

2022-2023 UNDERGRADUATE AND GRADUATE OFFICIAL CATALOG

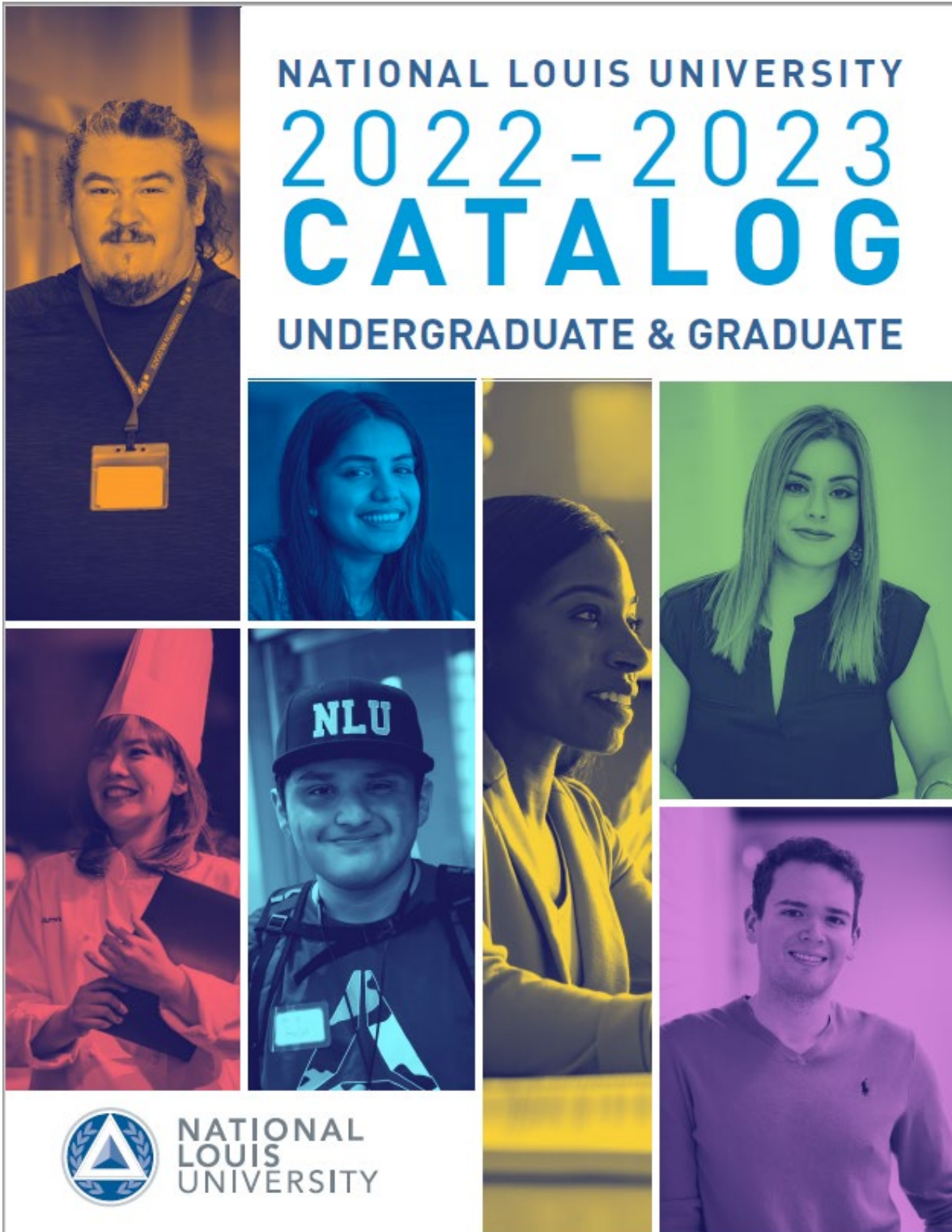


TABLE OF CONTENTS

About National Louis University	3
About the University Course Catalog	6
2022–2023 Academic Calendar	6
Tuition and Fees	10
Admissions.....	15
Types of Credit.....	20
Financial Aid	25
Student Services	30
Policies	32
Degrees Offered	56
Certificates	58
Non-Degree Endorsement Offerings.....	59
General Education Core	60
College of Psychology and Behavioral Sciences: Graduate	62
Graduate School of Business and Leadership.....	88
Kendall College of Culinary Arts and Hospitality Management.....	105
National College of Education	115
Undergraduate College	211
Minors	256
Concentrations	266
Course Options	295
Other Programs of Study	298
Course Descriptions	301
Directory	499

ABOUT NATIONAL LOUIS UNIVERSITY

Mission Statement

National Louis University is an inclusive, innovative community providing educational opportunities that inspire and empower all learners as they prepare for and advance in meaningful lives and productive careers.

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. And in 2020, NLU formed two dynamic new colleges, the Graduate School of Business and Leadership and the College of Psychology and Behavioral Sciences, as well as "Accelerate U", an innovative program offering a rapid pathway to a full-time job that also builds toward a full bachelor's degree. .

Today, National Louis offers more than 60 degree programs across five colleges – National College of Education, the Graduate School of Business and Leadership, the Undergraduate College, the College of Psychology and Behavioral Sciences, 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 arts, hospitality and other fields concerned with career and professional development.

The University serves approximately 10,000 students annually at 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.

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 Psychology and Behavioral Sciences, Graduate School of Business and Leadership, and the National College of Education. Whether you are seeking a graduate degree, undergraduate degree or non-degree certificate that will enrich your career options. 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 a compelling 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.nlu.edu. Through these pages, you will learn about the richness of National Louis - its history, its programs, its people, and the diversity of experience and ideas that keep our community motivated and energized. Come join us at NLU, where you will be empowered to write your own 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 Psychology and Behavioral Sciences, the Graduate School of Business and Leadership, 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.

