the American Society of Clinical Hypnosis (ASCH) for basic training requirements towards membership and/or ASCH certification. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 860 - Group Psychotherapy (3)**

(Formerly PP 8060). This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 861 - Advanced Cognitive Behavioral Psychotherapy (3)**

(Formerly PP 8011). An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing "Third Wave" cognitive behavioral theories and practice. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, audiotapes and videotapes Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 864 - Advanced Treatment of Anxiety Disorders (1.5)**

This course will address issues related to the conceptualization and treatment of anxiety disorders. An interdisciplinary perspective will be used to gain an understanding of the pathogenesis and course of panic, phobias, obsessive-compulsive disorder (and OCD spectrum illnesses), post-traumatic stress, etc., which will integrate cognitive-behavioral, neurobiological, and psychodynamic paradigms. Assessment and treatment considerations will be discussed in relation to common co-morbid disorders, differential diagnoses, and dual diagnoses. Theories of treatment and relevant research findings will be highlighted during class discussions. Students will have the opportunity to apply the concepts to clinical cases and evaluate the effectiveness of treatment. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 865 - Assessment and Treatment of Substance Use Disorders (3)**

(Formerly PP 8650). This course focuses on the examination of substance abuse and dependence disorders along with the relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, as well as nonpsychologically based approaches to prevention and treatment. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 871 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)**

(Formerly PP 8701). This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 872 - Neuropsychological Assessment I (3)**

(Formerly PP 8720). This course covers the scientific basis of neuropsychology. Brain-behavior relationship, the research of neuropsychological assessment techniques, and the problems and utility of neuropsychological evaluation are covered. Various aspects of head injury and rehabilitation are presented. Students develop skills in the use of neuropsychological screening instruments through the administration and interpretation of these techniques. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 873 - Neuropsychological Assessment II (3)**

(Formerly PP 8721). This advanced assessment course introduces students to a more comprehensive understanding of CNS functioning; both pediatric and geriatric variables are explored toward theoretical understanding of neuropsychological assessment of special populations. This course also includes diversity variables (e.g., racial and gender) as part of the assessment process. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 875 - Child Assessment (3)**

(Formerly PP 8705). This course provides an introduction to commonly used child assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**PSYD 890A - Internship (.5 TO 1.5)**

(Formerly PP 8900A). This course offers a supervised field experience in a variety of community settings. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 890B - Internship (.5 TO 1.5)**

(Formerly PP 8900B). This course offers a supervised field experience in a variety of community settings. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 890C - Internship (.5 TO 1.5)**

(Formerly PP 8900C). This course offers a supervised field experience in a variety of community settings. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**PSYD 895A - Special Topics: Women and Mental Illness (1.5)**

(Formerly PP 8950). Women are diagnosed with mental illness at higher rates than men, and many DSM-5 disorders are disproportionately diagnosed in women. This course will explore the gender

discrepancy in many disorders utilizing a contextual, historical, biopsychosocial perspective. Students will explore how the lived experiences of women (including gender role socialization and high rates of trauma) may contribute to mental illness, critically analyze existing diagnostic systems, understand the dangers of gender-based diagnostic bias, and consider effective prevention and treatment strategies. In order to understand the etiology of disorders, students will consider cross-cultural research and understand the differential and protective factors for women from diverse backgrounds. The course format will mirror that of the DSM-5 system, providing an in-depth attempt to analyze the gender differences within many major categories that predominately affect women. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hour

**PSYD 895B - Special Topics: Working with LGBT populations (1.5)**

(Formerly PP 8950). This course is designed to help students understand and appreciate the historical context of the social and psychological understanding of sexual orientation and the evolution of the gay/lesbian/bisexual/trans rights development surrounding these issues from an unique individualistic perspective; explore the theoretical frameworks differentiate between various theories of the etiology of sexual orientation as well as models of identity development; critically assess the current controversies and challenges in the field of gay/lesbian/bisexual psychology (e.g., therapeutic issues, relationships, diversity, gender, AIDS, etc.); achieve an understanding and respect for the field of gay/lesbian/bisexual psychology as well as develop their personal points of view; review and potentially offer comment to APA Transgender Taskforce on the call for comments for the new Transgender Guidelines and thoroughly address the WPATH standards for working with trans clients. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 895C - Special Topics: Latinx Psychology (1.5)**

This course provides an overview of psychosocial factors impacting Latinx populations' mental health and services accessibility and utilization. The course will also explore the unique heterogeneity, cultural characteristics, language, acculturation experiences, and minority status of Latinx populations in the United States as well as culturally effective ways to provide psychological services to meet the needs of Latinx individuals. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 895D - Special Topics: Forensic Assessment (1.5)**

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment, and introduces aspects of effective expert witness testimony and report writing. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 895E - Special Topics: Child Interviewing (1.5)**

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment and intervention techniques, and introduces aspects of effective expert witness testimony and report writing. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

**PSYD 895F - Special Topics: Death, Dying and Bereavement (1.5)**

This course offers a broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals; burial; mourning and grief practices; grief counseling; suicide and euthanasia. Discussion and exploration regarding broad issues of loss. Readings and classroom activities will be supplemented by students' self-exploration and writing on feelings, attitude and beliefs about death. Pre-requisite(s): None. Co-requisite(s): 1.5 semester hours

**PSYD 895G - Special Topics: Object Relations (1.5)**

This course presents an overview of the historical origins of object relations theory (British and American Schools) and self-psychology focusing primarily on such clinical fundamentals as the attachment, Kleinian positions, transference, countertransference, projective identification, and the 'corrective emotional experience'. Diagnostic and assessment considerations will center on ways to recognize and treat symptom neurosis, indications of character disturbance and their usefulness in the understanding and treatment particularly along the borderline/narcissistic spectrum, etc. Particular attention will be paid to how to utilize the models in clinical work. Readings and class discussions are geared to deepen the students' understanding of the relevance of the developmental model to the practice of therapy. The course will be designed mainly as a readings seminar. Students will be exposed to a broad array of contributors to the field. Class time will be spent discussing concepts from the readings, and considering their implications for use in the process

of therapy. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

## PSY - Psychology

### PSY 101 - Introduction to Psychology (5)

This course surveys questions about the role of Psychology in one's personal life. One of the best aspects of Psychology is that you are the subject matter. The great controversies of psychology are presented including: nature and nurture, free will, mind/body, human/group differences, and the treatment of those with mental health needs. The range of theoretical perspectives including biological, evolutionary, cognitive, social/emotional and psychoanalytic are discussed. Among the topics discussed are development, learning, memory, perception, personality, motivation, social behavior, abnormal behavior, and therapy. Also included is an introduction to the various careers associated with psychology. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Behavioral Science.

### PSY 200 - Applied Educational Psychology (5)

This course explores the contexts and the individual dimensions of human development and learning. Special attention is paid to the features of human developmental contexts most associated with positive outcomes for learners, and how these mediate the learning process. The course also examines different domains of development, including those most associated with successful school learning. Candidates examine various assessment methods and how they are used to promote and document classroom and individual learning processes. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

### PSY 201 - Psychology of Early Childhood (5)

The course focuses on the social, biological, and cognitive development during the first six years of life. Analysis, evaluation, and implications of relevant cognitive, social, and self-theories and research are covered. Case studies and observations of infants and children from birth through age eight are an integral part of the course. (Developmental Psychology; Community Psychology). Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hour

Distribution: Behavioral Science Community Psychology Developmental Psychology Human Services Electives.

### PSY 202 - Psychology of Middle Childhood and Adolescence (5)

This course will focus on the social, biological, and cognitive development during the middle childhood and adolescent years. Analysis, evaluation, and implications of relevant cognitive, social and self-theories and research will be covered. Case studies and observations of children age six through adolescence will be an integral part of the course. (Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Developmental Psychology Human Services Electives.

### PSY 203 - Psychology of Development in the Infant/Toddler Years (5)

The course emphasizes theory and research related to the development in the first three years of life. Observations of infants and toddlers and their relationship to developmental expectations are discussed. Care giving, infant and toddler needs, and individual differences in family, hospital, and day care settings are examined. Developmental assessments and the nurturing of physical, social, emotional, and cognitive development of infants and toddlers are explored. (Developmental Psychology; Community Psychology). Counts in the Behavioral Science Area of Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Community Psychology Developmental Psychology.

### PSY 205 - Theoretical Approaches in Psychology (5)

This course evaluates the development of the field of psychology in terms of six theoretical approaches in psychology, behavioral, psychodynamic, humanistic, cognitive, social, and biological, with implications for the present and future development of the field and its applications. Students describe, analyze, compare, and critique features, methods and assumptions of each approach. Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

### PSY 206 - Psychology in Everyday Life (5)

This course focuses on six areas of psychology and their relevance and application to everyday lives. Students explore salient aspects of consciousness and memory, gender and sexuality, thinking, language, intelligence, and motivation and emotion in everyday life. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

**PSY 302 - Psychology of Negotiations (5)**

This course covers the psychology of effective negotiation as practiced in a variety of settings. Major concepts and theories of the psychology of bargaining and negotiation will be explored along with the dynamics of interpersonal and intergroup conflict. This course fulfills the Behavioral Science Area of the General Education Requirements only for the students in the accelerated degree completion programs. Exceptions require Psychology Department approval. Pre-requisite(s): Enrollment or pre-enrollment in the following accelerated degree completion programs or the M.A. Teaching: B.A. Applied Behavioral, B.A. Health Care Leadership, B.S. Management and B.S. Management Information Systems. Traditional undergraduates may take the course only with the permission of the Psychology Department. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Human Services Electives.

**PSY 303 - Introduction to Psycholinguistics (5)**

This course introduces students to psycholinguistics: the study of how humans acquire, comprehend, produce, and use language. Topics will include the question of whether language is innate or learned, the mental processes involved in the acquisition, comprehension, and production of language, the relationship between language and thought, and the influence of language on cognitive development. (Developmental/Cognitive Psychology) Pre-requisite(s): PSY 101 or permission of Program Chair or designate. Co-requisite(s): none. 5 quarter hours

Distribution: Cognitive Psychology Developmental Psychology.

**PSY 305 - Memory and Cognition (5)**

This course explores basic concepts in theory and research in cognitive processes with an emphasis on human memory. Topics include learning, memory, perception, language, reasoning, problem-solving and decision-making. Also covered is an introduction to the broader field of cognitive science. (Cognitive Psychology). Pre-requisite(s): PSY 101, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Cognitive Psychology.

**PSY 306 - Theories of Personality (5)**

This course introduces students to the numerous viewpoints on the nature and development of personality. Students explore various theories such as psychoanalytic, behaviorist, existential, interpersonal,

humanistic, cognitive, biological/genetic and social. They also examine techniques of personality assessment and psychotherapy. (Personality/Clinical Psychology). Pre-requisite(s): LAP 100 or equivalent, or consent of BA Psychology chair. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Clinical Psychology Human Services Electives Personality Psychology.

**PSY 307 - Abnormal Psychology (5)**

This course introduces students to theories of behavior pathology. Students explore major historical trends and prominent paradigms in the study of psychopathology as well as the characteristics and the multiple factors of causation of mental disorders as described in the current Diagnostic and Statistical Manual of Mental Disorders (DSM). Students also examine popular conceptions of mental illness, aspects of prevention and types of intervention, including psychotherapy. Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Clinical Psychology Personality Psychology.

**PSY 308 - Personality Theorists (5)**

This course introduces the classic theorists and theories associated with the four predominant areas of personality theory: psychodynamic, humanistic/existential, dispositional, and social learning. Students explore how the lives and experiences of the theorists contributed to and are reflected in the theories they devised and came to espouse. Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

**PSY 309 - Applied Social Psychology (5)**

This course explores six significant principles of social psychology and their application to contemporary life. It examines the importance of the social setting and interpersonal dynamics in understanding the social dimension of human thought, feeling, and action. Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

**PSY 310 - Introduction to Industrial and Organizational Psychology (5)**

This course introduces students to the field of industrial/organizational psychology and explores its contributions to work organizations and society. Students examine topics in personnel psychology

(e.g., selection, training, performance appraisal) and organizational psychology (e.g., emotions, motivation, leadership). Emphasis is placed on the application of psychological principles to identify, understand, and address issues in contemporary work organizations. Pre-requisite(s): PSY 101, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Human Services Electives Organizational Psychology.

#### **PSY 311 - Introduction to Community Psychology (5)**

In this course, students are introduced to the field of community psychology. The course provides an historical overview of the discipline, within and beyond the U.S. Students examine community psychology values and ethics, research, and prevention and intervention in the context of social problems. They engage in a community solutions project, designing an intervention to address a social issue. Topics include social-ecological theory, social competence, diversity, and empowerment. (Community/Organizational Psychology). Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

#### **PSY 315 - Lifespan Development (5)**

This course provides an examination of the biological, psychological, cognitive, physical and social aspects of the development of the human personality from the prenatal period through the end of life. Multiple theories of human development and current research topics are also discussed. (Developmental Psychology). Pre-requisite(s): PSY 101 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Developmental Psychology.

#### **PSY 316 - Emotional Intelligence (5)**

This course presents the development and views of the concept of emotional intelligence. Students examine the controversies that have emerged, the research that addresses these controversies, and the measurement and relevancy of the concept. They also explore the application of emotional intelligence and social effectiveness to everyday life. Pre-requisite(s): PSY 101; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

#### **PSY 317 - The Psychology of Happiness (5)**

This course focuses on happiness defined by positive psychology as subjective well-being and optimal human functioning. The course examines the relationship of emotions, affect, cognition, self-

esteem, mindfulness, engagement, and social relations to happiness. The course also present measures of happiness and provides opportunities to use these measures to assess and increase happiness. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

#### **PSY 320 - Psychological Assessment of the Young Child (5)**

This course provides an overview of methods for assessing children from birth through age six with a focus on developmental expectancies in a multicultural society. Students evaluate various levels of influence on preschool children's development. They conduct observations, interviews, and assessments of children, parents and teachers in field settings. (Personality/Clinical/Developmental Psychology). Pre-requisite(s): PSY 101 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Clinical Psychology Community Psychology Developmental Psychology Personality Psychology.

#### **PSY 325 - Psychology of Play and Therapeutic Applications (5)**

This course deals with play across age spectrums and in differing contexts. It includes play universals, types and forms of play, theories of play, and functions of play in normative development as well as in atypical development. The use of play in assessment and behavior change is studied. Other topics include methods and materials of play and the role of play in learning and development. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Clinical Psychology Personality Psychology.

#### **PSY 330 - Social Psychology (5)**

Students will be introduced to the role of the group and sociocultural factors in the development of behaviors in individuals, with special attention given to group dynamics. Illustrations will be presented on how social psychologists study people and formulate theories. The history of social psychology, perception, cognition, influence, attitudes, relationships, altruism, influence, attitudes, relationships, altruism, topics that will be covered. (Social/Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite(s): One previous psychology course. Co-requisite(s): None. 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science Social Psychology.

**PSY 348 - Cross-Cultural Communication (5)**

This course introduces students to theoretical and practical knowledge of cross-cultural communication, an important aspect of cross-cultural psychology. Students examine intercultural communication approaches and processes as well as the challenges caused by cultural differences. Topics include psychological and cultural factors that contribute to effective interpersonal communication. Students learn to apply their knowledge to improve their own and others' communication skills in intercultural contexts. (Community/Organizational Psychology). Pre-requisite(s): LAP 100, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Community Psychology Human Services Electives Organizational Psychology.