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, the College of Psychology and Behavioral Sciences, and the Graduate School of Business and Leadership. It includes classrooms, administration and faculty offices, computer labs, student lounges and a library. The Reading Recovery Center is also housed in this location.

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, offering graduate programs in the National College of Education and the College of Psychology and Behavioral Sciences, as well as programs for traditional students through the Undergraduate College. 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 adjacent 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, the College of Psychology and Behavioral Sciences, and the Graduate School of Business and Leadership. 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

Institutional Accreditation

National Louis University is accredited by the Higher Learning Commission (HLC), one of six institutional accreditors recognized by the United States Department of Education and the Council for Higher Education Accreditation.

Please visit [Accreditation](#) for more information.

Specialized and Programmatic Accreditation

While you can click on the respective college names to learn more about their programmatic and specialized approvals, a high-level summary is provided below:

- The National College of Education meets all standards of the Council for the Accreditation of Educator Preparation.
- Certain business and health-related programs in the Graduate School of Business and Leadership (p. 88) and the Undergraduate College have earned professional accreditation from the International Accreditation Council for Business Education.
- The counseling programs in the College of Psychology and Behavioral Sciences (p. 62) is accredited by the Council for Accreditation of Counseling and Related Educational Programs and the clinical psychology programs are accredited by the American Psychological Association.
- A few programs in the Kendall College of Culinary Arts and Hospitality Management are accredited by the American Culinary Federation.
- 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.

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. The program requirements presented in the catalog can be also accessed at any time through the NLU Portal. The NLU's web based degree planning tools are designed to provide students and advisors with the real-time

information and enable them to track student progress toward degree completion.

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.

2022–2023 ACADEMIC CALENDAR

For the semester and five-year academic calendar, visit <https://nl.edu/academics/academic-calendar/>

2022 Fall Quarter

September

26	Monday	Fall quarter classes begin
15	Thursday	Summer Degree date

October

2	Sunday	Last day to add/drop classes
10	Monday	Indigenous Peoples Day (University open)
30	Sunday	First 5-week classes end

November

6	Sunday	First 6-week classes end
7	Monday	Late start classes begin
13	Sunday	Last day to drop late start classes
15	Tuesday	December 31st degree date application deadline
24–25	Thursday–Friday	Thanksgiving holiday (University closed)

December

4	Sunday	Fall 10-week classes end
11	Sunday	Second 5- and 11-week classes end
18	Monday	Second 6- and 12-week classes end
26–30	Monday-Friday	Winter holiday (University closed)
31	Saturday	Fall term degree date

2023 Winter Quarter

January

2	Monday	New Year's Holiday (University Closed)
16	Monday	Winter quarter classes begin
22	Sunday	Last day to add/drop classes
16	Monday	Martin Luther King Jr. holiday (University closed)

February

19	Sunday	First 5-week classes end
15	Wednesday	April 15th degree date application deadline
26	Sunday	First 6-week classes end
27	Monday	Late start classes begin

March

5	Sunday	Last day to drop late start classes
26	Sunday	Winter 10-week classes end

April

2	Sunday	Second 5- and 11-week classes end
9	Sunday	Second 6- and 12-week classes end

2023 Spring Quarter

April

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

May

14	Sunday	First 5-week classes end
21	Sunday	First 6-week classes end
22	Monday	Late start classes begin
28	Sunday	Last day to drop late start classes
29	Monday	Memorial Day holiday (University closed)

June

18	Sunday	Spring 10-week classes end
25	Sunday	Second 5- and 11-week classes end
30	Friday	Spring term degree date

July

2	Sunday	Second 6- and 12-week classes end

2023 Summer Quarter**July**

3	Monday	Summer quarter classes begin
4	Tuesday	Independence Day holiday (University closed)
9	Sunday	Last day to add/drop classes
23	Sunday	First 3-week classes end
24	Monday	Second 3-week classes begin
31	Monday	September 15th degree date application deadline

August

6	Sunday	First 5-week classes end
7	Monday	Second 5-week classes begin
13	Sunday	Second 3- and 6- week classes end

September

4	Monday	Labor Day holiday (University closed)
10	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.

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 2022 term through the spring 2023 term for courses offered on the standard term calendar. Tuition rates and fees are subject to change without notice.

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

Undergraduate Rates

Full-time (14-18QH), transferring in with 30 QH or less-- Domestic \$10,755/year

Full-time (14-18QH), transferring in with 30 QH or less-- International \$19,350/year

Full-time (14-18QH), transferring in with more than 30 QH-- Domestic \$6,000/term

Full-time (14-18QH), transferring in with more than 30 QH-- International \$6,333/term
Fewer than 14 credits per term

\$430/credit hour
Full-time Plus (19+ credits per term)

\$6,333/term + \$430/credit hour above 18QH

Graduate Rates by College

Graduate Rates by College Rate per semester hour

National College of Education

M.Ed. and M.A.T

\$685
Ed.S.

\$685
Ed.D. (including Ed.S. Higher Ed Leadership) \$774

Professional Development

\$380
Reading Recovery

\$380
ESL/Bilingual (On-site, per hour), LBS1 (Special Ed Endorsement) \$450

College of Psychology and Behavioral Sciences

M.A. and M.S. \$759

M.A. Clinical Psychology

\$1,162
Ed.S. Applied Behavior Analysis \$759

Ph.D. Community Psychology \$774

Ed.D. Counselor Ed and Supervision \$774

Psy.D. Clinical Psychology

\$1,162

Graduate School of Business and Leadership

M.S. and M.P.A. \$759

Graduate Leadership Programs:

\$781

Human Resource Management and
Development (M.S.)MBA: General, Entrepreneurship and
Nonprofit Management
Health Services Administration (M.H.A.)

Organization Leadership (M.S.)