**PSY 350 - Culture and Self (5)**

Students will be introduced to the cross-cultural study of the self as it has been understood in the Western and Eastern cultures. This course presents an interdisciplinary study of the self-concept drawn from the social, psychological, sociological, and anthropological literature. The focus of this course is on the interpretation and enhancement strategies of the self in classroom and counseling settings, offering possible explanations for the treatment of minorities in these settings. (Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite(s): One previous psychology course or approval of advisor. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Community Psychology Human Services Electives.

**PSY 351 - Psychology of Language and Identity (5)**

In this course, students explore the connection between language and identity and ways in which language contributes to the psychological processes involved in the construction of a sense of identity. They examine the features of social and ethnic varieties of language and the use of these varieties by speakers to establish personal and social identities. Students also analyze their own use of language in the establishment of their multiple identities. (Community/Social Psychology). Pre-requisite(s): LAP 100; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

**PSY 352 - Children and Families under Stress (5)**

In this course, students learn about important factors in society and life that produce stress on children and their families. Such factors, with effects at the individual, family, community, and societal level, include poverty; race, ethnic groups, and discrimination; violence; education; and politics. Other pivotal topics covered are child abuse, domestic abuse, death, divorce, and hospitalization. Students apply psychological theories to the family context. (Community Psychology). Pre-requisite(s): LAP 100; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Community Psychology Human Services Electives.

**PSY 355 - Near-Death Experiences--Connection to Consciousness (5)**

This course will explore the question of the connection of brain, mind, and consciousness and its relevance in near-death experience studies. The focus of this course also is on the effect that near-death experiences have on the experiencer and others. Explanations of near-death experiences from a neurobiological, psychological, and transpersonal perspective will be explored. Pre-requisite(s): Admittance to National-Louis University. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, Bachelor of Arts in Business Administration and Bachelor of Science in Management degree completion programs, or the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. Co-requisite(s): None. 5 quarter hours

**PSY 401 - Psychology of Learning (5)**

This course provides a survey of theories of learning including behaviorist and cognitive-developmental approaches with applications of each. Processes of learning, problem-solving, memory, motivation, and discipline are examined. Traditional and innovative approaches to learning are explored. Students participate in planned learning demonstrations. (Cognitive Psychology). Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite: One previous psychology course. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Cognitive Psychology.

**PSY 402 - Research Methods (5)**

In this course, students are introduced to the design of psychological research and its application in various areas of psychology. Students will examine the scientific method, including the importance of strong literature reviews. They will explore the



formulation of research questions/hypotheses and research designs (e.g., observational, correlational, experimental, quasi-experimental). The presentation of research findings in written form and research ethics are also included among course topics. Pre-requisite(s): One previous psychology course. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Experimental Psychology.

#### **PSY 403 - History and Systems of Psychology (5)**

This course will examine the progression of ideas that led to the beginnings of psychology from its roots in philosophy and physiology. These foundations from Ancient Greece through the Renaissance to the 1800s, which formed the basis for modern psychology, will be examined. These topics will be followed by contemporary models including behaviorism, Gestalt, cognitive theories, humanistic and psychodynamic theories, as well as biological psychology, including genetics. Counts in the Behavioral Sciences Area of General Education requirements. Pre-requisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

#### **PSY 425 - Mental Health (5)**

This course is designed to engage students in the study of mental health, adjustment and ways of coping with life tasks. Experiences are designed to enhance self-understanding and growth, as well as interactions with others. (Community Psychology) Prerequisite(s): One previous psychology course or consent of advisor. Co-requisite(s): None. 5 quarter hours

Distribution: Community Psychology Human Services Electives.

#### **PSY 441 - Psychology of Artistic Expression (5)**

This course explores the relationship of personality variables and other psychological factors and the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends from the late 19th century to the present and parallel developments in psychology and the social sciences. Psychological approaches to the study of creativity will be reviewed and related to the role of the artist and artistic expression. (Developmental Psychology, Personality) Pre-requisite(s): One previous psychology or consent of the instructor. Co-requisite(s): None. 5 quarter hours

Distribution: Developmental Psychology Personality Psychology.

#### **PSY 450 - Human Sexuality (5)**

This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. (Developmental/Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Pre-requisite(s): One previous psychology course. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science Community Psychology Developmental Psychology Human Services Electives.

#### **PSY 490 - Independent Study in Psychology (2 TO 5)**

This course is designed for students who are psychology majors to pursue an independent study in an area of psychology. Students must obtain permission from a department faculty member prior to registration. Students will work under the direction of a faculty member. Specific topics may count in different areas of psychology. Pre-requisite(s): One previous psychology course or consent of the instructor. May be repeated twice. Combined total quarter hours of LAP 490 and LAP 495 cannot exceed 10. Co-requisite(s): None. 2-5 quarter hours

#### **PSY 495 - Special Topics in Psychology (2 TO 5)**

This course is a psychology topic of special interest that is studied in depth. The course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. Since topics vary registered for more than once, since topics vary each term. each term, students may register for this course a maximum of two times. Specific topics may count in different areas of psychology. Pre-requisite(s): Permission of Program Chair or designate. Co-requisite(s): None. 2-5 quarter hours

#### **PSY 499 - Psychology Seminar (5)**

This course is designed to give students the opportunity to apply psychological knowledge to a variety of topics that vary from term to term. Students will be engaged in a process of inquiry on current psychological research and/or evaluation that challenges their analytical and critical thinking skills. Specific topics may count in different areas of psychology. Pre-requisite(s): One previous psychology course or consent of advisor. Co-requisite(s): None. 5 quarter hours

## RLP-Reading-Language-Preservice

### RLP 540 - Teaching Content Area Literacy at the Middle and Secondary Level (3)

This course focuses on the development of reading in the middle and secondary grades. It emphasizes reading-to-learn from informational texts, digital texts and other media and the development of writing and study skills. It provides methods and materials for content area literacy, disciplinary literacy, and reading and writing across the curriculum as articulated in the Common Core State Standards for Grades 6-12 ELA Literacy in History/Social Studies, Science Technical Subjects. Teacher candidates will have the opportunity to engage in practice-based learning of literacy methods that support the assimilation and accommodation of new ideas. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

## RES - Research Methods

### RES 200 - Research, Writing, and Analysis (1)

This course prepares students to be successful in the research, writing, and analysis of evidence-based arguments and defenses. Students embark on the early stages of research and build upon their knowledge of APA writing to apply its rules in critical writing papers, reports, articles, discussion board posts, and other writing assignments asked of them while obtaining their undergraduate degree. Students continue to develop critical thinking and problem-solving skills; engage in self-assessment; and strengthen their information literacy and digital literacy skills. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

Distribution: GenEd-Other.

### RES 201 - Digital Research: Concepts & Strategies (2)

What's the best way to get started on a research paper? How do you know if that news story you read is actually true? What does it mean to use information "ethically?" With so much digital media literally at our fingertips, it's more important than ever to become a confident, responsible participant in the information universe. This course examines foundational concepts, key strategies, and common challenges in finding and using digital information in academic, professional, and personal contexts. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

### RES 510 - Research Methodology and Writing (3)

This course reviews the principles of graduate academic writing and introduces students to

principles and methods of applied research for social sciences and professional programs. It prepares students to apply writing and research skills to both future coursework in their respective programs and their professional careers. The course emphasizes the research context for decision making, program evaluation, information assessment, and clear communication of findings. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### RES 520 - Quantitative and Qualitative Analysis (3)

This course provides an overview of quantitative and qualitative approaches used in identifying and solving challenges in a wide variety of fields, including business and management, health and human services, and social and behavioral sciences. Aided by spreadsheet applications software, students gather, sort, and manipulate data; compute statistics related to central tendency and variance; identify trends and patterns; forecast/predict future values of data; and coupled with information gathered in qualitative analysis, recommend actions and/or identify opportunities for additional research and inquiry. They further communicate their findings to varied audiences in visually rich communications. Pre-requisite(s): Graduate standing; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### RES 600 - Introduction to Doctoral Studies and Research (3)

This course introduces students enrolled in selected professional doctoral programs to doctoral studies and various methods of conducting and evaluating research in their corresponding specialties and areas of interest. Students acquire knowledge and skills to identify potential researchable issues and questions. They also learn how to develop plans to conceptualize, conduct, and implement research projects. Students engage in small-scale applied research projects and select published research for evaluation and critique. Pre-requisite(s): Admission to a doctoral program; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

### RES 650 - Data-Driven Decision Making and Research (3)

In this course students study methodologies, assumptions, and techniques for collection and analysis of organizational data. The course includes a review of current research and trends in data-driven decision making. Throughout the course students analyze cases to develop a practitioner's knowledge of research, evaluation, and data use for organizational improvement. Pre-requisite(s): RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**RES 652 - Quantitative Research Method (3)**

This course provides an introduction to quantitative methods for research. Topics covered include research design, statistical inference and significance testing, correlation, t-tests, ANOVA, regression, and non-parametric tests for categorical data. Pre-requisite(s): RES 600; or permission of Program Chair or designate. Prior undergraduate or graduate course in statistics recommended. Co-requisite(s): None. 3 semester hours

**RES 654 - Qualitative Research Methods (3)**

This course develops and enhances the knowledge of qualitative research methods. Students explore diverse and complex contexts of research and ways to conceptualize, conduct, and evaluate qualitative research with an emphasis on research designs and strategies for data collection and analysis. Students engage in critical discussions surrounding qualitative research validation criteria, research ethics, aesthetics, and other considerations. Pre-requisite(s): RES 600; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

**RLD - Reading and Language, Doctorate****RLD 600 - Language, Linguistics and Literacy (3)**

This is an advanced course in reading that reflects historic and current research and theory of language acquisition, studies into linguistics and their relationship to literacy development. The topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Pre-requisite(s): Doctoral standing and a course in language development, or consent of the instructor. Co-requisite(s): None. 3 semester hours

**RLD 601 - Research in Early Literacy (3)**

This advanced course in literacy examines the research and theory on emergent literacy, the development of orthographic knowledge and word recognition, and explores the influences on early literacy development. Pre-requisite(s): Doctoral standing. Co-requisite(s): None. 3 semester hours

**RLD 602 - Literacy Comprehension: Research and Application (3)**

This advanced course develops students' abilities to interpret and critically examine literacy comprehension research. Students examine contemporary theoretical perspectives, read important historical and recent research studies, and learn to analyze research and policy, thus, laying a foundation for deeper understanding that links to instructional practices. Pre-requisite(s): Doctoral standing and completion of RLR 502 or equivalent

course in comprehension, or consent of the instructor. Co-requisite(s): None. 3 semester hours

**RLD 603 - Historical Issues in Literacy Research (2)**

An advanced seminar in literacy, which attempts to acquaint the student with historical trends in literacy research as well as highlighting issues of major significance. It provides the students with opportunity to read and discuss seminal works in literacy that forms the basis for contemporary concerns. Prerequisite: Advanced standing. 2 semester hours

**RLD 606 - Instruction and Staff Development in Reading and Language (3)**

This advanced course develops students' abilities to interpret, critically examine, and evaluate recent scholarly and practitioner-based texts articulating reform in schools. Students examine contemporary theoretical and philosophical perspectives and arguments, as well as read and analyze relevant research, laying a foundation for deeper understanding of effective practices in leading change within school settings. Pre-requisite(s): Admission to NCE Doctoral Studies. Co-requisite(s): None. 3 semester hours

**RLD 607 - Seminar on Theory and Research in Writing (3)**

This course is devoted to an exploration of current and historical research and theory in writing and the teaching of writing. Students examine research methods and paradigms; compare, contrast, and critique studies in written composition; address social, cultural and political issues; and review and synthesize research and theory on specific topics of interest in the field of writing research. Pre-requisite(s): Doctoral standing and completion of RLW 541 or equivalent course in writing, consent of the instructor. Co-requisite(s): None. 3 semester hours

**RLD 694 - Independent Study/Reading and Language (1 TO 3)**

1-3 semester hours

**RLD 695 - Current Issues in Literacy Research (3)**

This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in literacy. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Pre-requisite(s): Master's Degree or equivalent study in literacy or permission of instructor. Co-requisite(s): None. 3 semester hours

## RLL - Reading and Language, Literacy

### RLL 220 - Children's Literature and the Literacy Learning Environment (5)

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. Emphasis is on the identification, selection, and evaluation of high quality literature in different formats and genres appropriate for the developmental stages of each age group. Attention is given to the preK-8 literacy environment as well as literature representing a range of children's and adolescents' diverse needs, interests and backgrounds. Counts in the Humanities Area of General Education Requirements. Pre-requisite(s): LAE 102 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

### RLL 330 - Foundations of Emergent Literacy (4 TO 5)

Candidates in this course will apply literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will be emphasized. Adaptation for special needs and culturally diverse children will also be included. Current research along with the Internet will be examined. Ten pre-clinical hours are required as part of the course. Pre-requisite(s): ECE 215 or equivalent ECE 324 or equivalent. Co-requisite(s): None. 4-5 quarter hours

### RLL 478 - Literacy Methods I (3)

This course introduces key issues in literacy research and instruction. Candidates engage in discussions of and planning for differentiated instruction including designing a literacy learning environment to support all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing are taught as mutually supportive, holistic processes. Candidates learn literacy instructional strategies and design materials and assessments appropriate for students in grades 1-6. Through the NCE Adaptive Cycles of Teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practices. Candidates complete diagnostic assessments as well as plan and implement literacy lessons in read aloud, word study, and shared reading. Pre-requisite(s): RLL 220 or equivalent; Admission to the National College of Education. Co-requisite(s): Concurrent enrollment in ELE 410, ELE 415 and MHE 480A. 3 quarter hours

### RLL 479 - Literacy Methods II (3)

This second course in literacy methods continues to address key issues in reading research and instruction with a primary focus on content area reading and writing. Candidates continue to engage in discussions of and planning for differentiated instruction to support all the language arts (e.g., reading, writing, listening, speaking, visual representation). Candidates continue learning about literacy instructional strategies, and design materials and assessments appropriate for students in grades 1 - 6. Through the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice, candidates complete diagnostic assessments, and plan/implement literacy lessons in guided reading, writing mini-lessons, and content area reading and writing. Pre-requisite(s): Admission to National College of Education; A grade of C or better in RLL 478, ELE 410, ELE 415 and MHE 480A. Co-requisite(s): ELE 420, ELE 425, CIS 480A and SCE 480A. 3 quarter hours

### RLL 518 - Research for 21st Century Learners (2)

This course is an introduction to instructional strategies for teaching research and information literacy skills to children and young adults. Critical thinking, authentic learning, and inquiry-based instruction are explored, with a focus on embedding research across the curriculum. Access, selection, evaluation, and use of print and electronic information resources are addressed. The course also emphasizes the acquisition of information research skills supporting the general curriculum for all students. Candidates access print and electronic resources available in school and local public libraries, as well as university library resources. Pre-requisite(s): Graduate standing. Co-requisite(s): None. 2 semester hours

### RLL 519 - Youth Literature (3)

This survey course provides an overview of youth trade books and emphasizes ways to identify, select, and evaluate high quality literature across genres, formats, categories, and themes, as appropriate for the developmental stages of preschool through grade 12 students. Literature presenting diverse perspectives is introduced, and online database resources, Web 2.0 tools, and professional organizations related to youth literature are integral course components. Additionally, emphasis is given to important authors and illustrators, as well as ways to become familiar with classroom, school, and public libraries and their teachers/librarians. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### RLL 520 - Survey of Youth Literature, PreK-12 (3)