Doctorate in Business Administration (DBA)

Major Credit for MHA

\$100 per SH

Major Credit for (MHA) - LTC Concentration

\$100 per SH

Major Credit for MS HRMD and MS IOP

\$100 per SH

Major Credit for M.Ed. and Ed.S.- for EDL

529 \$100 per SH

Major Credit for MSOL and MS IOP-Military
Leadership Training \$100 per SH

Exceptions

Florida

National College of Education

M.Ed. and Ed.S.

\$650

Ed.D.

\$705

Partnerships

Contact the Office of Partnerships for specific rate
information.

Credit for Prior Learning

**Credit for Prior Learning Rate per quarter/
semester hour**

ACL 301 Fees

Tuition for the course (2QH)

\$860

Essay Reviews

1st essay

\$0

2nd and all subsequent essays

\$400 per essay

Undergraduate Credit by Credential for LTC and
Elective Credits \$30 per QHMajor Credit by **Credential** for Graduate levelMajor Credit by **Portfolio** for Undergraduate
courses

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)*Major Credit by **Portfolio** for Graduate and Doctoral
courses

Major Credit for MPA

\$759 per course

Major Credit for Ed.D. and Ed.S. Educational
Leadership \$774 per courseMajor Credit for Ed.D. and Ed.S. Higher
Education Leadership \$774 per courseMajor Credit for Ed.D. Teaching and
Learning (PTIL) \$774
per course*(fee recommendations are based on one-third the
cost of current tuition for the individual programs)*Major Credit by **Portfolio** for Endorsement Credit
only

Endorsement Credit for LBS1

\$450 per course

UG Elective Credential credit

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

edTPA fee** (NCE students-one time fee)

\$300

Miller Analogies Test

\$80

School Psychology Testing

\$350

All Other Fees

Deferred Payment Plan***

\$35

Diploma Reorder

\$35

Email Opt Out***

\$100

Late Payment per Month

\$15

NCE Assessment and Tech 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)

\$275

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

\$175

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

\$75

Thesis/Dissertation/Exam Continuation**

\$774

Transcript

\$16.50 (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.

Course Fees 2022-2023**Student Course Fees 2022-2023****Undergraduate College**

Course	Fee	Description
MTH 101** software fee	\$40	Knewton course
MTH 102** software fee	\$40	Knewton course

MTH 105** software fee	\$40	Knewton course
MTH 115** software fee	\$40	Knewton course
ENG 101** software fee	\$60	Hawkes course
HIS 102** software fee	\$45	Cengage course
PSY 101** software fee	\$45	Cengage course
SCI 101** software fee	\$45	Cengage course
SCI 105** software fee	\$45	Cengage course
SOC 101** software fee	\$45	Cengage course
ECO 200** software fee	\$45	Acrobatiq course
HIS 103** software fee	\$45	Acrobatiq course

** Non Pathways sections only

Kendall College

Course	Fee	Description
CAPK 498 Project	\$100	Senior Integrative
CUL 110 materials fee	\$90	Sanitation course
KCUL 105 materials fee	\$50	CPR/First Aid
KCUL 115 Field Excursion Fee	\$45	
KCUL 125 Excursion Fee	\$45	Field
KCUL 155 Excursion Fee	\$45	Field
KCUL 164 fee	\$40	Dining Room service
KCUL 399 of Cheese materials fee	\$60	Art
HOS 120 materials fee	\$46	Management
HOS 203 materials fee	\$150	Beverage Manager
HOS 318 materials fee	\$150	Spirits and Mixology

HOS 319 materials fee	\$65	Craft of Beer
HOS 334 Practicum Fee	\$40	
HOS 364 Catering Fee (uniform)	\$40	Banquet and
HOS 366	\$40	Simulation course fee
HOS 445	\$40	Simulation course fee
HOS 480 fee	\$75	Capstone Technology

Education- National College of Education & Undergraduate College

Course	Fee	Description
ECE 470	\$83.33	Field Experience fee
ECE 580	\$83.33	Field Experience fee
ECE 590	\$83.33	Field Experience fee
ELE 470	\$83.33	Field Experience fee
ELE 587 Experience fee	\$250	Partnership Field
ELE 510	\$83.33	Field Experience fee
ELE 590	\$83.33	Field Experience fee
MGE 505	\$83.33	Field Experience fee
MGE 590	\$83.33	Field Experience fee
SEC 510-524	\$83.33	Methods Course fee
SEC 590A-F	\$83.33	Field Experience fee
SPE 576	\$83.33	Field Experience fee
SPE 592C	\$83.33	Field Experience fee
ECE 470	\$300	edTPA Fee^
ECE 590	\$300	edTPA fee
ELE 470	\$300	edTPA fee^
ELE 590	\$300	edTPA fee^
SEC 590A-F	\$300	edTPA fee^
SPE 592C	\$300	edTPA fee^

^ The edTPA fee is currently waived through December 31, 2022, per the Gubernatorial Emergency Proclamation. The status of this fee for Winter and Spring 2023 will depend on the status of any future proclamation.

College of Psychology and Behavioral Sciences

Course	Fee	Description

HSC 501 \$30 NLUCA Fee (Illinois sections only)

HSC 533 \$195 Tevera courseware fee (Illinois sections only)

New student program fees:

- All new students in the **EDD Counselor Ed and Supervision** program and the **MS Counseling program based in Florida** are charged a one-time \$195 Tevera courseware fee required by that program
- All new students in the **MA Clinical Psychology** and **PSYD Clinical Psychology** programs are charged a one-time \$195 Tevera courseware fee required by that program

School of Business and Information Technology

Course	Fee	
Description		
DTE 500	\$105	
Emotional Quotient Inventory Fee		
MBA 505	\$105	Emotional
Quotient Inventory Fee		
MBA 505	\$27	
Ethics Inventory Fee		

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. 56) 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, must submit a Returning Student Form.