This introductory course provides an overview of trade books written for PreK-12 youth. Emphasis is on the identification, selection, and evaluation of high quality literature in different genres and formats, as appropriate for the developmental stages of each age group. Literature representing a range of diversity is introduced, including: ethnicities, races, cultures, and languages; global understandings; different abilities (exceptionalities, disabilities, gifts and talents); and gender representation and sexual orientation. The course also introduces online database resources, Web 2.0 tools, and professional organizations related to youth literature. Leadership in the development of literacy environments, curriculum with trade books, and coaching abilities are also important course components. Pre-requisite(s): Graduate standing. Co-requisite(s): None. 3 semester hours

### **RLL 535 - Foundations of Emergent Literacy (3)**

Candidates in this course will both apply and align literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will be emphasized. Differentiation for diverse learners will also be included. Current research along with the Internet sites related to emergent literacy will be examined. Ten pre-clinical hours are required as part of the course. Prerequisite(s): Admission to the ECE MAT program. Co-requisite(s): None. 3 semester hours

### **RLL 537 - Early Literacy Methods PreK-3 (3)**

Introduces key issues in early literacy research and instruction (PreK-3). Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to the Early Childhood Education M.A.T. Program. 3 semester hours

### **RLL 538 - Literacy Methods: K-6 (1 TO 2)**

This course introduces key issues in literacy methods, research, and instruction. Candidates will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing, and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Candidates will learn about instructional strategies and materials appropriate for teaching reading in grades K-6. Pre-

requisite(s): Admission to NCE Elementary Education program. Co-requisite(s): None. 1-2 semester hours

### **RLL 559 - Comprehensive Literacy Model for School Improvement (2)**

This course provides an introduction to a systematic method for using literacy as a tool for continuous school improvement. Participants will review a comprehensive framework for developing and sustaining professional learning communities focused on differentiating instruction and assessment based on systematic observation of student responses. Effective teaching decisions supported by mentoring and coaching will be examined. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

### **RLL 560A - Teaching Individual Literacy Lessons Practicum I (3)**

This course introduces theory and research related to literacy acquisition with direct application to practice. Candidates will learn how to observe children closely, record responses to instruction, and to plan and provide individually designed lessons that follow each learner's unique pathway to literacy learning. Instructional methods capitalize on integrated approach incorporating oral language development, prior experiences, orthography, phonology, vocabulary, comprehension, writing and reading fluency. Candidates will practice customizing instruction for children of diverse cultures, languages and learning styles. Daily tutoring of academically at-risk children is required while enrolled in this course. Successful completion partially fulfills the requirements for national registration as Reading Recovery, Descubriendo La Lectura or Literacy Intervention Specialist. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

### **RLL 560B - Teaching Individual Literacy Lessons Practicum II (2)**

With guided practice in supervised settings candidates will practice teaching students experiencing difficulty learning how to read. Candidates will deliver individually designed literacy lessons designed to teach and extend beginning reading and writing skills. The course emphasizes continuous assessment, instructional planning, evaluation and reflection. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. Successful completion partially fulfills the requirements for national registration as Reading Recovery, Descubriendo La Lectura or Literacy Intervention Specialist. Pre-requisite(s): RLL 560A. Co-requisite(s): None. 2 semester hours

**RLL 560C - Teaching Individual Literacy Lessons Practicum III (2)**

In this advanced practicum with guided practice candidates will deliver individually designed literacy lessons for learners having difficulty acquiring beginning reading and writing skills. The course emphasizes continuous assessment, adaptive instructional planning, self-evaluation and self-reflection. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. The literacy lesson design is grounded in evidence based balanced literacy practices grounded in current research and theories of Marie Clay. Successful completion partially fulfills the requirements for national registration as Reading Recovery or Descubriendo La Lectura intervention specialist. Pre-requisite(s): RLL 560B. Co-requisite(s): None. 2 semester hours

**RLL 560D - Dual Language Early Literacy Practicum (3)**

This practicum is designed for biliterate Reading Recovery or Descubriendo la Lectura practicing teachers learning how to administer assessments and provide instruction in English and Spanish. Participants will design and deliver individual literacy intervention lessons for beginning readers through an integrated instructional design incorporating oral language development, orthography, phonology, vocabulary, and comprehension, writing and reading fluency specific to the language of instruction. Participants will engage in guided practice and self-reflection. Pre-requisite(s): RLL 560A, RLL 560B. Co-requisite(s): None. 3 semester hours

**RLL 561A - Teacher Leader of Early Literacy Practicum I (3)**

Teacher leader candidates will develop expertise in administering, scoring, and interpreting diagnostic assessments, in designing and delivering individualized literacy lessons for low achieving diverse learners in the primary grades while collaborating with teacher teams and school administrators in an elementary school setting. Candidates will receive and respond to coaching visits within a supervised practicum. They will tutor children using an individually designed literacy lesson framework, collect and analyze individual student data and response to instruction in order to develop an in-depth understanding of early literacy learning. Enrollment in this course requires school partnership agreement with NLU Reading Recovery Center for Literacy. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**RLL 561B - Reading Recovery Practicum for Teacher Leaders Part II (3)**

Mid-year supervised application of Reading Recovery. This is the second course in a three-course series preparing school district based teacher leaders. Emphasis is on the instructional framework and procedures used in the 30-minute daily tutorial as an early intervention for children who struggle with beginning literacy learning and differentiation of instruction for particular children from diverse cultures, languages and learning styles. This course continues to prepare teacher leaders with an in-depth understanding of Reading Recovery from the perspective of an instructor. Daily tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Successfully completed RLL 561A, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Illinois Reading Recovery Center Director. 3 semester hours

**RLL 561C - Reading Recovery Practicum for Teacher Leaders Part III (3)**

The advanced practicum in the instructional procedures of the Reading Recovery intervention. This is the third course in a three-course series preparing school district based teacher leaders who will provide training in their home districts. There is an emphasis on analyzing and experiencing the role of professional development provider. Structured field experiences and daily tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Successfully complete both RLL 561A and RLL 561B, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Illinois Reading Recovery Center Director. 3 semester hours

**RLL 563 - Instructional Models, Practices and Theories of Literacy Development (3)**

Teacher leader and instructional coach candidates will study models and theories of interdisciplinary literacy development and instructional implications along a continuum from early childhood through high school and adult learning. Through clinical experiences, candidates will facilitate school teams in making evidence based decisions informed by assessments, explore research related to developing self-regulated learners, and practice creating social contexts responsive to individual student differences. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**RLL 565 - Introduction to Literacy Instruction for Diverse Learners (2)**

This course provides an introduction to comprehensive instructional models, methods and frameworks for teaching reading and writing to diverse learners within K-12 settings. The course emphasizes professional collaborations aiming to

align supplemental instruction with core curriculum. Participants will examine a systematic model for evaluating instruction and problem-solving methods. Diagnostic assessments and portfolios for monitoring individual student responses to instruction will be introduced. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**RLL 566A - Teacher Leadership: School Change Seminar I (3)**

Participants in this course will develop knowledge and required to fulfill the complex role of teacher leader. They will practice coaching teachers in a school setting while acquiring team facilitation and problem solving skills related to school improvement and effective instructional processes. They will interact with school leaders at school sites to broaden and deepen their understanding of how to support and facilitate teacher learning. The course includes a supervised clinical internship in the field. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**RLL 566B - Reading Recovery: Seminar in Teacher Leadership (2)**

The second in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

**RLL 568A - Literacy Instructional Designs for Diverse Learners Practicum I (2)**

The course focuses on methods for differentiating instruction for students in general education, special education, and English language settings. Participants will practice organizing, delivering, and assessing small group literacy instruction for students who experience difficulty with reading and writing competency within the K-12 school setting. Pre-requisite(s): RLL 565. Co-requisite(s): None. 2 semester hours

**RLL 568B - Reading and Writing Interventions Practicum II (2)**

This course is the second practicum in a two-part series. Focus is on an advanced study of intervention models for K-12 students having difficulty with reading and writing. Practicum students will implement a research-based intervention model in a school setting, collect data, and prepare intervention portfolios. The course will include techniques for using intervention team meetings, collaborating with teachers across intervention programs, and using

assessments to monitor student literacy progress. Practicum occurs in a school setting. Prerequisite(s): RLL 568A. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

**RLL 569 - Early Literacy Assessment (2)**

This course introduces a framework for assessing, diagnosing and systematically observing beginning reading and writing achievement. Candidates will administer and interpret literacy assessments using dynamic and diagnostic techniques with diverse populations for purpose of informing instruction and communicating with school teams. Advantages and limitations of standardized reading tests and other assessment devices are considered along with dynamic assessment options including those used in special education and other intervention services. Candidates will engage in guided practice while administering, scoring assessments and interpreting results within the context of foundational theories of literacy development. Successful completion partially fulfills the requirements for national registration as Reading Recovery, Descubriendo La Lectura and Literacy Intervention Specialist. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

**RLL 570 - Literacy Coaching School Improvement (3)**

This course focuses on the role of the literacy coach as an agent of change within a continuous school improvement model. There is an emphasis on carefully crafted coaching cycles with individual, teacher teams, and school-based professional development designed to bring about improvement in teaching, literacy instruction, and student achievement. Prerequisite(s): RLL559 or approval of the instructor. Co-requisite(s): Certified teacher and full time literacy coach currently within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 3 semester hours

**RLL 594 - Independent Study/ Lang Arts (1 TO 3)**

1-3 semester hours

**RLR - Reading and Language, Reading**

**RLR 501 - Teaching Beginning Literacy (3)**

This course introduces theoretical orientations to literacy processes as well as methods and materials for teaching beginning reading. The course emphasizes methods for assessing and teaching that capitalize on the spoken language competence and facets of early literacy children bring with them to school. Phonemic awareness and phonics are considered within the framework of a comprehensive, contextually-based approach to teaching reading.

Oral language development, developmental spelling, stages of early writing, fluency, comprehension, and vocabulary development are also considered. Differentiated instructional approaches for learners of diverse cultures, languages, and varied abilities are introduced, including guided reading. Pre-requisite(s): Basic reading methods course or permission of program faculty. Co-requisite(s): None. 3 semester hours

**RLR 502 - Teaching Comprehension and Content Area Reading (3)**

This course introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension across grades 1-12. It develops familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. It examines teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Pre-requisite(s): RLR 501 or consent of Reading Program faculty. Co-requisite(s): None. 3 semester hours

**RLR 510 - Diagnosis and Assessment of Literacy (3)**

This course introduces a framework for understanding reading difficulty and its assessment and diagnosis. Candidates learn how to administer and interpret literacy assessments and use other diagnostic techniques with diverse populations in order to identify reading levels and areas of instructional focus, and communicate this in professional reports. Advantages and limitations of standardized reading tests and other assessment devices are also considered along with diagnostic options within the school team. Participants research issues and assessments using library and technological tools and are required to identify and assess primary, elementary, middle and secondary students. Pre-requisite(s): RLR 501, RLR 502 and RLW 541. Co-requisite(s): None. 3 semester hours

**RLR 511 - Instructional Strategies for Literacy Interventions (3)**

This course introduces intervention strategies and materials to use with readers experiencing difficulty (grades 1 through 12). A series of case studies (students at different grades and reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a teaching program is planned for two students, with careful attention given to specific teaching strategies, the sequencing of instruction over time, materials and resources to support this instruction, and the development of a constructive model of learning. Pre-requisite(s): RLR 501, RLR 502, RLW 541, either RLL

520 or RLL 528, and RLR 510 or equivalents. Co-requisite(s): None. 3 semester hours

**RLR 518 - Leadership and Staff Development in Reading (3)**

This course is designed to help advanced master's students examine and expand their roles as a literacy leaders and supervisors with an emphasis on leadership in the development and monitoring of reading and writing programs. The responsibilities of the reading specialist are described and examined with an emphasis on coaching teachers, and developing reading and language programs. Topics discussed include staff development, using standards to inform instruction, testing and evaluation, program improvement, materials selection, collaboration with faculty, and community-professional relations. Candidates examine their own abilities in relation to serving as school leaders and develop a vision for how to serve as instructional team members and school leaders. Pre-requisite(s): RLR 592A, RLR 592B, and RLR 593 or consent of instructor. Co-requisite(s): None. 3 semester hours

**RLR 540 - Teaching Content Area Literacy at the Middle and Secondary Level (3)**

This course focuses on the development of reading in the middle and secondary grades, particularly reading to learn from expository text materials, digital texts and other media, and on the development of study skills. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading and writing instruction across the curriculum will be examined, as articulated in the Common Core State Standards for Grades 6-12 ELA Literacy in History/Social Studies, Science Technical Subjects. Pre-requisite(s): None. CO-requisite(s): None. 3 semester hours

**RLR 550 - Teaching Reading Comprehension and Content Literacy in Grades 1-6 (2)**

This course, designed for pre-service teachers, introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-6 for students of diverse languages, cultures and learning styles. Candidates develop familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. Candidates examine teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite(s): RLL 537 or RLL 538 or consent of instructor. Co-requisite(s): None. 2 semester hours



**RLR 585 - Workshop/Reading/Instruction (1 TO 6)**

1-4 semester hours

**RLR 585N - Workshop: Reading Literacy Methods for School Support Personnel (0.5)**

This online workshop is designed for candidates completing endorsement programs for school support personnel including school counselors, school psychologists and school nurses. Participants will enhance their knowledge of reading development and instructional strategies. Course expectations include identifying stages of reading and factors involved with reading, demonstrating awareness of the roles of various school support personnel, and formulating action plans based on case studies and commonly used assessment tools. Pre-requisite(s): None. Co-requisite(s): None. 0.5 SH

**RLR 592A - Practicum: Literacy Interventions for Elementary Students (2)**

In this practicum, candidates learn how to apply assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for elementary students who have difficulties with literacy. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. Pre-requisite(s): RLR 511 with a grade of B or better. Co-requisite(s): None. 2 semester hours

**RLR 592B - Practicum: Literacy Interventions for Secondary Students (2)**

In this practicum, candidates learn how to apply assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for secondary students who have difficulties with literacy. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. Pre-requisite(s): RLR 511 with a grade of B or better. Co-requisite(s): None. 2 semester hours

**RLR 593 - Seminar in Reading Research (3)**

This required advanced literacy course in the professional sequence of the Reading master's program is designed to provide candidates an opportunity to conduct and synthesize research on a literacy topic of interest; consider its instructional implications; and develop an action research project culminating in a presentation with teachers as the intended audience. It also provides an overview of reading research that includes an examination of different theoretical models in light of current research findings. Pre-requisite(s): RLR 592A and

RLR 592B or consent of instructor. Co-requisite(s): None. 3 semester hours

**RLR 594 - Independent Study/Reading Education (1 TO 3)**

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

**RLR 595 - Selected Topics in Reading (1 TO 5)**

An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

**RLW - Reading and Language, Writing****RLW 541 - Teaching Writing (2 TO 3)**

This course addresses relationships among research, theory, and practice in the teaching of writing, and focuses on writing as a means of communication and a tool for learning in PreK-12. Course topics include developmental and compositional processes; the role of community; strategies and skills; purposes and audiences; formats, genres, and modes of discourse; conventions of "standard" written English; writing to learn in the content areas; research skills; reading-writing connections; the craft of writing; the role of writing for reading development; and assessment. The course explores technology as a tool to advance writing progression, research, and publication. The development and instruction of second language writing for ELLs is also highlighted. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**RLW 587A - Workshop: Teacher Leadership for School Development in Writing Instruction (2)**

This workshop explores issues and strategies for professional development and leadership in teaching writing. Participants examine defining characteristics of effective leadership and organizational structures and conditions that affect curricular change efforts in schools. Concepts covered include group dynamics, adult learning processes, and strategies for promoting school-wide sustainable instructional improvement in writing. These concepts form the basis for examining effective professional development workshop structures, varieties of professional learning activity, and formal and informal leadership roles. Based on these concepts and strategies, participants prepare plans for leadership activities in teaching writing in their schools. Pre-requisite(s): Previous undergraduate or graduate courses in teaching

writing, or equivalent experience; teaching experience of at least two years. Co-requisite(s): None. 2 semester hours

## **SBM - Small Business Management**

### **SBM 321 - Entrepreneurship (4)**

Using case studies and testimonials, this advanced course analyzes business start-ups—both successes and failures—to determine the key success factors of successful business launches. When to sell-off or, alternatively, how to begin or expand a start-up are also considered on a case-by-case basis. 4 quarter hours.

## **SCE - Science Education**

### **SCE 205 - Scientific Inquiry for Teachers (4)**

This course is designed to provide active exploration of scientific inquiry for teacher candidates. The main topics in this course are aligned with the Next Generation Science Standards and will increase teacher candidates' understanding and skills to participate in inquiry across the science domains (physical, earth, chemical, and life sciences) through a variety of hands-on scientific investigations. Relevant connections between science content and teaching practices in the elementary classroom will be explored and discussed. Course content focuses on science content, inquiry-based science pedagogy, and the integration of informal education resources and technology. Pre-requisite(s): LAN 110 and LAN 150. Co-requisite(s): None. 4 quarter hours

### **SCE 480A - Methods of Teaching Science (3)**

Encourages the active exploration of the question, "What is good science teaching?". Activities provide an open forum in which students construct their own ideas about effective science instruction so those ideas inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way kids develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the Elementary Education Program 3 quarter hours

### **SCE 480B - Methods of Teaching Science (2)**

This course encourages the active exploration of the question, "What is good science teaching?" The question, "What is good science teaching?" Candidates construct ideas about effective science

instruction to inform their developing science teaching styles. These activities aim to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way children develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and, providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the M.A.T. program or consent of M.A.T. program director. Co-requisite(s): None. 2 semester hours

### **SCE 513 - Science Inquiry and Content for Teachers (3)**

This course is designed to provide active inquiry and exploration of scientific content for teacher candidates. The main topics in this course are aligned with the Next Generation Science Standards and will increase teacher candidates' knowledge and skills to participate in inquiry across the science domains (physical, earth, chemical, and life sciences) through a variety of hands-on scientific investigations. Course content focuses on science content, inquiry-based science pedagogy, and the integration of informal education resources and technology. Relevant connections between science content and teaching practices in the classroom will be explored and discussed. A course meets general education science content requirements for students in the Elementary Education MAT program. Pre-requisite(s): Previous coursework in General Biology or Physical Science. Co-requisite(s): None. 3 semester hours

### **SCE 582 - Workshop/Science Education/Topic (1 TO 6)**

1-4 semester hours

### **SCE 590 - Internship/Community Science Education (5 TO 7)**

Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty advisor in accordance with student's career goals and experience. Supervised experiences must be in approved programs. The internship is supervised by an approved on-site mentor and a faculty member from Science Education department. Arrangements made with faculty advisor two quarters before registering for internship credit. Prerequisite(s): SCE 500: Science, Technology and Society, and consent of program coordinator. 5-7 semester hours

**SCE 594 - Science Education Independent Study (1 TO 3)**

Independent inquiry into a science topic can guide participants to a deeper understanding of science content and concept. This understanding can then be put to use in an educational setting, as science educators practice the instructional model of doing science as a scientist does. Through use of individualized investigative practices, science educators will more deeply examine content and instructional practices that facilitate understanding of essential science content. Through this course, the science educator is classroom implementation of science instruction. Pre-requisite(s): None. 1-3 semester hours

**SCI - Science****SCI 101 - Physical Science (5)**

Physical science is the branch of natural science that studies non-living systems, in contrast to life sciences. This course provides a survey of the basic scientific principles and processes in the main areas of physical sciences including: physics, astronomy, chemistry, geology, and meteorology. Students will be able to identify and describe basic scientific terminology and concepts in each area of physical science. Techniques of measurements and problem-solving are emphasized. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Physical Science.

**SCI 102 - Survey of Biological Science with Lab (5)**

This course is a survey of the basic principles of biology including basic chemistry of living things, the structure and function of cells, cell metabolism, photosynthesis and respiration, cell division, classical and molecular genetics, evolution, and ecology. This course explores the relevance of basic biological concepts to many aspects of daily life and society. This course also includes lab activities which apply biological concepts through scientific inquiry. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**SCI 225 - Human Impact on Environment (5)**

This course introduces students to the effects of human population growth, urbanization, extraction and recovery of resources, modern agriculture, and

industrialization on ecosystem health. Students discuss issues of climate change, sustainability and economic development, preservation of biological diversity, and environmental policy and ethics. This course incorporates integrated lab assignments, which may require use of mobile device/phone cameras or similar technology Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Life Science.

**SCI 300 - Ecology and Conservation (3 OR 5)**

This course covers the basic principles of the science of ecology at the physiological, population, community, and ecosystem level; application to problems in conservation. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Laboratory SCI 300L. Pre-requisite(s): SCI 102. Co-requisite(s): None. 3 or 5 quarter hours

Distribution: Laboratory Science Life Science.

**SCI 303 - Botany (5)**

This course covers the basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory SCI 303L. Field trips if possible. Collection required. Pre-requisite(s): SCI 303.. Co-requisite(s): SCI 303L. 5 quarter hours

Distribution: Laboratory Science Life Science.

**SCI 306 - Microbes - Global Perspectives (5)**

This course examines infectious diseases caused by bacteria, viruses or protozoa. The course includes the basic biology of microorganisms, how they differ, and how they cause disease. The transmission of diseases and their global spread is emphasized. This is a laboratory course. Pre-requisite(s): SCI 102 or equivalent. Co-requisite(s): SCI 306L. 5 quarter hours

Distribution: Laboratory Science Life Science.

**SCI 354 - Astronomy (5)**

This is a general astronomy course for non-science majors. The material presented in this course will include the following: planetary motion, origin of the solar system, a study of the planets and their moons, the sun, the nature of stars and their evolution, and galaxies. Laboratory (SCI 354L). Pre-requisite(s): LAM 100B or consent of instructor. Co-requisite(s): None. 5 quarter hours

Distribution: Laboratory Science Physical Science.

**SCIK - Science - KC****SCIK 123 - Human Nutrition (4)**

This course introduces students to the nutritional needs of humans. The course emphasizes the different aspects of nutrition, which are factors that affect food choices: types of nutrients and their functions in the body, healthy food choices, diet and fitness analysis, and nutrition controversies.

Distribution: KC:Kendall Course.

#### **SCIK 223 - Life Span Nutrition (4)**

This course builds on the foundation nutrition course to discuss the nutritional needs through the life cycle. It focuses on infants through geriatrics to determine the changes and requirements that occur during growth, reproduction, and aging. The role of nutrition in health and disease and nutrition throughout the life cycle are examined in detail. Prerequisite: SCI 123.

Distribution: KC:Kendall Course.

#### **SCIK 300 - Food Science (4)**

Students will explore the science behind the art through lecture and practical example. By studying basic chemistry and physics, students understand how scientific principles come to life in the kitchen. Key culinary topics addressed include the way taste is perceived, how emulsions are created and maintained, how acid and salt affect meat, how pH changes the texture and color of vegetables, how heat is transferred, and how proteins are denatured. Prerequisite: SCI 123.

Distribution: KC:Kendall Course.

### **SEC - Secondary Education**

#### **SEC 502 - Introduction to Teaching at the Secondary Level (5)**

This course includes issues affecting teaching at the secondary level: Adolescent development, multicultural perspectives, curriculum development, community building, and constructing disciplinary knowledge. It critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced educational policy, laws, school structure, and pedagogical and methodological practices throughout U.S. history. It requires completion of 25 hours of field experience in traditional classrooms, 5 hours in classes focused on English Language learners, and 15 hours in classes of students with Special Education needs. Candidates will learn best practices for effective teaching and create lesson plans and a unit plan based on researched design models. Candidates will learn about the requirements for successful completion of new state licensure requirements. Pre-requisite(s): None. Co-requisite(s): SPE 500. 5 semester hours

#### **SEC 510 - Methods of Teaching Biology at the Secondary Level (5)**

This course, intended for candidates preparing to be licensed secondary biological sciences teachers, addresses the content and discipline of biological sciences as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans, that solve instructional issues and employ science-specific teaching methods. The course includes 40 hours of field experience and related assignments that offer candidates practice involve multicultural settings and working with for successful completion of new state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502, and SPE 500. Co-requisite(s): None. 5 semester hours

#### **SEC 512 - Methods of Teaching English at the Secondary Level (5)**

This course addresses methods of teaching English at the middle/high school level through an in-depth focus on curriculum, methods, materials. Candidates will write lesson and unit plans using backward design and universal design for learning. Candidates will create documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience, including related assignments, which offers candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502, and SPE 500. Co-requisite(s): None. 5 semester hours

#### **SEC 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels (5)**

This course addresses methods of teaching mathematics at the middle/high school level through an in-depth focus on the curriculum, methods, materials, and technology. Candidates create instructional plans that build students' conceptual understanding, procedural fluency and mathematical reasoning/problem solving skills and develop assessment plans that provide evidence of student learning. Candidates incorporate techniques to meet the needs of culturally, socially and academically diverse students. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): A Grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

#### **SEC 516 - Methods for Teaching Physical Science at the Secondary Level (5)**

This course addresses teaching physical science at the secondary level. It addresses the content and discipline of physical science as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials (including lesson and unit plans) that solve instructional issues and employ science-specific teaching methods. Candidates will analyze the Next Generation Science Standards and STEM initiatives as they apply to curricula, teaching and learning secondary physical science. The course will also prepare candidates to be successfully fulfill state licensure requirements. 40 hours of field experience are required. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 518 - Methods of Teaching Social Studies at the Secondary Level (5)**

This course addresses methods of teaching social studies at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will create lesson and unit plans using backward design and universal design for learning. Candidates will draft documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 522 - Methods of Teaching Classical Languages (Latin) K-12 (4 TO 5)**

The course provides candidates a solid background in the pedagogy for teaching of Latin for grades K-12. Candidates create a culminating unit of instruction that solidifies the connection of foreign language acquisition and linguistic analysis theory to curriculum design, instructional planning, and assessment. Particular emphasis is given to current best-practice research in education and its application to the middle and high school classroom. During this course, candidates complete 40 hours of clinical experiences to supplement their reading, research, and planning. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 4 - 5 semester hours

**SEC 524 - Methods of Teaching World Languages K-12 (5)**

The course introduces current theories and practices of communicative language teaching. Candidates learn about second language acquisition development through reading and practicing in class a collection of strategies and tools for developing students'

communication skills in a second language. Candidates create a culminating unit of instruction that solidifies connections across curriculum design, instructional planning, and assessment. The course includes 40 hours of field experience and related assignments that are aligned to licensure requirements for the State of Illinois. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 525 - American Urban Education (3)**

This course will explore how race, ethnicity, culture, class, and gender affect access to, and quality in, education. It will examine the past and present educational experiences of people of various cultural backgrounds in an effort to understand the context of their current sociopolitical realities and how those realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Pre-requisite(s): None Co-requisite(s): None. 3 semester hours

**SEC 569 - Portfolio Development for Subsequent Teaching Endorsement (4)**

This is the initial course designed for teachers currently licensed in Illinois who wish to secure a subsequent teaching endorsement on the Professional Educator License in early childhood education; elementary education; secondary education for science, social sciences, English language arts, mathematics, K-12 foreign language; or special education for LBS 1. A portfolio documenting knowledge and experiences encompassing the content area standards for the endorsement area will be created. This course is required for all candidates seeking subsequent endorsement through the focused program. Pre-requisite(s): Valid Professional Educator License, evidence of passing the Basic Skills Test or Test of Academic Proficiency; additional semester hours of appropriate coursework in the content areas for secondary education candidates as required for endorsement. Co-requisite(s): None. 4 semester hours

**SEC 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)**

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university's six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrate their currency regarding knowledge and

performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

**SEC 575 - Practicum for Subsequent Teaching Endorsement (4 TO 6)**

This course is designed for teachers currently licensed in Illinois who wish to secure a subsequent Illinois teaching endorsement on their Professional Educator License in early childhood education; elementary education; middle grades education for science, English language arts, mathematics, or social science; secondary education for science, social science, English language arts, mathematics, or K-12 foreign language; or special education for LBS1. Candidates are assigned between 75 and 150 clock hours in a general education classroom at the new endorsement level. Pre-requisite(s): Completion of all content coursework as described on the transcript assessment. Completion of individualized professional development as determined by initial portfolio review. Application for practicum placement with checklist. Passing score on relevant ISBE content level test. Co-requisite(s): None. 4-6 semester hours

**SEC 590A - Student Teaching Secondary School Biological Science (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 510. Co-requisite(s): None. 6 semester hours

**SEC 590B - Student Teaching Secondary School Language Arts/English (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by

seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 502, SEC 502 and SEC 512. 6 semester hours

**SEC 590C - Student Teaching Secondary School Mathematics (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 514. Co-requisite(s): None. 6 semester hours

**SEC 590D - Student Teaching Secondary School Physical Science (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511,

CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 516. 6 semester hours

**SEC 590E - Student Teaching Secondary School Social Studies (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 518. 6 semester hours

**SEC 590F - Student Teaching Secondary School World Languages K-12 (6)**

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 524. Co-requisite(s): None. 6 semester hours

**SEC 597A - Resident Student Teaching in Secondary Education Biology (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional

decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 510. Co-requisite(s): None. 2 semester hours

**SEC 597B - Resident Student Teaching in English/Language Arts (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 512. Co-requisite(s): None. 2 semester hours

**SEC 597C - Resident Student Teaching in Secondary Education Mathematics (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade

of B or better in SEC 502 and SEC 514. Co-requisite(s): None. 2 semester hours

**SEC 597D - Resident Student Teaching in Secondary Education Physical Science (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 516. Co-requisite(s): None. 2 semester hours

**SEC 597E - Resident Student Teaching in Secondary Education Social Studies (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500. Grade of B or better in SEC 502 and SEC 518. Co-requisite(s): None. 2 semester hours

**SEC 597F - Resident Student Teaching in Secondary Education: Foreign Languages (2)**

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional

decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 522 or SEC 524. Co-requisite(s): None. 2 semester hours

## SOC - Sociology

### SOC 101 - Foundational Sociology (5)

Students will analyze how individuals are organized into social groups, ranging from intimate groups to bureaucracies. This course introduces the organization of groups can influence individual behavior; nature and interrelationships of basic social institutions, such as family, education, religion, and economy. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Social Science.

### SOC 110 - Intro to Cultural Anthropology (5)

This course introduces students to the fundamental concepts, theories, methods and approaches in cultural anthropology. Students will learn how anthropologists study humans' cultures and the ways they differ across time and space. Students will also examine how anthropologists analyze the variations in how people approach and solve problems, cooperate or conflict, produce and reproduce, and express and share beliefs. Topics include the anthropological ways of understanding language, marriage, family, gender, ethnicity, social inequality, environment, globalization, law, and economics. Pre-requisite(s): None. Co-requisite(s): None 5 quarter hours

### SOC 204 - Contemporary Chicago (5)

In this course, students examine Chicago's socio-cultural and economic evolution from an industrial powerhouse and economic engine to a post-industrial, global city. Connections to globalized circuits of finance, trade, and immigration since the 1950s have shaped Chicago's more recent history, politics, and socio-economic development. Students examine the city's transition from industrialization and manufacturing to a society based on leisure, tourism, and the consumption of goods, services, and information. The course further examines the



contours of the new Chicago by analyzing the specific ways that race and ethnicity, cultural diversity, and identity politics shape the city's health and prosperity. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Social Science.