The following rules apply to re-entry:

- Students return with the same academic status (p. 53) as when they left
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 54). 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 who weren't dismissed but return with an undergraduate level GPA lower than the minimum required by the program need to petition for re-entry and submit personal statement with two letters of recommendation to the Office of the Registrar for further review by the program chair and related college committee.
- Students are subject to degree requirements in effect at the time of re-entry, see the Catalog of Entrance (p. 45) policy
- Students must submit official transcripts of any college work taken since leaving NLU

Readmission

Students who have previously attended NLU, but have been away from the University for five calendar years or longer, 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. 53) as when they left
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 54). 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 who weren't dismissed but return with a GPA lower than the minimum required by the program need to petition for re-admission and submit personal statement with two letters of recommendation to the Admission's Office for further review by the program chair and related college committee.
- Students are subject to degree requirements in effect at the time of readmission, see the Catalog of Entrance (p. 45) policy

Undergraduate Admissions

Undergraduate Admission Requirements

- Completed application available at 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. 17).

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. 17).
- 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
- Bachelor's degree from a school with institutional accreditation. 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. institutionally 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 school with institutional accreditation 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.
 - Duolingo English Test (DET). Scores: Undergraduate applicants: A minimum score of 95. Graduate Applicants: A minimum score of 105. DET 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 at least three years of education at a high school or secondary school, where English is the language of instruction.
- Completed at least two years (48 semester credits or 72 quarter credits) of education at a college or university where English is the language of instruction.
- Completed an ESL program accredited by the Commission on English Language Program Accreditation (CEA), the Accrediting Council for Continuing Education and Training (ACCET), or any of the six regional accrediting bodies for higher education institutions in the US within the past three calendar years
- Undergraduate applicants who have completed level 5 of the National Louis English Language Program.
- 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 Maria Lammy, Designated School Official, DSO, at mlammy1@nl.edu or 312-261-3888.

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
- EDU 210- History and Philosophy of Education, 5 quarter hours
- EDU 200 (p. 353)- Applied Educational Psychology, 5 quarter hours

Please visit <https://nl.edu/tuition-and-aid/types-of-aid/scholarships/d214-national-louis-scholarship/> for more detailed information. To register for classes, visit <https://www.nl.edu/colleges/undergraduatecollege/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 accredited institution (note: Education Programs (p. 211) accept only credit from schools with institutional accreditation)

- The student received a grade of "C" (GPA of 2.0/4.0) or better (Note: students who graduated with an overall GPA of 2.0 or better from A.A. or A.S. degree at an IAI approved institution may be exempt from this requirement, subject to each NLU program rules. This exception may also apply to other associate's degrees that are part of specific Articulation Agreements).
- 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 credit for prior learning may be accepted by select undergraduate programs, subject to specific program requirements
- Up to 60 quarter hours of technical credit may be accepted by the Applied Behavioral Science (p. 62), Health Care Leadership (p. 88), and Management (p. 248) 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
- Credit below college level cannot be accepted
- In addition to the above requirements Kendall College of Culinary Arts and Hospitality Management has its own transfer credit restrictions (p. 106)
- 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.

Non-institutional Graduate Transfer Credit

Transfer of graduate credit completed outside of NLU 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.

NLU credit completed under a different program is subject to Application of Academic Credit Toward Multiple Programs Policy (p. 43).

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

- Students 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 school with institutional accreditation
- 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.

- **National College of Education:**
 - Graduate Transfer Completed at another Institution (p. 119)
 - Doctoral Transfer Completed at another Institution (p. 183)
- **College of Psychology and Behavioral Sciences:**
 - Graduate Transfer Completed at another Institution (p. 65)
 - Doctoral Transfer Completed at another Institution (p. 76)
- **Graduate School of Business and Leadership:**
 - Graduate Transfer Completed at another institution (p. 91)
 - Doctoral Transfer Completed at another institution (p. 102)

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. 23)
- American Council on Education (ACE) - ACE credit recommendations for Military Experience and Professional Training (p. 23)
- Nationally recognized examinations such as DSST, CLEP, Excelsior College Exams, or Advanced Placement (AP) (p. 23)
- NLU's internal Credit by Credentials program (p. 24)

Credit for Prior Learning may be accepted toward all undergraduate and graduate programs across the

institution as an option for validating and credentialing college-level knowledge and skills acquired outside of the classroom-upon approval of program faculty, college leadership, and 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 for bachelor's degrees, 9 semester hours for master's, and 12 SH for doctoral degrees. 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:

- Undergraduate students: 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.

Graduate and Doctoral Level Credit for Prior Learning earned through Portfolio or by Credentials is approved by NLU faculty and is considered NLU credit.

- Graduate Level Degrees (including graduate level certificates, master degree, educational specialist degree, etc.). A maximum of 9SH required for the degree program can be completed through Credit by Prior Learning. These credits will count towards NLU residency, and will not conflict with the maximum transfer credit allowed.
- Doctoral level degrees (including doctoral level endorsements, doctoral degree, etc.). A maximum of 12SH required for the degree program can be completed through Credit by Prior Learning.

These credits will count towards NLU residency, and will not conflict with the maximum transfer credit allowed.

Credit for Prior Learning (CPL)

Credit for Prior Learning (CPL) includes several options that can be applied towards undergraduate and Graduate Elective, General Education, and Major course credit. PLA programs include, Credit by Portfolio, Credit by Examination, and Credit by Credentials.

Credit by Portfolio is one of the options possible for undergraduate students seeking to fulfill General Education and Elective credits by taking the ACL301, *Perspectives on Prior Learning* 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 some programs at both undergraduate and graduate levels. Students who possess the equivalent knowledge and background required to successfully pass identified major courses can enroll in the Credit by Portfolio (CPL) course option, where they can demonstrate course equivalent competencies. Student learning outcomes are assessed and potential credit awarded by a faculty assessor. To determine if your programs offer CPL for major courses, please visit, <http://www.nl.edu/pla/>

The Portfolio programs offered at NLU are 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. A standard fee is charged to cover the administrative costs.

For more information on Prior Learning Assessment Credit and fees click [here](#).