### **SOC 222 - Culture and Identity (5)**

This course will examine how culture and identity interact both on the individual and social levels. Through multi-cultural readings, students will examine how cultural differences affect our lives and how some life experiences are universal. Students will explore identity components such as race, gender, socioeconomic status, and ethnicity. The class will stress literature, discussion, self-reflection, and critical analysis so students will be able to evaluate cultural and identity components in various settings. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

## **SPE - Special Education**

### **SPE 210 - History and Philosophy of Education (3)**

This course focuses on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows teacher candidate to pursue topics of interest within the education spectrum (early child education, elementary education and special education). This course requires a field-based assignment that will allow the teacher candidate to explore the relationship between the school and the surrounding community. The field –based assignment requires a minimum of 10 hours. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

### **SPE 300 - Introduction to Special Education and Methods of Teaching Students with Disabilities (5)**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low- incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required.

Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

### **SPE 305 - Practicum I: Inclusive Education and the Role of the Special Education Teacher (4)**

This course introduces the candidate to the field of special education and the undergraduate Special Education program. The course focuses on the role of the special education teacher, school-wide and classroom responsibilities, and collaboration with the general education teacher. Emphasis is placed on the identification of professional performance and dispositions. Candidates will be exposed to the range of roles and experiences to be encountered by special education teachers. The course includes forty-five hours of clinical observation. Also included is the Special Education electronic portfolio. The candidate's participation will be facilitated by an Undergraduate Special Education Practica and Student Teaching Handbook. Prerequisite(s): SPE 300 or equivalent, Admission to NCE and the Special Education Undergrad Program. Co-requisite(s): None. 4 quarter hours

### **SPE 310 - Foundations of Special and Inclusive Education (4)**

This course focuses on the concept of disability from various perspectives and contexts, including family, school, and community systems. Philosophical, historical, and legal foundations of special education are examined. Integral to this is exploration of a variety of disability models (e.g. medical, consumer/empowerment, social, etc.). Topics include: universal design for learning (UDL), past and current legislation, assessment, identification, eligibility for services, IEP development, Section 504 Plan development, least restrictive environment, the continuum of alternative services, Americans with Disabilities Act, individual rights, due process, and parent participation. Integral to the course is the importance of collaboration and consultation in facilitating effective instruction. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300 or equivalent. 4 quarter hours

### **SPE 315 - Assessment in Special Education (4)**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents. Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment

issues are addressed. A minimum of 15 hours of field experience is required. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300, SPE 310. Co-requisite(s): None. 4 quarter hours

**SPE 320 - Methods for Social Emotional Support (4)**

The course focuses on social emotional development and learning from the vantage points of social systems, cultural, and psychological theory, which are used to understand diversity and dynamics of classrooms, schools and communities. The course includes research and methods regarding the social emotional development and learning of children, adolescents, and young adults. The course incorporates: comprehensive classroom management, heterogeneous grouping, cooperative and collaborative learning, the Illinois Social Emotional Learning Standards, creating functional behavior assessment and interventions, and team development. Within this context, the exercise of ethical and reflexive teacher leadership and the development of respectful and caring relationships are examined. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300 or equivalent, SPE 305, SPE 310. Co-requisite(s): None. 4 quarter hours

**SPE 325 - Language Development: The Role of Language in Learning (4)**

The course focuses on theories, research, and methods regarding typical and atypical language development of children and adolescents with learning difficulties. The course addresses receptive and expressive language, word finding, pragmatics and related social skills, and sociolinguistic skills, and their impact on academic learning across the curriculum. The role of language in learning and communication, including second language learning are examined, as well as cultural and environmental effects on the student's development. Instructional and assistive technology, including but not limited to augmentative and alternative communication are explored. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent. 4 quarter hours

**SPE 330 - Assistive and Instructional Technology (5)**

Candidates will develop knowledge of assistive and instructional technology from a Universal Design for Learning (UDL) perspective and as defined by state and federal regulations. A variety of assistive technology devices and services will be introduced, developed, and evaluated within larger contextual frameworks of classrooms, schools, and communities to facilitate communication, learning and empowerment. The course will include hands-on and virtual examination of various instructional and

assistive technologies developed or adapted specifically for students with disabilities. Ten hours in an appropriate setting are required for this course. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

**SPE 335 - Mathematics and Inclusive Education (4)**

This course focuses on the understanding and implementing of state and national standards in assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of: 1) Curricula, 2) Assessment approaches, 3) Instructional methods, and 4) Instructional/ assistive technology for students with disabilities. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent, LAM 112, and LAM 213 or SPE 310. Co-requisite(s): None. 4 quarter hours

**SPE 400 - Collaboration and School-Family Partnerships (4)**

This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent. Co-requisite(s): None. 4 quarter hours

**SPE 405 - Practicum II: Advanced Practicum in Inclusive Education (5)**

This course continues the professional development of special education teacher candidates concerning roles and responsibilities of special educators in grades K-12. A university seminar combines with 45 hours of field experiences focusing on active involvement with a cooperating special education teacher within the larger inclusive community of the school. The field experiences require candidates to apply specific teaching strategies with individual or small groups of students. Candidates will collaborate with classroom teachers on lesson planning and implement lesson plans written during this or previous program classes. Candidates will submit videos for review in addition to on-site observation by a university supervisor. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, SPE305, SPE310, SPE315,

SPE320, SPE25, SPE335, SPE410, SPE411. Co-requisite(s): None. 5 quarter hours

**SPE 410 - Literacy in Inclusive Education I (4)**

This course focuses on the significance of teaching reading, writing and oral communication, and on integrating these components to facilitate learning, to empower students and achieve social equity for all students with disabilities. Theories, current research, and methods regarding language and literacy skills for all students with disabilities are discussed. The course specifically addresses phonemic awareness, decoding, fluency, comprehension and vocabulary and their relationship to the general curriculum. The candidates are introduced to a variety of formal and informal assessments. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent, SPE 310. Co-requisite(s): None. 4 quarter hours

**SPE 411 - Literacy in Inclusive Education II (4)**

This advanced course expands on the significance of teaching reading, writing and oral communication, integrates these components to increase content learning and to empower students and achieve social equity for all students with disabilities. This course addresses a broad range of literacies and effective literacy techniques that help learners construct meaning through reading, writing, listening, viewing and communicating. The course also addresses curriculum, literacy skills, developmental reading and writing instruction, assessment, and instructional and assistive technology. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent, SPE 310, SPE 410. 4 quarter hours

**SPE 415 - Instructional Planning and Instruction for Inclusive Education I (4)**

This course focuses on planning and implementing alternative and specialized curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop IEP goals and objectives/benchmarks related to Illinois Learning Standards and IDEA requirements and are incorporated into instructional planning. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent. Co-requisite(s): None. 4 quarter hours

**SPE 416 - Instructional Planning and Instruction for Inclusive Education II (4)**

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and Understanding by Design. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent, SPE 415. Co-requisite(s): None. 4 quarter hours

**SPE 432 - Methods of Teaching Young Children with Special Needs (5)**

This course examines developmentally and individually appropriate strategies to foster the social, emotional, cognitive, communicative, and adaptive learning and motor development of young children with special needs in various settings, including the home, school, and community. Curriculum, instructional methods, and materials for teaching young children with special needs are examined. A variety of disabilities are addressed, and topics include compliance with pertinent legislation, team collaboration and practices, IFSPs and IEPs, accommodations and modifications for educating children in the least restrictive environment, individual and family-centered programming, and direct educational and behavioral intervention techniques. Ten hours of observation in an appropriate setting is required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**SPE 433 - Screening & Assessment of Young Children with Special Needs (5)**

This course provides an overview of screening and assessment of children with special needs. An examination of different kinds of measures, screenings, assessment for eligibility, and ongoing developmental assessment is included. Specific types of assessment instruments used for early intervention and other special education purposes are reviewed and implemented. Through hands-on practice with a variety of tools, students learn procedures and develop strategies for implementing nondiscriminatory assessment, utilizing valid and reliable measures when conducting formative and summative individual and program evaluation. Ten hours in an appropriate setting are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**SPE 434 - Teaming, Collaborating, Communicating: Resources for Families in Special Education Settings (5)**

This course provides an examination of the historical, philosophical, and legal basis for family participation in education and family-centered services. Students develop techniques for promoting positive, supportive relationships with parents of young children with special needs, including strategies for working with socially, culturally, and linguistically diverse families. Family systems theory is reviewed, as well as family stressors, grief, and coping. Emphasis is placed on models for building effective teams, strategies for facilitating consultation and collaboration among professionals, para-professionals, families, and other agencies, as well as techniques for supporting family strengths, addressing family needs, priorities and concerns, and accessing community resources. Ten field hours are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**SPE 435 - Autism-Spectrum Disorders and Characteristics of Children With Disabilities (5)**

In this course, students will be provided with the knowledge and skills necessary to implement recommended, evidence-based practices with young children with autism spectrum disorders and/or developmental delays in an inclusive setting. Etiology, diagnostic procedures, current theoretical approaches to intervention, and research on supporting young children with autism-spectrum disorders and/or developmental delays and their families, will be considered. The characteristics of special needs children are discussed in this course as well, including hearing, vision and speech impairment, emotional, behavioral, or learning disorders and cognitive issues, including brain trauma. Ten field hours are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**SPE 470 - Practicum III: Student Teaching (10)**

This course serves as the culminating experience in the special education undergraduate program. The course involves supervised teaching of students with disabilities in public or private school settings and includes a seminar in which candidates examine, apply, and evaluate instructional and curricular strategies and interventions in school settings. In all settings, the collaborative-consultation model is practiced. Student candidates must make arrangements for practicum six months prior to registration. Prerequisite(s): Admitted to NCE and the Special Education Undergrad Program. Completion of all undergraduate special education course work. Degree status in special education and consent of students' advisor and program

coordinator. Application form must be made in writing as determined by program guidelines and procedures. Co-requisite(s): None. 10 quarter hours.

**SPE 500 - Introduction to and Methods of Teaching Students with Disabilities (3)**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required. Pre-requisite(s): Pass Test of Academic Proficiency (TAP) before admission to this course. Co-requisite(s): None. 3 semester hours

**SPE 501 - Educational and Diagnostic Assessment of Exceptional Children and Adolescents (3)**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents (P-21). Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, screenings, of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 10 hours of field experience is required. Pre-requisite(s): SPE 500, SPE 506 or advisor approval. Co-requisite(s): None. 3 semester hours

**SPE 502 - Language Development and Challenges in Children and Adolescents (2)**

In this course, the theoretical, clinical, and pedagogical issues concerning school-aged students (PK to 21 years) with language-learning disabilities are explored. The relationship between language and communication challenges and learning is presented. Etiological theories, biological bases, and characteristics of various language difficulties are reviewed. The language of classroom instruction is explored, along with the features and demands of conversational, narrative, instructional, and classroom discourse. Assessment and intervention

approaches are reviewed. Emphasis is placed on viewing language functioning in the context of cognitive, perceptual, motor, and psychosocial issues. Public policy regarding the education of students with language challenges and language differences is considered. Pre-requisite(s): SPE 500, SPE 506. Co-requisite(s): None. 2 semester hours

**SPE 506 - Frameworks, Perspectives, and Collaboration in Special Education (3)**

This course provides foundational frameworks of special education and resulting implications for policy and practice. Candidates learn characteristics of high and low incidence disabilities and interpret discourses of disability to understand their influence on the everyday lives of teachers and students. Major issues of special education theory and practice are addressed, including: the history of policies and practices, diagnosis, curriculum, pedagogy, legal, ethical, and political issues, and the impact of values and beliefs on special education practice. Collaborative models and structures are emphasized in working with team members including students, families, school professionals, para-educators, and administrators. Collaborative practices are taught. 15 hours of preclinical experience are required for this course. Pre-requisite(s): SPE 500 or concurrent with SPE 500. Co-requisite(s): None. 3 semester hours

**SPE 507 - Methods of Social/Emotional Support (3)**

This course is designed to explore methods of supporting students' positive social and emotional development, behavior, and learning. Social, psychological, biological, and environmental factors that impact students and teachers are examined. Legal issues, evaluation, and ethical considerations related to students' social and emotional growth and classroom behavior are explored. The importance of viewing behavior as communication and the interaction of various disabilities and behavior are emphasized. Current research, pedagogical approaches, and best practices in creating healthy classrooms and school environments are addressed. The use of technology to provide adaptations, progress monitoring, and/or assistive devices that can be used to encourage student participation are considered. Ten pre-clinical hours are required. Prerequisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 526. Non-MAT candidates register for this course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 508 - Literacy Across the Curriculum for Students with Disabilities (3)**

This course introduces foundational perspectives and methods for teaching multiple forms of literacy to students with disabilities. The purpose of critical literacy is often thought of as the use of reading and

writing to empower students to achieve social equity. The course examines contemporary understandings of literacy (listening, speaking, reading, writing), other forms of communication (e.g., gestures, communicative behavior), and their usefulness in facilitating literacy learning. Emphasis is placed on the inherent right of students with disabilities to use a variety of literacy forms as means of self-expression and communication, and to mediate various literacy contexts including content literacy in the general education curriculum. Ten hours of field work required. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 509 - Literacy Instruction for Diverse Learners (3)**

This course is designed to address the assessment and instruction of literacy skills for students with a range of disabilities in P-21 instructional settings. Candidates will use both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling and written expression for students with disabilities in individual and small group settings. All candidates will be required to complete 10 hours of field work with this course. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 506, SPE 502 or SPE 526, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 510 - Early Childhood Special Education Language Development and Challenges (2)**

This course addresses major theoretical perspectives and research on typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities. Procedures will be taught to assess and teach a full repertoire of communication skills to young children. Issues of developmental risk, early identification, screening and diagnostic assessment of communicative competence are addressed and a variety of intervention models, strategies, and programs are presented. This course addresses standards required by the Illinois State Board of Education for Early Special Education approval. Prerequisite(s): SPE 500. 2 semester hours

**SPE 523 - Teaching Students with Math Disabilities (3)**

This course focuses on understanding and implementing state and national standards in the assessment and teaching of mathematics from a

Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of curricula, assessment approaches, instructional methods, and instructional assistive technology for students with disabilities. 10 field hours are required as part of this course. Pre-requisite(s): Admission to NCE and the MAT or MED Special Education program; SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509, SPE 572. Co-requisite(s): None. 3 semester hours

**SPE 525 - Word Finding Intervention for Students with Language and Learning Disabilities (1)**

This course provides an in-depth study of how to plan a comprehensive intervention program for children and adolescents challenged with Word Finding. Definitions of word finding will be discussed, and WF characteristics and profiles will be reviewed. Psycholinguistic models of lexical access will be presented. An intervention program for word finding, based on child and adult psycholinguistic research, will be studied with a focus on retrieval strategy mnemonic instruction, word-finding based classroom accommodations, and self-advocacy training. The impact of word-finding difficulties on oral reading and written language will be explained. Corresponding technology applications will be considered throughout. There is a field component focused on application of course content. Pre-requisite(s): SPE 500, SPE 502, SPE 506 or consent of instructor. Co-requisite(s): None. 1 semester hour