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 colleges at NLU accept ACE credit. Programs in the National College of Education may also choose to accept ACE (pending any state mandated or regulations put on licensure programs), upon approval of program faculty, college leadership, and Provost office.

The application of prior learning credit for military experience and professional training has been specifically restricted to "general education" designated courses and program electives – when appropriate, programs seeking to include CPL options into their major, minor, and concentration coursework must consult with their program faculty, college leadership, and Provost.

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

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

Credit by Credentials Program

Credit for Prior Learning and Credentials includes Licensure, Certification, Professional Training, and Badges. It is possible at NLU for some programs to use Credit by Credentials to be applied towards Elective credit as well as Major courses. All credentials are reviewed by program faculty, to determine course-equivalent learning outcomes. Credentials that are recommended by program faculty for program course-equivalent credit award must be vetted through the Provost Office for approval. A standard fee is charged to cover the administrative costs.

be applied toward the degree is at the discretion of the University.

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

FINANCIAL AID

National Louis University participates in the federal Title IV financial assistance programs and the Illinois and Florida State Grant programs and offers 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 October 1 by visiting www.studentaid.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. 27)
- 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 to their program, the Student Finance Office will send an award notification letter detailing the types of awards and dollar amounts for which she or he is eligible. This 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 financial aid eligibility. All financial aid recipients are required to complete a FAFSA each year they want to utilize financial aid.

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. 48) 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. 25).

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, 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 is called a Return of Title IV calculation 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 any refund the student 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. Direct Graduate PLUS Loan
4. Direct Parent PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Federal TEACH Grant
8. Iraq Afghanistan Service Grant

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

Financial and Physical Hardship Policy

Consistent with the Illinois Student Debt Assistance Act, this policy establishes processes and procedures to assist students in limiting their student debt when a physical or financial hardship requires the student to withdraw from the College. This policy can be found here (p. 48).

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. 53) for University guidelines.

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 two-thirds (66.67% rounded to 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. 27). 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's Success Coach or Academic Advisor and will be submitted to the National Louis University SAP committee for review. The student will be notified in writing as to whether the appeal was approved. Only one appeal is allowed during the student's entire time at NLU (including program changes and degree completions).

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. Any changes to the academic plan need to be approved before the corresponding term begins, and it is the responsibility of the student to monitor their schedule and work with their Coach/Academic Advisor in the event the SAP academic plan needs to be updated accordingly.

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.

*Please note, International students must pay in full at the beginning of each term and are not eligible for payment plans.

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.

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) and a copy of their DD-214 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 Criterion Writing Assessment for graduate applicants and students: .

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. 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 Engagement for confidential referral information for licensed therapists in their community.

Credit for Prior Learning

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. For more information, please go to the CPL website.

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.

Disability and Access Services

Disability and Access Services (DAS) is committed to partnering with students who have disabilities to provide access to a quality education through the provisions of reasonable accommodations. DAS will collaborate with faculty and staff, as part of your support team, to ensure all your access needs are met, in accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act, and University policy. Accommodations are tailored to individual needs and substantiated by medical documentation. To request services, please submit an Accommodation Request Form. For additional information, please contact Disability and Access Services at ADA@nl.edu or 312-261-3329.

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 of 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.

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 Licenses 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.

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 Achievement Policy

Recognition of Academic Achievement

Academic Excellence

Each quarter National Louis University recognizes undergraduate students at the Associates and Bachelors level whose grades reflect academic excellence. All undergraduate students enrolled at full time status, defined as enrollment in at least twelve (12) credit hours and whose quarter grade point average is 3.75 or higher, will be awarded Academic Excellence. These students will be recognized quarterly by the college dean.

Graduation Honors

National Louis University recognizes the academic achievement of undergraduate students completing their degree by awarding the following recognition:

Graduation with Honors

Undergraduate students who meet the following criteria will be recognized with "Graduation with Honors"

- A cumulative undergraduate level grade point average (GPA) of all coursework taken at NLU of a 3.7-3.99
- A minimum of 90 Quarter Hours completed at National Louis University for students obtaining a Bachelor's degree (B.A. or B.S.)
- A minimum of 45 Quarter Hours completed at National Louis University for students obtaining an Associate's degree (A.A.S.)

Graduation with High Honors

Undergraduate students who meet the following criteria will be recognized with "Graduation with High Honors"

- A cumulative undergraduate level grade point average (GPA) of all coursework taken at NLU of a 4.0
- A minimum of 90 Quarter Hours completed at National Louis University for students obtaining a Bachelor's degree (B.A. or B.S.)
- A minimum of 45 Quarter Hours completed at National Louis University for students obtaining an Associate's degree (A.A.S.)

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.

Additionally, it is the student's responsibility to furnish supporting evidence to substantiate their appeal; this is to ensure appeals are evidence-based and provide objective measures to review and reach a fair resolution for all parties involved in the academic appeal. As such, students are encouraged to include supporting evidence at every step of the academic appeal process.

The following types of disputes are covered under the academic appeals process:

- Graded assignments (e.g., quizzes, exams, papers, presentation, projects, and field experience)
- Final grades
- Disciplinary actions related to disruptive classroom behavior

Note: Admission and re-admission decisions are specifically excluded from the Policy on Academic Appeals. Additionally, charges of academic dishonesty are excluded from the Policy on Academic Appeals and are governed by the Academic Honesty Policy.

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 Assistant Dean of Students or designee at studentaffairs@nl.edu or 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.

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 Assistant Dean of Students or designee at studentaffairs@nl.edu. Any student with questions, complaints or concerns about discrimination or harassment based on gender or any other classification is encouraged to contact the Title IX Coordinator and Assistant Dean of Students at dlaban@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 completing and submitting an academic appeals form (<https://nl.edu/legal/let-us-know/>) AND 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 escalate their appeal, following the instructions provided in the Step I response, by submitting 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 escalate their appeal, following the instructions provided in the Step II response, by submitting 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:

- Accelerate U - Vice President of Workforce Pathways
- College of Psychology and Behavioral Sciences - Academic Standards and Admissions Council
- Kendall College of Culinary Arts and Hospitality Management - Associate Dean of Kendall College
- National College of Education - The Academic Policies Committee
- Graduate School of Business and Leadership - Academic Standards Committee
- Undergraduate College - Curriculum & Instruction Committee
- University Library - Undergraduate College's Curriculum & Instruction Committee

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 escalate their appeal, following the instructions provided in the Step III response, by submitting 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.
 - i. The parties shall respond to any request of the hearing committee within three (3) business days. The hearing committee may extend the response period upon the request of a party for good cause shown.
 - j. The hearing officer shall preside over the hearing. No formal rules of evidence or parliamentary rules shall apply. All persons concerned shall strive to conduct themselves in a spirit of collegiality.
 - k. After the evidence has been presented, the hearing committee shall deliberate in private and determine by majority vote if the original decision should be sustained or overturned,

and if overturned or mitigated, what remedy should be recommended.

- l. The hearing committee shall make a good faith effort to provide a final written report within 10 business days of the first hearing date. The recommendation of the hearing committee shall be forwarded to the Senior Academic Officer for review/implementation.
5. Within 5 business days following notification of the decision of the hearing committee, either party may appeal to the Senior Academic Officer for final administrative review. 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. Students may be asked to submit their papers electronically to a third party plagiarism detection service. Students who are asked to submit their papers and refuse must provide proof for every cited work comprising the cover page and first cited page for each source listed in the bibliography.

When evidence of academic dishonesty is discovered, an established procedure (see below) of resolution will be activated to bring the matter to closure. For additional guidance on how to apply these policies and procedures, faculty may contact their program administrator and/or the Assistant Dean of Students or designee at studentaffairs@nl.edu.

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 (on-line, 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 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 (<https://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.

Collection of Student Artifacts for Assessment Purposes

National Louis University is committed to providing the best learning environment for students. To determine if courses and degree programs, student services, and institutional operations are effective, we analyze information related to student learning from student artifacts (e.g., course work, portfolios, surveys, student engagement and workshop materials). When collecting these data, student identities are kept confidential and are not shared when these data are reported. The university uses these results to take action to bring about change and support continuous improvement, which benefits current and future students. You can learn more about NLU assessment from our website and can contact assessment@nl.edu if you have any questions or concerns.

Credit Hour Compliance Policy

Credit Hour Compliance (CHC) Policy

Purpose:

To ensure consistency, appropriate amount of content in courses related to the assigned credit hour unit regardless of modality in accordance with Federal, State, and accreditation requirements. The policy adheres to successful practices, sets expectations across academic units, defines direct instructional

time and out-of-class time, and outlines requirements for compliance.

Expectations:

- All faculty teaching courses are expected to provide content and instruction to meet the assigned credit hours for their course(s) based on the requirements stated below.
- Program leaders (or designees) are responsible for overseeing assurance of all classroom activity in courses adhering to credit hour compliance (CHC) requirements as outlined below. College Deans (or their designee) are responsible for verifying with program leaders all approved courses are accurately documented as meeting CHC. Further, program leaders (or designee) are responsible for overseeing syllabi from all course sections comply with the documented course template or master course outline, as well as credit hour requirements of each course.
- The Registrar is expected to maintain an accurate, up-to-date master list of all approved courses and to be able to provide lists of courses offered by term and modality.
- Upon course review, if credit hours changed, an updated credit hour form will need created.
- For special or non-standard cases, consult the Provost Office.

Definitions:

1. **“Direct Instructional time”** is also known as “in-class time.” Calculating Face-to-Face (FTF) direct instructional time is simple, as this is typically the amount of time the faculty member is personally interacting with students within the context of the classroom but is not limited physically to the classroom. This task is not so straightforward for online, blended, independent study, and internship/practica modalities. In these cases, “DIRECT INSTRUCTION” can constitute a variety of activities counting as “in-class time.” Essentially, any structured activity which the instructor actively facilitates counts as “DIRECT INSTRUCTION.” See the credit hour compliance form for specific examples.

Online, independent study, and internship courses do not typically meet in the traditional sense of “seat time,” so it is necessary to articulate each specific course component (i.e., student “in class” work activity) and its average time-on-task. It is understood that there is variance in times for work activities/projects, so our goal is to define the AVERAGE AMOUNT OF TIME that NLU believes each task takes. The purpose of calculating direct instruction and in-class work is to ensure appropriate

time to achieve learning outcomes set for each course. The total for these course components should assure compliance with time required to award credit.

2. Non-direct instruction activities are traditionally thought of as out of class work or time requirements, but could be in-class activities without direct instruction. The idea is to assign an **AVERAGE AMOUNT OF TIME-ON-TASK** to every non-direct instruction activity type.

3. While there are several requirements for different types of credit experiences listed below, there can be composite courses like practicums which follow the ratios of direction instruction and out-of-class homework per category, but combine these experiences in one course.