**SPE 526 - Expressive Language Difficulties: Impact on Academic Learning (2)**

Differentiated assessment and instructional procedures are explored for students with Expressive Language Difficulties due to disability or second language learning. Focused on children and adolescents, this course provides a study of: 1) definitions/ characteristics representative of this population; 2) theoretical models to explain/contrast Receptive and Expressive language processing in oral language, oral reading, and writing; 3) the impact of language difficulties on academic learning; 4) language-based differentiated assessment and instruction for classroom discourse, oral reading, and written language instruction; and 5) corresponding instructional technology applications. There is a field component focused on application of course content. Pre-requisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

**SPE 527 - Differentiated and Individualized Curriculum and Instruction (3)**

This course is designed to address the formulation, implementation, and evaluation of individualized

curriculum and instruction. Emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with both high incidence and low incidence disabilities. The course will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and providing instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE 500. Co-requisite(s): None. 3 semester hours

**SPE 532 - Early Childhood Special Education Curriculum, Instruction and Methods (3)**

The purpose of this course is to examine how teachers can implement developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community. Through discussion and hands-on learning activities, teachers will learn to design and adapt learning environments to support optimal development and adapt curricular activities and materials in ways that will enable active and full participation of all children in various types of programs. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE 500. 3 semester hours

**SPE 533 - Early Childhood Special Education Diagnostic Assessment (3)**

This course is designed to explore a wide variety of developmental and educational assessment strategies, procedures and formal and informal instruments and techniques for assessing young children's social, emotional, cognitive, communication and motor skills as well as family concerns, priorities, and resources. Students will use various instruments and techniques to assess home and community learning environments and conduct formative and summative individual and program evaluations. Non-discriminatory use and interpretation of test results, the integration of information from multiple sources, and collaboration with parents and various professionals will be emphasized in writing reports. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE 500, EPS 500 or EPS 511, SPE 532. 3 semester hours

**SPE 534 - Early Childhood Special Education Collaboration, Family and Community (3)**

Students build on knowledge about special education to create strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation in assessment and support of young children. Students will develop strategies for working with socially, culturally, and linguistically diverse families to create and implement Individual Family Services Plans (IFSPs) that provide family-centered services to support learn various strategies and models for promoting effective consultation and collaboration with professionals and agencies within the community. This course includes 15 hours of preclinical experiences. Pre-requisite(s): SPE 500 or equivalent. Co-requisite(s): None. 3 semester hours

**SPE 535 - Community-Vocational Development & Instruction (3)**

With the goal of effective transition planning and design, candidates will create individualized instructional opportunities for diverse learners in school, vocational, domestic and community environments. Job seeking, career education, community environment matching and technical education methods will be emphasized with meaningful participation of student transition teams. Candidates will learn how to develop, support, adapt and modify least-restrictive domestic, work and community based activities and programs. Design of natural support systems for all outside school environments will be promoted in a meaningful, motivating and engaging manner. Pre-requisite(s): LBS 1 Licensure. Co-requisite(s): None. 3 semester hours

**SPE 536 - Transition Foundations, Preparation & Planning (3)**

This course is designed to enable candidates to learn and understand philosophical, historical and legal foundations of special education that apply to preparation and planning for transition from school to post-school. The impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual is included in activities for school to post-school transition. Provision of opportunities that support intellectual, social and personal development of the individual to engender a meaningful transition are illustrated. The scope and role of a transition specialist is included in addition to the scope and role of agency partnerships and personnel. Focus on demonstrating collaborative relationships with individual, family, school and community participants is emphasized in delivery of transition-

focused education services. Pre-requisite(s): LBS1 licensure. Co-requisite(s): None. 3 semester hours

**SPE 537 - Family-Community Partnerships & Assessment (3)**

Candidates will learn and understand the importance of creating effective communication techniques to foster collaborative relationships with students, families, professionals, paraeducators and human service agencies for an effective transition. Through meaningful collaboration, candidates will learn and understand educational assessment strategies that promote continual development of students during a school to post-school transition. Assessments include formal and informal career and vocational assessment and identifying student preferences and matching them to meaningful community and employment activities. Techniques for involving community partners are illustrated. After assessing student preferences and abilities, a process for creating measurable post-school goals will be taught with alignment to instructional activities that promote an effective transition. Pre-requisite(s): LBS 1 licensure. CO-requisite(s): None. 3 semester hours

**SPE 544 - School Finance for Special Education Administrators (3)**

This course enables future special education directors to understand special education financial management in the context of local, state, and federal finance frameworks. It addresses funding structures and procedures involved in planning, creating, managing, and justifying expenditures; budget development and management; fiscal accountability to stakeholders; stewardship of public dollars; maximization of funds; and procurement of contract services. Candidates learn how to meet programmatic and student needs within fiscal parameters. The director's role as intermediary between district and special education cooperative is analyzed within a systems perspective. Pre-requisite(s): MAT, M. Ed, or C.A.S in Special Education. State of IL Professional Educator License endorsed for general administrative or principal. SPE 561. Co-requisite(s): None. 3 semester hours

**SPE 546 - Foundations of Assistive Technology (3)**

This course is the first of four which prepares students for the LBSII: Technology Specialist advanced level state certification. It introduces and develops key components of and influences on the changing discipline of assistive technology, including interactive learning theories, funding, legislation, school and home environments, systems change, leadership and advocacy, and professional development. Students are expected to complete a minimum of 15 hours of field experience as part of this course. Prerequisite(s): Learning Behavior

Specialist I and SPE545 or its equivalent. 3 semester hours

**SPE 547 - Assistive Technology for the Universal Design Classroom (3)**

This course is designed to enable candidates to apply strategies related to the process of selecting, implementing, and interpreting assistive and instructional technologies, especially for students with disabilities (e.g. learning disabilities, autism, cognitive challenges). Candidates will learn to make connections between technologies, pedagogies, and curriculum through development of appropriate instructional programs. This course will help candidates become reflective participants in identifying effective research-based components in technologies and utilizing them in ways that fit the existing curriculum and pedagogical conditions of the educational settings. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**SPE 548 - Applications of Assistive Technology (3)**

This course will provide a hands-on examination of assistive technology usage related to teaching and learning and successful integration of individuals with disabilities. Current technologies which can empower individuals with disabilities to access their total environment throughout the lifespan will be explored. The focus includes technology Applications of AT in the school, home, community, and workplace. Prerequisite(s): Learning Behavior Specialist I certification, SPE 545 or equivalent. 3 semester hours

**SPE 549 - Legal Aspects of Administration and Supervision of Programs for Exceptional Children, Adolescents (3)**

This course explores legal requirements unique to the role of Director of Special Education. The focus concerns legal, regulatory and ethical factors. It covers historical context and the framework of special education legislation and case law. Content includes an overview of major special education federal, state, and local laws and regulations and relationships existing among them. Primary areas addressed include procedural and substantive legal requirements, differentiation between individualized educational plans and accommodation plans, disciplinary actions for students with special needs, due process and mediation. Other legal aspects involve inter-agency contractual legal obligations, dealing with attorneys, and communications with multiple stakeholders. Pre-requisite(s): MAT, M.Ed., or C.A.S. in Special Education. State of Illinois administrative endorsement or equivalent from another state; SPE 561. Co-requisite(s): None. 3 semester hours

**SPE 555 - Differentiated Instruction in the Least Restrictive Environment (3)**

Focusing on models used to differentiate instruction in the least restrictive environment, candidates will learn how to expand options for teaching strategies, instructional groupings, skill sequences, lesson formats, instructional environments, and educational materials. Candidates will examine ways to monitor and report student progress, incorporate therapies within the classroom, create a safe classroom climate, and effectively collaborate with colleagues, families, students and the community. Candidates in this course will develop quality educational programming for students with a wide range of abilities, learning styles, gifts, and interests. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**SPE 556 - Planning and Designing Responsive Learning Environments (3)**

Candidates will understand the importance of creating responsive learning environments to enhance the education of all students in inclusive settings. Candidates will explore learning styles, cultural diversity and classroom teaching instructional strategies that enhance the learning of all students. Additionally, candidates will examine concepts related to disability in the context of diversity using both historical and current socio-political, philosophical, psychological perspectives. They will further explore legislative, cultural and instructional implications for teaching students with disabilities in inclusive settings. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**SPE 561 - Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults (3)**

This course explores the role administrative leadership and instructional supervision in the successful operation of a special education program. The course examines the nature and function of administrator and supervisor as instructional leaders and considers supervisory strategies that lead to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems are identified and discussed for possible implementation as they relate to exceptional children and adolescents. This course addresses special education laws and regulations, public and private organizations, personnel, budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues/trends in special education administration and supervision. Prerequisite(s): MAT, M.Ed., or CAS in Special Ed. and appropriate administrative certification, licensure or endorsement. Co-requisite(s): None. 3 semester hours



**SPE 569 - Portfolio Development Subsequent Teaching Endorsement (3)**

This is the initial course designed for teachers currently holding a Professional Educator License (PEL) in Illinois who wish to secure a subsequent teaching endorsement in early childhood education, elementary education, or special education for LBS1. A portfolio documenting knowledge and experiences encompassing the Illinois Professional Teaching Standards (IPTS), along with relevant program area content standards for the new endorsement area being sought, will be created in this course. This course is required for all candidates in ECE, ELE and SPE seeking a subsequent teaching endorsement in Illinois. Pre-requisite(s): PEL with Licensure/Certification in another endorsement area. Co-requisite(s): The course is the first step for a candidate wishing to add a subsequent endorsement in specific endorsement areas as part of a 'focused program' in accordance with State Board of Education Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License. A candidate who completes a 'focused program' is considered as having completed the approved program for the endorsement sought and is eligible to be recommended for a new endorsement by entitlement, signifying that the candidate has met all applicable standards. 3 semester hours

**SPE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)**

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university's six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrate their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

**SPE 572 - Practicum I (2 OR 3)**

This course familiarizes candidates with the field of special education and with the graduate special education programs of NLU. Candidates develop an initial understanding of learning environments that are accessible to and engage all P-21 students with disabilities. The range of roles and dispositions of the special education teacher is explored, with an emphasis on classroom and school-wide responsibilities, and collaboration with families and

school professionals. The candidate is introduced to assistive technologies that support P-21 student learning, and to basic technologies that assist development and demonstration of their own professional competencies. For MAT candidates: 3SH (20 hours in field required); for MEd candidates: 2 SH (no field requirement). Pre-requisite(s): Admission to NCE and either the Special Education MAT or M.Ed. Program SPE 500, SPE 506; passing of TAP test. Co-requisite(s): None. 2 or 3 semester hours.

**SPE 573 - Differentiated and Inclusive Curriculum & Instruction I (3)**

This course focuses on planning and implementing differentiated and inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis is placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop Individualized Education Plan (IEP) goals; objectives/benchmarks related to Illinois Learning Standards and Individuals with Disabilities Education Act (IDEA) requirements are incorporated into instructional planning. Prerequisite(s): SPE 500, SPE 501, SPE 502 or SPE 526, SPE 507, SPE 508, SPE 523, SPE 572. Non- MAT candidates register for this course through their advisor. Co-requisite(s): None. 3 semester hours

**SPE 575 - Practicum for Subsequent Teaching Endorsement (4 TO 6)**

This course is designed for teachers currently licensed in Illinois who wish to secure a subsequent Illinois teaching endorsement on their Professional Educator License in early childhood education; elementary education; middle grades education for science, English language arts, mathematics, or social science; secondary education for science, social science, English language arts, mathematics, or K-12 foreign language; or special education for LBS1. Candidates are assigned between 75 and 150 clock hours in a general education classroom at the new endorsement level. Pre-requisite(s): SPE 569. Completion of all content coursework as described on the transcript assessment. Completion of individualized professional development as determined by initial portfolio review. Application for practicum placement with checklist. Passing score on relevant ISBE content level test. Co-requisite(s): None. 4-6 semester hours

**SPE 576 - Practicum II: Curricular Content Strategies for the Inclusive Classroom (3)**

This course focuses on scope, sequence, planning, and implementation of language arts, reading, math,

science, and social studies curricula for diverse learner classrooms. Emphasis is placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) and Differentiated Instruction (DI) perspective. Innovative curricular strategies are taught, emphasized, and incorporated into planning. Methods for addressing Individual Education Plan (IEP) goals/objectives/benchmarks and learning targets in an inclusive education model are covered. For learners needing further learning supports, accommodations and modifications are applied to curriculum 20 field hours are required. Pre-requisite(s): SPE 500, SPE 501, SPE 502 or 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE 572. Co-requisite(s): SPE 573. 3 semester hours.

**SPE 587 - Seminar/Teaching Children and Adolescents with Special Needs (.5 TO 6)**

This course serves as a personal professional learning community in an ongoing experience in the special education graduate program for candidates in traditional residency or alternative teacher licensure programs. Participants integrate theory and practice in authentic settings with children and adolescents challenged with special needs. Candidates develop Individualized methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Candidates develop and complete their eportfolio, Impact on Student Learning Analysis, Lesson Study as well as the edTPA. Pre-requisite(s): Admission to RTP or ATL SPE program; SPE 500. Co-requisite(s): None. 0.5-6 semester hours

**SPE 588A - LBS II Contextual Applications (1 TO 3)**

This course is required for all candidates seeking a LBS II Certificate. This experience provides the candidates an opportunity to investigate carefully, systematically, and collaboratively some aspect of practice related to their desired LBS II credential; to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and apply information learned in the LBS II coursework. Candidates may enroll in the course for one semester hour for three terms in conjunction with other LBS II courses or can take it for variable credit (1-3) for a total of 3 credit hours. Pre-requisite(s): None. CO-requisite(s): None. 1-3 semester hours

**SPE 588B - LBS II Contextual Applications (1 TO 3)**

This course is required for all candidates seeking a LBS II Certificate. This experience provides the candidates an opportunity to investigate carefully, systematically, and collaboratively some aspect of practice related to their desired LBS II credential; to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and apply information learned in the LBS II coursework. Candidates may enroll in the course for one semester hour for three terms in conjunction with other LBS II courses or can take it for variable credit (1-3) for a total of 3 credit hours. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hour

**SPE 590A - Learning Behavior Specialist II Internship (1 TO 3)**

This internship is required for all candidates seeking a LBSII Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students, and community; and apply information learned in the LBSII coursework. Candidates may enroll in the internship for one semester hour for three terms in conjunction with other LBSII courses or can take it for 3 credits. Students may repeat this course for up to 3 credits for each LBSII program. Prerequisite(s): Learning Behavior Specialist I Certification. This would be the final internship for LBSII candidates after taking three courses for either LBSII Curricular Adaptation Specialist or LBSII Assistive Technology Specialist. 1-3 semester hours

**SPE 592C - Practicum/Teaching Children and Adolescents with Special Needs (2 TO 6)**

This course serves as the culminating experience in in the traditional special education graduate M.A.T. and M.Ed. programs. Candidates are given opportunities to integrate theory and practice, and to engage in best practices with children and adolescents with disabilities. Individualized Educational Plans (IEPs) for selected students are developed in collaboration with the cooperating teacher, and candidates design and implement related instruction. Candidates explore effective methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Pre-requisite(s): Completion of all special education course work (listed below); Admitted to MAT, MED, or Alternative Certification programs in Special Education; Consent of the

students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. Tests # 155 AND # 163 (LBS I and Content Test) must be passed prior to placement. Student may not have any deficiencies in course work requirements. For all candidates, average grade of B or better in SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE573, SPE 574. For MAT candidates completion of: SPE 500, ESP 511, FND 510; average grade of B or better in SPE 500, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 572. For MED candidates, completion of: EPS 541, ESR 505, FND 511; average grade of B or better in: SPE 502 or