Requirements:

Standard Courses

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	10 hours	20 hours	30	1	15 hours	30 hours	45
2	20 hours	40 hours	60	2	30 hours	60 hours	90
3	30 hours	60 hours	90	3	45 hours	90 hours	135
4	40 hours	80 hours	120	4	60 hours	120 hours	180
5	50 hours	100 hours	150	5	75 hours	150 hours	225

Internships

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction	Total

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	10 hours	20 hours	30	1	15 hours	30 hours	45
2	20 hours	40 hours	60	2	30 hours	60 hours	90
3	30 hours	60 hours	90	3	45 hours	90 hours	135
4	40 hours	80 hours	120	4	60 hours	120 hours	180
5	50 hours	100 hours	150	5	75 hours	150 hours	225

Student Teaching

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	5 hours	25 hours	30	1	8 hours	37 hours	45
2	10 hours	50 hours	60	2	16 hours	74 hours	90
3	15 hours	75 hours	90	3	24 hours	111 hours	135
4	20 hours	100 hours	120	4	32 hours	148 hours	180
5	25 hours	125 hours	150	5	40 hours	185 hours	225

Labs

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	20 hours	10 hours	30	1	30 hours	15 hours	45
2	40 hours	20 hours	60	2	60 hours	30 hours	90
3	60 hours	30 hours	90	3	90 hours	45 hours	135
4	80 hours	40 hours	120	4	120 hours	60 hours	180
5	100 hours	50 hours	150	5	150 hours	75 hours	225

Independent Study

Quarter Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total	Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	1-10 hours	20-29 hours	30	1	1-15 hours	30-44 hours	45
2	2-20 hours	40-58 hours	60	2	2-30 hours	60-88 hours	90
3	3-60 hours	30-87 hours	90	3	3-90 hours	45-132 hours	135

Thesis/Dissertation Courses

Semester Hours Awarded	Direct Instruction	Non-Direct Instruction Activities	Total
1	1-15 hours	30-44 hours	45
2	2-30 hours	60-88 hours	90
3	3-90 hours	45-132 hours	135
4	4-120 hours	60-176 hours	180
5	5-150 hours	75-220 hours	225

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 undergraduate level grade point average (some programs require a higher grade point average)
- Fulfill the General Education Core Requirements (p. 60)
- 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

Undergraduate students may also choose to complete any Minor and/or Concentration based on their individual goals and interests and in consultation with their Success Coach/Academic Advisor to ensure the pre-requisite requirements are satisfied.

The following criteria apply:

- The student major, minor and/or concentration cannot be in the same area of study
- The same course cannot be used to fulfill the major, minor and/or concentration requirements
- Minors require a minimum of 15 QH to be taken at NLU
- A minimum grade of a C or better is required for any course in a minor or concentration
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 undergraduate level GPA of 3.00 of 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 the Registrar 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 the Registrar 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.

Posthumous Degrees

National Louis University may award posthumous degrees. Students who have been approved to graduate, or meet all graduation criteria, will be awarded the degree or certificate for which the student is eligible. Deceased students who meet the criteria outlined in the Posthumous Degree Procedures may be eligible for an honorary posthumous degree.

A family member, or family representative, may request that a degree be awarded posthumously by reaching out to the Office of the Registrar and providing a death certificate via email at records@nl.edu. The Registrar will complete a degree audit to determine progress towards degree. If all degree requirements have been met the Registrar will alert the Vice President of Student Affairs and the Provost of the degree that was awarded posthumously. The Vice President of Student Affairs, or their designee, will communicate any next steps with the family. At the discretion of the institution, the student may be recognized at the university commencement ceremony.

Students who have made significant progress towards their degree may be eligible for an Honorary Posthumous Degree based on the following criteria.

The student was:

- In good academic standing and making satisfactory progress towards degree completion
- Enrolled within the last year at the institution
- Has made significant progress towards their degree program as outlined below, or at the discretion of the college
 - Certificate students must be within 5 quarter hours
 - Associates students must be within 15 quarter hours
 - Bachelors students must be within 30 quarter hours
 - Graduate students must be within 6 hours of completing the coursework for the degree
 - If a thesis, dissertation, or capstone is required for a graduate degree the student must have a

significant portion of the project completed and the committee must review and find the work to be acceptable.

After the Registrar completes an audit for an honorary degree, he or she will forward the results to the Dean of the respective college to make a formal nomination to the Provost and Chief Academic Officer. The Provost will review, and if approved present to the President for final approval. If approved, the Vice President of Student Affairs, or their designee, will communicate any next steps with the family. Honorary Posthumous Degrees are listed as so on the transcript and diploma and are excluded from institutional reporting of graduation outcomes.

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. 32).

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. 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 their program 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 who wish to change their program of study must complete the Change of Program form in consultation with their Academic Advisor and complete degree requirements in effect at the time of admission to the new program.

Students may have to meet new requirements if the program revision is a result of changes to licensure and endorsements at the state level or programmatic and specialized approvals by accrediting bodies or other agencies.

Returning Students

National Louis University will make reasonable effort to recognize previously completed requirements but all returning students must adhere to the current requirements.

Students who have been away from the University for more than one year but fewer than five years fall into the re-entry status and must meet the degree requirements of the catalog in effect at the time of their reentry. Students who have been away for more than five years must apply for re-admission and will

be governed by the catalog at the time of their readmission.

Undergraduate students who completed all requirements or were missing up to 15 QH for completion of their original degree requirements may be granted exception to return and be graduated under their original catalog requirements as determined by the Office of the Registrar and Program Director.

Likewise, students previously enrolled in an undergraduate degree completion program (B.A. Applied Behavioral Sciences, B.S. Management, B.S. Health Care Leadership) who completed the entire old major core will be moved to the catalog requirements in effect at the time of their return but have their old core used in lieu of the current core requirements. Students who did not complete the entire original core requirements will be moved to the current degree requirements at the term of re-entry/re-admission and have major coursework evaluated by the faculty for applicability to current requirements.

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
- Electronically at www.nl.edu/registeronline (submissions will be processed within 24 business hours)
- Online through the NLU Portal (continuing graduate students only)

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

Students requesting to be registered in a course after the add/drop period will need to obtain permission from the professor teaching the course and forward that permission to their coach/advisor in order to be registered. Registration after the add/drop period is not guaranteed.

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 the Registrar after the first week of classes. All deferment forms are forwarded to the Clearinghouse.

Skills Assessment

Undergraduate students enrolling in Math and English courses will have their skills evaluated during the first weeks of the course to determine the appropriate level of support needed to ensure that students possess the requisite skills needed for academic success. Those needing extra assistance will be provided with support through Learning Support.