**SPE 594 - Independent Study/Special Education (1 TO 3)**

Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. 1-3 semester hours

**SPY - School Psychology**

**SPY 506 - Interventions in Schools with Multicultural Students (3)**

The course examines cultural, socioeconomic, and ethnic variables that impact interventions in schools with multicultural students. Through readings, discussions, inquiry, and field activities, candidates examine cultural factors that foster understanding of learners, deepen cultural awareness of self and others, and increase cultural competence necessary for performing ethical school psychological practices. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**SPY 508 - Practices and Principles of School Psychology (2)**

This course provides beginning School Psychology students an introduction to the field from historical and contemporary perspectives. The class explore topics/issues seminal to the field including the role of school psychologists in promoting positive development and early intervention using research-based practices and the interaction of law, ethics, and culture in assessment and decision making and intervention. Students take this course concurrently with SPY 560, School Psychology Practices and Principles Practicum to link class topics to real life practice in schools. Pre-requisite(s): Admission to the

Ed.S. or Ed.D. School Psychology Program. Co-requisite(s): None. 2 semester hours

**SPY 510 - School-Family-Community Partnerships (3)**

School psychology candidates will engage in readings, discussion, and observations of evidence-based interventions for working with families in schools and within the community. Candidates will learn and gain experience in observing families, interviewing parents, and obtaining strategies for conducting parenting programs. Emphasis is placed on integrating theory and concepts from a developmental perspective of social, emotional, behavioral, cognitive, and academic domains into effective family programs. Issues of working with families of diverse cultural, linguistic, and socio-economic status are explored. Pre-requisite(s): Admission to the Ed.S. or Ed.D School Psychology Program. Co-requisite(s): None. 3 semester hours

**SPY 514 - Tests and Measurement (2)**

Candidates will learn about the theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. The purposes of assessment and decision making will be covered and psychometrics of various published norm-referenced tests will be analyzed. Candidates will be introduced to the four assessment methods: Review, Interview, Observe, Test (RIOT) and the four assessment domains: Instruction, Curriculum, Environment, and Learner (ICEL) in an ecological approach to evaluation. Applications of basic measurement skills will be required in a school setting. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Undergraduate introduction to statistics course recommended. Co-requisite(s): None. 2 semester hours

**SPY 518 - Universal Prevention and Promotion for Behavioral Health (3)**

This is the first of a two-course series in prevention and intervention for behavioral health in the schools. The course is designed to examine the need for social and emotional learning (SEL) and school-wide positive behavior support (SWPBS) and implement empirically-based SEL and positive behavioral interventions and supports (PBIS) within the whole school and classroom climates. The course is sensitive to diverse cultural and economic environments promoting early promotion and school-wide mastery of SEL and PBIS skills. There is a field experience connected with this course. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 520 - Educational Assessment for Tiered Services (2)**

Students will learn an ecological assessment approach designed to prevent and remediate learning problems in a multi-tiered service delivery model. Building on basic psychometric practices, students will learn educational assessment practices within a Review, Interview, Observe, and Test (RIOT) approach for basic skills screening, progress monitoring, and intervention planning. School Psychology students must take this course concurrently with SPY 561, Educational Assessment for Tiered Services Practicum. Pre-requisite(s): Admission to the Ed. S. or Ed.D. School Psychology Program; and SPY 508 or equivalent or permission of program coordinator. Co-requisite(s): SPY 561. If not admitted to the School Psychology Program, permission of the School Psychology program coordinator. 2 semester hours

**SPY 524 - Methods of Research-Based Instruction for All Students (3)**

Candidates will learn and apply research-based instruction with diverse learners across grades and content areas. Clear guidelines for identifying key concepts, strategies, skills, and routines to differentiate instruction and ensure a positive learning environment will be explored. Candidates will learn how to design and deliver effective lessons. Candidates will analyze the relationship between research-based principles and contemporary curricula, instructional practices, and assessment tools. Application of diagnostic assessment and research-based instruction will be required in a school setting. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 525 - Methods of Research-Based Intervention for Tiered Services (3)**

Candidates will learn and apply research-based reading, math, and writing interventions across grades. Analysis of intervention materials used as part of a tiered service will be conducted. Candidates will assess students for instructional planning prior to beginning instruction and monitor progress while teaching their intervention groups. Candidates will be required to apply course content at a school-based practicum site. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; SPY 541 or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 528 - Linking Students to Mental Health and Behavioral Supports (3)**

This is the second of a two-course series in prevention and intervention for behavioral health in the schools. This course examines psychopathology in childhood and adolescence as it impacts cognitive and social-emotional and behavioral functioning in school, family and community contexts. Candidates will critically examine evidence-based knowledge about etiology, essential features, and effective prevention and intervention strategies for psychopathologies from an integrated diversity, genetic, neurophysiological, and social perspective. Medical, psychosocial, and multi-tiered systems of support models of prevention and intervention will be addressed with an emphasis on treatment applications in school settings. There is a field experience connected with this course. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; and SPY 508 and SPY 518 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 530 - Applied Research Methods for School Psychologists (2)**

Candidates apply research tools and strategies of problem investigation to the formulation of original small-scale research proposals and plans for program evaluation relevant to Educational and School Psychology that embody acceptable standards of reliability, validity, and ethics. Candidates develop sound and testable research questions and hypotheses conduct an abbreviated literature review, and use quantitative and qualitative data collection and analysis techniques. These techniques may include measures of central tendency and dispersion, measurement error, correlation, t-tests, analysis of variance, factor analysis, chi-square, meta-analysis, observation, interviewing, case study, and questionnaire construction. Pre-requisite(s): SPY 524 or equivalent course consent of program coordinator. Co-requisite(s): None. 2 semester hours

**SPY 534 - Cognitive Assessment in Contemporary School Practice (3)**

Candidates learn to administer, score, and interpret cognitive tests in the context of accumulated research on their utility in educational decision making, especially as part of special education eligibility. In addition to technical skills, candidates review the psychometric limitations in many elements of cognitive test use, including an ill-defined construct, reliability of difference scores, and consequential validity. Pre-requisite(s): SPY 524 or equivalent. Admission to the School Psychology Program. Co-requisite(s): None. 3 semester hours

**SPY 538 - Applied Behavior Analysis (2)**

This course introduces candidates to the conceptual and empirical issues underlying the science of

behavior. Candidates will learn basic concepts in science and behavior, selecting, defining and measuring behavior, evaluating and analyzing behavior change. This course will allow candidates to practice interpreting articles from the behavior analytic literature. Candidates in the School Psychology Program must take this course concurrently with SPY 562, Applied Behavior Analysis Practicum I. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Co-requisite(s): SPY 562. 2 semester hours

**SPY 540 - Professional Issues in School Psychology (1)**

The purpose of this course is to provide the opportunity to explore professional school psychology practice issues from the perspective of three sources of influence, (a) the law, (b) professional ethics, and (c) evidence-based practices. These sources of influence will be examined from the perspective of schools with diverse needs and resources. Pre-requisite(s): Admission to the School Psychology Program; SPY 508, SPY 520, SPY 534, SPY 538, SPY 560 or equivalent. Co-requisite(s): Concurrent enrollment in SPY 565 (Year 2 School Psychology Practicum). 1-3 semester hours

**SPY 544 - Theory and Practice of Consultation (3)**

This is the first course in a three-term sequence examining theories and practices of school-based consultation. Over the course of three terms, candidates explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Through lectures and field activities, candidates will acquire and practice consultation skills in a school setting. In the first course of the sequence, the focus will be on collaborative problem-identification and the beginning stages of problem solving. Candidates will exit this course with a thorough understanding of the problem solving process, and, more importantly, how this process can be used to successfully address student concerns through consultation with teachers, parents, and administrators. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Pre-requisite(s): Admission to the Ed.S. or Ed. D. School Psychology Program. Co-requisite(s): This course must be taken concurrently with SPY 565. 3 semester hours

**SPY 548 - Social-Emotional and Behavioral Assessment (3)**

The purpose of this course is to facilitate the development of assessment skills and techniques focused on the social-emotional and behavioral functioning of children and adolescents. An emphasis will be placed on assessment of children in the school

setting as well as an introduction to linking assessment to intervention. Developmental, diversity, and urban issues related to assessment with children will also be addressed. There is a field experience connected with this course. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; and SPY 518, SPY 528, and SPY 562 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 550 - Cognitive and Behavioral Therapy Approaches I (3)**

This is the first of a two-course series in evidence-based mental health interventions in the schools with a small group and individual focus. The course is designed to examine the need for social and emotional learning (SEL) support in a multi-tiered system of services. This course covers the basic assumptions of cognitive-behavioral theory, reviews the major cognitive-behavioral theorists, and introduces the student to the components of intake assessment, treatment planning, case conceptualization, therapeutic techniques, intervention delivery and progress monitoring. The main emphasis is on the acquisition of a range of cognitive-behavioral assessment techniques and intervention skills. The course is sensitive to diverse cultural and economic environments promoting school-wide mastery of SEL skills. There is a field experience connected with this course. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; SPY 518, and SPY 528. Co-requisite(s): None. 3 semester hours

**SPY 551 - Cognitive and Behavioral Therapy Approaches II (3)**

This is the second of a two-course series in evidence-based mental health interventions in the schools with a focus on utilizing manualized and/or modular treatments with individuals and small groups. The course is designed to examine the need for social and emotional learning (SEL) support in a multi-tiered system of services. This course builds upon and extends candidates' foundational knowledge of cognitive-behavioral theory (CBT), assessment and case conceptualization, treatment planning, therapeutic techniques, and intervention delivery and progress monitoring. The course is sensitive to diverse cultural and economic environments promoting school-wide mastery of SEL skills. There is a field experience connected with this course. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program and SPY 550 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

**SPY 554 - System Level Consultation and Collaboration (3)**

This is the second consultation course in a three-term sequence examining theories and practices of school-based consultation. Over the course of three terms, candidates explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. In this course, candidates will continue to practice consultation skills with a specific focus on systems-level consultation, coaching, and working on school teams. Candidates are required to participate on one or more school-based teams at their practicum sites. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Pre-requisite(s): Admission to the Ed. S. or Ed. D. School Psychology Program. Additionally; SPY 544. Co-requisite(s): This course must be taken concurrently with PSY 565 , School Psychology Practicum II. 3 semester hours

**SPY 560 - School Psychology Practices and Principles Practicum (1)**

This course is the field experience component that is paired with SPY 508, Practices and Principles of School Psychology. An emphasis is placed upon understanding how school psychologists practice in a schools within a Multi-Tier System of Services and Supports (MTSS) and how schools and educators work to promote positive and social-emotional health. Pre-requisite(s): Admission to the Ed.S or Ed. D School Psychology Program. Co-requisite(s): None. 1 semester hour

**SPY 561 - Educational Assessment for Tiered Services Practicum (1)**

This course is the school-based field experience component that is paired with SPY520, Educational Assessment for Tiered Services. Students engage in educational assessment practices using a Review, Interview, Observe, and Test (RIOT) approach for basic skills screening, progress monitoring, and intervention planning. Pre-requisite(s): Admission to the Ed.S or Ed.D. School Psychology Program; SPY 508. Co-requisite(s): SPY 520. 1 semester hour

**SPY 562 - Applied Behavior Analysis Practicum (1)**

This course is the school-based field experience component that is paired with SPY 538, Applied Behavior Analysis. Candidates will learn and apply basic concepts in science and behavior, selecting, defining and measuring behavior, evaluating and analyzing behavior change. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Co-requisite(s): SPY 538. 1 semester hour

**SPY 565 - School Psychology Practicum II (1 TO 3)**

This practicum series is designed for students seeking state certification in school psychology. Over a three-

quarter period, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role. An emphasis is placed upon promoting research-based practices in a preventive approach including early intervention for those students who need it. In addition to weekly field-based supervision, students participate in weekly on-campus faculty supervision for additional understanding, feedback, and targeted applied learning. Pre-requisite(s): Admission to the Ed.S or Ed.D. School Psychology Program; SPY 520, SPY 534, SPY 508, SPY 524, SPY 538, SPY560. Co-requisite(s): None. 1-3 semester hours

**SPY 590 - Internship in School Psychology (2)**

The School Psychology internship is a 10 to 12-month (1500 hour) full-time experience as a school psychologist under the supervision of licensed field-based school psychologists, and their university supervisors. This internship experience is required for eligibility for an Illinois State Board of Education (ISBE) endorsement for school psychology licensure and for eligibility to be a Nationally Certified School Psychologist (NCSP) by the National Association of School Psychologists (NASP). Pre-requisite(s): Completion of all courses required in the Ed.S. School Psychology Program or all identified coursework deficits identified for Illinois licensure as a school psychologist. Co-requisite(s): None. 2 semester hours

**SSE - Social Science Education**

**SSE 500 - The Interaction of societies with their environments (3)**

The course examines case studies of the interaction of past and present societies and the natural environment. Each case study evaluates how and why historical, geographic, economic, civic, and social forces influenced the development and the impact of the human-environmental interaction. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**STEM-Sci-Techngl-Engr-Math**

**STEM 205 - Inquiry and Thinking in STEM for Teachers I (5)**

This is course designed to provide active inquiry and exploration of STEM (Science, Technology, Engineering, and Mathematics) content for teacher candidates. The main topics in this course are aligned with the Next Generation Science Standards and will increase teacher candidates' knowledge and skills to participate in inquiry across the STEM domains (Science, Technology, Engineering, and Mathematics) through a variety of hands-on scientific

investigations. Course content focuses on STEM content, inquiry-based science pedagogy, and the integration of informal education resources and technology. Relevant connections between math and science content and teaching practices in the classroom will be explored and discussed. Pre-requisite(s): MTH 105 and MTH 115. Co-requisite(s): None. 5 quarter hours

#### **STEM 210 - Inquiry and Thinking in STEM for Teachers II (5)**

This is the second course designed to provide active inquiry and exploration of STEM (Science, Technology, Engineering, and Mathematics) content for teacher candidates. The main topics in this course are aligned with the Next Generation Science Standards and will increase teacher candidates' knowledge and skills to participate in inquiry across the STEM domains (Science, Technology, Engineering, and Mathematics) through a variety of hands-on scientific investigations. Course content focuses on STEM content, inquiry-based science pedagogy, and the integration of informal education resources and technology. Relevant connections between math and science content and teaching practices in the classroom will be explored and discussed. Pre-requisite(s): MTH 105 MTH115. Co-requisite(s): None. 5 quarter hours

### **SUS - Sustainability**

#### **SUS 220 - Foundations for Success in Sustainability (4)**

Through case studies and real-life examples, the course explains how to build and communicate a case for sustainability to secure buy-in and support from management, customers, colleagues, and vendors. The course also focuses on obtaining the necessary resources through internal budgeting, capital investment, government incentives, and fundraising. Prerequisite: HOS 235.

#### **SUS 355 - Sustainable Operations in Hotels, Venues, and Food and Beverages (4)**

This course addresses operational aspects of implementing sustainability programs in hotels, conference centers, attract attractions, and restaurants, with an emphasis on affordable and cost-effective strategies that generate a return on investment and customer satisfaction. Prerequisite: HOS 235.

#### **SUS 365 - Global resource Management and Environmental Regulations (4)**

This course explores how environmental regulations, carbon caps, water use restrictions, municipal waste plans and ordinances, bans on certain chemicals and substances, and similar policies affect hospitality and

destination operations, costs, and reputations in the United States and around the world. Prerequisite: HOS 235

#### **SUS 370 - Certifications, Ecolabels, Standards, and Awards (4)**

Students will learn about the process used to develop sustainability standards, certifications, and ecolabels and how they can be used to obtain a competitive advantage and communicate a high level of environmental performance in the hospitality and tourism industry. Prerequisite: HOS 235.

#### **SUS 435 - Sustainable Supply Chain Management (4)**

Since much of an enterprise's environmental footprint is in the supply chain, students learn to adopt best practices used by Disney, Wal-Mart, Bank of America, and others to evaluate, measure, and manage hospitality industry suppliers in alignment with sustainability goals. Prerequisite: HOS 235.

#### **SUS 465 - Research, Analytics, Metrics and Reporting for Sustainability (4)**

This course covers the basic processes for managing sustainability performance, including research, analysis, goal-setting, and reporting. Students learn how to use information technology to track outcomes and use public indices, such as the Carbon Disclosure Project and Global Reporting Initiative, to benchmark progress. Prerequisite: HOS 235.

### **TIE - Technology in Education**

#### **TIE 203 - Technology for Educators (5)**

This is an introductory survey course with emphasis on technology skill development and appropriate ways to use technology across the curriculum. Students learn computer literacy and its use in education through hands-on activities, such as word processing, presentation software, graphics and instructional software, basic web design, and Web 2.0 Internet resources. Students create technology projects encouraging the discussion and reflection of effective integration strategies for utilizing those technology projects in the classroom. The class time is split between the classroom and online work, some in an adaptive learning environment. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

#### **TIE 300 - Introduction to Technology in the Classroom (3)**

This is an introductory survey course with emphasis on technology skill development and appropriate ways to use technology across the curriculum with a focus on the early childhood and elementary

classrooms, including the needs of special education students. Students learn computer literacy and its use in education through hands-on activities, involving word processing; presentation software; graphics and instructional software; basic web design; and Internet resources, including the "cloud" and interactive online tools. Students create technology projects and discuss and reflect on effective integration strategies for utilizing those projects in the classroom, with computers and other digital devices. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

**TIE 512 - Using Technologies to Support Student Thinking (3)**

This course examines and evaluates the role of learning technologies to foster student engagement and learning, and to inspire creativity, critical thinking, problem solving, and other higher order thinking skills. Candidates will review research on teaching problem solving with technology and conduct research to understand how this issue fits in their teaching and learning contexts. Candidates will critically review tools, frameworks, and approaches to learning problem solving, including problem-based learning, systems thinking, modeling, and complexity theory as these relate to bringing real-world problems into classroom in age-appropriate ways, and will build a mini-unit incorporating multiple approaches. Pre-requisite(s): LSE 500 or permission of TIE Program Director. Co-requisite(s): None. 3 semester hours

**TIE 515 - Critical Educational Technology Issues in Historical, Philosophical, and Policy Contexts (3)**

In this course, candidates examine social, cultural, political, and economic factors that have historically affected and which currently affect technology integration and access in educational environments. These factors are examined in relation to candidates' personal, professional and social identities as well as their philosophical outlook and experiences. Candidates engage in ongoing discussion of and reflection on roles and responsibilities of educators who construct and implement technology-enriched learning environments, develop resources and plans for supporting their own ongoing professional development, evaluate projects designed to promote cross-cultural awareness, and identify obstacles to effect technology integration in their local contexts. Pre-requisite(s): TIE majors only; non-TIE majors who wish to register for this course must have prior permission of the TIE program coordinator. Co-requisite(s): None. 3 semester hours

**TIE 524 - Digital Age Learning Experiences and Assessments (3)**

This course is an introduction to learning technologies for use in educational settings. A brief history and context of technology tools for learning and instruction are discussed. Candidates will use current and emerging digital tools to foster the 21st century skill framework of the 4Cs: critical thinking, communication, collaboration and creativity in their classrooms. Topics include digital age teaching and learning, how to use technology tools for education, digital citizenship and digital tools to support instruction of the 4C's i.e. podcasts, Google tools, videos and social media. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**TIE 525 - Designing Digital Age Learning Environments (3)**

This course is about understanding digitally-mediated 21st century learning environments and how to effectively design learner-centered experiences using digital tools and contexts. Candidates will consider digital tools and frameworks of various modes of learning, including blended and online learning, digital games, simulations, mobile technologies and augmented reality. Building upon their knowledge of instructional technologies, teaching and learning, candidates will be engaged and challenged to design activities using digital media and digital environments. Pre-requisite(s): LSE 500, TIE 535. Co-requisite(s): None. 3 semester hours

**TIE 532 - Visionary Leadership for Digital Learning Contexts (3)**

This course focuses on technology planning in educational settings. Topics include tools and strategies for effective technology planning for growth and improvement in student learning outcomes. Candidates will conduct all aspects of the planning process, including needs assessment, research, technology procurement, change management, and professional development. Candidates will discuss the issues related to leadership in strategic planning for technology, including developing a shared vision, curriculum planning, change management, program development, and evaluation at the school and district level. Pre-requisite(s): TIE 515 or equivalent, TIE 535. Co-requisite(s): None. 3 semester hours

**TIE 533 - Technologies for Leadership, Analysis and Decision Making (3)**

This course explores the use of tools and software to support data-informed decision making and leadership in educational contexts. Candidates will use advanced features of productivity tools to create and evaluate artifacts for analysis of outcomes, as well as planning for curriculum and instruction. Candidates will be able to select, compare, and evaluate digital tools to support leadership in educational settings, including spreadsheets, school



information, and learning systems, Google forms, cognitive mapping, and other software tools appropriate for supporting instructional decision-making. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**TIE 535 - Instructional Design Foundations for Digital Age Learning Environments (1 TO 3)**

This course is an introduction to instructional design and technology integration theories to create engaging learning experiences and environments for digital age. The major components of instructional design and development models will be presented, with an emphasis on applying technology to instruction and learning. Additionally, this course focuses upon research based digital tools and instructional technology trends to support active learning. Candidates will implement the design process to develop technology-infused instruction and learning. Pre-requisite(s): TIE 515 and LSE 500 or permission of the Program Director. Co-requisite(s): None. 1-3 semester hours

**TIE 542 - Digital Tools for Teaching, Learning and Assessment (3)**

In this course candidates plan, design, create and evaluate digital materials, tools and resources for teaching, learning and assessment in educational settings. Topics include the creation and use of resources using web development tools, participation in global online collaborative communities, instructional design of technology-based experiences for effective student learning and engagement, as well as assessment for student learning. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**TIE 575 - Leading Learning Technologies and Instructional Design with Shared Vision (3)**

This course prepares candidates to lead professional learning communities and activities for excellence in designing purposeful digital age teaching and learning. Topics include developing a shared vision of technology use, identifying and designing resources to build technological pedagogical content knowledge (TPACK), as well as effective planning, implementing and evaluating professional learning experiences related to learning technologies. Candidates will explore best practices in coaching and professional development models, apply skills in conducting professional learning development, and critique/reflect upon practice. Each candidate is to complete at least 15 hours of clinical experiences. Pre-requisite(s): Twelve hours of TIE coursework. Co-requisite(s): None. 3 semester hours

**TIE 583 - Workshop/Technology in Education/Contemporary Issues (1 TO 3)**

This course will examine and evaluate contemporary issues of interest relating to, and impacting, the field of learning technologies. Using appropriate theoretical frameworks, candidates will critically review and discuss contemporary trends in research, theory and/or policy. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**TIE 584 - Workshop/Technology in Education/Curriculum Materials (1 TO 3)**

This course will consider and evaluate issues of interest relating to, and impacting, the development of curriculum materials in the field of learning technologies. Using appropriate theoretical frameworks, candidates will critically review and discuss contemporary trends in the development of curriculum and supporting technologies in regard to learning technologies. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**TIE 585 - Workshop/Technology in Education/Instructional Practices (1 TO 3)**

This course will consider and evaluate issues of interest relating to, and impacting, the review of best practices and development of new instructional practices within the field of learning technologies. Using appropriate theoretical frameworks, candidates will critically review and discuss contemporary trends in the instructional tools, strategies and practices in regard to learning technologies. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

**TIE 592 - Portfolio Seminar to Advance Content Knowledge, Professional Growth, & Leadership (1)**

The Technology in Education portfolio is required of all M.Ed. candidates. Portfolios will document growth in technological content knowledge (TPACK), evidence leadership and professional growth, communicate competencies in learning design with technologies, and serve as a resource. The Portfolio Seminar is a culminating activity in the Learning Technologies M.Ed. programs. Pre-requisite(s): TIE 515 (or equivalent), TIE 535, LSE 500 (or equivalent), and TIE 542. Co-requisite(s): TIE 593 or permission of Program Director. 1 semester hour

**TIE 593 - Research Seminar: The Role of Emerging Technologies in Teaching, Learning, and Assessment (3)**

This course provides a culminating experience for candidates in The Learning Technologies Programs. Emphasis is on current trends and issues, seminal and research findings related to the use of emerging technologies in education. Candidates are required to research and propose solutions to a problem of practice around the implementation of new technologies within their own teaching and learning contexts. As part of this course, candidates are

required to complete minimum of 15 hours of field experiences. Pre-requisite(s): This course is open only to Learning Technologies majors. Completion of 12 semester hours of Learning Technologies courses, including TIE 535. M.Ed. candidates should also have completed ESR 505. Co-requisite(s): TIE 592 or permission of Program coordinator. 3 semester hours

## TLA - Teaching Learning Assessment

### TLA 530 - Supporting Teaching and Learning Through Mentoring and Coaching (3)

This course examines learning about theories of leadership, and how mentoring and coaching improve teaching and learning. Participants acquire mentoring and coaching competencies, including creating collegial relationships, building learning communities, communicating effectively, problem-solving, engaging in conflict resolution, facilitating learning and accountability, and functioning as a leader motivator in systems of change. Participants apply these competencies to real-world school contexts through 45 hours of clinical experiences. Pre-requisite(s): Admission to the Teacher Leader program, or permission of program director. Co-requisite(s): None. 3 semester hours

### TLA 535 - Teacher as Leader Seminar I (1)

This seminar is designed to explore several roles that teacher leaders engage in, such as classroom leader, team leader, school leader, organization leader, professional leader and researcher. Seminar participants will examine issues related to group dynamics, motivation, communication, and human relations. An essential element of this course is the cultivation of skills and strategies for a teacher leader who is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning. Candidates will be required to complete 15 clinical hours. Pre-requisite(s): Admissions to the Teacher Leader program. Co-requisite(s). None. 1 semester hour

### TLA 536 - Teacher as Leader Seminar II (1)

This capstone seminar requires participants to synthesize their learning by demonstrating how this learning was applied to classrooms and schools to improve the quality of student learning outcomes and school leadership. Essential elements of this course include cultivation of skills and strategies for effective leadership, establishing school-wide policies and programs, enhancing teaching and learning, and facilitating communications and community

relations. Pre-requisite(s): Grade of B or higher in TLA 535 and TLA 530. Co-requisite(s): None. 1 semester hour

### TLA 541 - Assessing Teaching and Learning: Introduction to Assessment (2)

Candidates will examine a wide variety of philosophical and practical approaches to school-based assessment. They will learn basic psychometric concepts (e.g. standardized tests; reliability and validity; and formative and summative evaluation) and understand historical and current assessment practices to systematically critique, apply, and interpret various assessment practices relevant to their district, schools, and classrooms. Candidates will focus on how the use of a variety of assessments in their classrooms can highlight student and classroom learning and needs and direct curriculum and pedagogical choices. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

### TLA 542 - Linking Assessment of Teaching and Learning: Field Study (2)

This course builds upon concepts, strategies, and assessment practices introduced in TLA 541, Assessing Teaching and Learning: Introduction to Assessment. Candidates will choose to study in depth a situation or issue of their choice in their own classroom, school or district and will develop a plan of action with the goal of improving assessment, instruction, and student learning in their setting. The plan will include engaging in relevant reading and identifying additional relevant resources, developing an assessment or series of assessments, collecting and interpreting the data, and communicating the results, or similar activities, as approved by the instructor. Pre-requisite(s): TLA 541. Co-requisite(s): None. 2 semester hours

### TLA 543 - Reflecting on Teaching, Learning and Assessment (2)

This is the culminating course in sequence with TLA 541 and TLA 542 and is closely linked to the four action research courses. This course is the candidate's final synthesis and reflection on the work he or she has accomplished through the action research and the assessment work, plus an opportunity to share this work with a wider audience. Candidates will analyze and reflect upon their assessment practices in relation to student growth, and link their work to the research of others. Candidates will document their understandings and communicate the results in a variety of ways. Pre-requisite(s): TLA 541, TLA 542. Co-requisite(s): None. 2 semester hours

### TLA 578 - Developing School Cultures (2)

Candidates will understand group theories experientially by studying the group dynamics of the cohort and their own schools in relation to systems theory and social psychology. They will learn how to place themselves in their school systems as facilitators, evolving change agents, and leaders advocating for improving education for all learners. Candidates will explore methods for constructing and collaborating with others to sustain respectful and democratic learning environments in the cohort, their school teaching teams, learning environments, districts, and local and online communities. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 579 - Engaging with Critical Multicultural Perspectives (3)**

This course guides teachers in examining their values, beliefs, dispositions and biases regarding their own cultural identity and that of others. Candidates critically analyze factors of cultural diversity within a variety of social environments and institutions and through a variety of curriculum resources and guided field observations. Within the framework of critical pedagogy theory, candidates evaluate how intercultural intersections of race, ethnicity, nationality, socio-economic status, gender, religion, language, and sexual orientation impact relations among people and access to quality education. Candidates develop practical, pedagogical strategies that empower their students and themselves to become change agents in their own multicultural environments. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 588 - Constructing Curriculum for Engaging the Whole Learner (3)**

Candidates examine the theoretical, historical, multicultural, social, and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teachers in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instructional methodology as contexts for interpreting these frameworks. Specific topics include integrated assessment, classroom management, brain-based strategies, differentiated instruction, student motivation, and the roles of emotion, movement, and artistic expression in learning. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 589 - Differentiating for Diverse Learners (3)**

This course addresses the characteristics of a differentiated classroom, curriculum adaptations to the needs of various learners, instructional strategies that support differentiation, and the development of learning environments for diverse learners. An

understanding of social, emotional, cognitive, and physical development of children lays the groundwork for the differentiated classroom. Learning styles of students, cultural background, linguistic differences, gender, and social class are explored to deepen understanding and guide classroom practice. Instructional strategies are articulated that target different levels of student learning and understanding. The course will be examined through the values of equity. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 591 - Meeting Complex Challenges of Contemporary Classrooms/Field Study (2)**

This action-based course encourages candidates to conduct an organized exploration of a topic, issue, or problem related to their current field of work (e.g., classrooms, schools, communities, and/or other learning environments). Candidates are encouraged to move beyond their commonly held beliefs and practices in order to grow professionally and to more effectively address the increasingly complex challenges of contemporary work environments. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 594 - Examining Curriculum Perspectives/Independent Study (2)**

The purpose of this independent study is to provide candidates the opportunity to investigate a topic, issue, or problem with singular focus and depth that is related to their understanding of curriculum and/or instruction. The topic of choice may or may not be directly linked to a candidate's immediate classroom assignment and practice, but should be of relevance to his or her individual goals and professional aspirations as a teacher. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

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