Students are limited to 5 quarter hours of NLU developmental coursework that 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. Graduate students are permitted to register for up to 10 semester hours of graduate study in a regular term.

Any student who wishes to register for more than 21 quarter hours (UG) or 10 semester hours (GR) must submit a written petition to their academic advisor.

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. 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 <https://nl.edu/tuition-and-aid/tuition-and-fees/> 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 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. 25).

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. 49) 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. 48).

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. 32).

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") is a temporary grade that may be assigned at the discretion of the instructor if the student has successfully completed 75% or more of the course requirements and has encountered unusual or unforeseen circumstances which prevent them from completing the course requirements by the end of the

term. The rules and procedures governing “I” grades are outlined below.

- The final decision about what constitutes 75% rests with the instructor based upon a discussion initiated by the student
- 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
- Faculty are encouraged to submit an online in-progress contract to be completed by the instructor to document the details for completion of the course requirements
- The student is expected to complete the work in-progress no later than 90 days following the last day of the in-progress course. The faculty member may set an earlier required completion date at their discretion.
- The faculty member must include a Provisional Grade to be assigned at the time of submitting the in-progress contract. All “I” grades will lapse to this grade if the coursework is not completed within the specified time period, up to 90 days.
- In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the incomplete
- “I” grades are prohibited in the following teacher preparation courses, if the Student Teaching experience must be repeated: ECE 590, ELE 470A, ELE 470B, ELE 590, ELE 597, MGE 590, MGE 597, SEC 590A-F, 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

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

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

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 <https://nl.edu/student-services/student-affairs/student-rights-and-information/>.

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.

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 reentry or 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. 53), it will be communicated to the student in writing.

In determination of the student academic standing, NLU uses Undergraduate Level GPA for undergraduate students and Program GPA for graduate students.

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. 27).

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 (Level GPA for undergraduate students and Program GPA for graduate students) 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. 53). 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. 53).

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. 27), 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 undergraduate level GPA of 2.0 for undergraduate students or a minimum program GPA of 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 write a personal statement submitted to the University Registrar by their Academic Advisor that is 1-2 pages in length and addresses the following:

- Identify the issues that led to academic difficulty (documentation of any extenuating circumstance cited is required)
- List corrective steps taken to address these issues and describe what has changed these issues that will now allow for success
- List any college credit earned since dismissal proving that steps for success have been implemented and provide a copy of the unofficial transcript (note: college credit taken elsewhere since Academic Dismissal is strongly encouraged)
- Provide an agreed upon course schedule for the first term of enrollment

Upon receipt, the appeal will be sent to the College Dean, or appointee, for review and a decision. The decision is non-appealable. Students are eligible to appeal again within one academic term.

If the appeal is approved, the student will return on Academic Warning (AW) status for one term and have their academic status reviewed at the end of the first term. Students may be required by the institution to meet non-course requirements, including, but not limited to, appointments with Learning Support or the University Counseling Center, at the discretion of the college dean or designee. If the request is submitted after one year of nonenrollment, the request will be subject to the Policy on Returning to NLU (p. 15).

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

The following University policies and procedures can be found in the Student Guidebook:

Acceptable Use of Information Systems
Access to Student Records
Appeals for Refund of Tuition Charges
Contact Information
Damage, Liability, Loss or Theft
Dependents and Visitors on Campus
Field Trip and Off-Campus Sponsored Activity
Identification Cards
Health and Immunization
Student Insurance
Inspection, Search and Seizure
Intellectual Property
Observance of Religious Holidays
Protests and Demonstrations
Sales and Soliciting
Sex Offender Registration
Students Deployed Under Military Orders
Student Right to Know and Campus Security
Incident Reporting
Submission of Fraudulent, Incorrect or Misleading Information Pertaining to Student Admission
Student Transportation
University Initiated Administrative Withdrawals
Whistleblower (Disclosure of Wrongful Conduct)
Anti-Retaliation

Standards of Student Conduct

The following policies on the Standards of Student Conduct can be found in the Student Guidebook:

Conflict Resolution Policy

Falsification of Records

Conceal and Carry

Disruption of University Business or Events

Gambling

Greek Life and Student Organizations

Hazing, Bullying and Cyber-Bullying

NLU Property

Fires and Fire Safety

Requests by University Officials

Standards of Dress

Substance Abuse

Annual Security Report

Violations of University Policy, Local, State or Federal Laws

Violence, Threats of Violence and Weapons

Student Code of Conduct

Student Code of Conduct policy can be found in the Student Guidebook.

Student Conduct Process

Student Conduct Process can be found in the Student Guidebook.

Sexual Misconduct and Relationship Violence Policy

Sexual Misconduct and Relationship Violence Policy can be found in the Student Guidebook.

Student Rights and Responsibilities

The following policies on the Student Rights and Responsibilities can be found in the Student Guidebook:

Access to Higher Education

Compliance with Federal Nondiscrimination Regulations

Equal Opportunity and Nondiscrimination

Financial Obligations

Students with Disabilities

Animals on Campus Policy

Complaint Procedures

DEGREES OFFERED

Associate Degrees

Baking and Pastry, A.A.S. (p. 107)

Culinary Arts, A.A.S. (p. 108)

Baccalaureate Degrees

Applied Behavioral Sciences, B.A. (p. 62)

Applied Educational Studies, B.A. (p. 212)

Communication and Media, B.A. (p. 233)

Business Administration, B.A. (p. 235)

Computer Science and Information Systems, B.S. (p. 237)

Criminal Justice, B.A. (p. 240)

Culinary Management, B.A. (p. 110)

Early Childhood and Elementary Education, B.A. (p. 215)

Early Childhood Education, B.A. (p. 219)

Elementary Education, B.A. (p. 227)

Health Care Leadership, B.S. (p. 88)

Hospitality Management, B.A. (p. 111)

Human Services, B.A. (p. 242)

Human Services/Psychology, B.A. (p. 245)

Infant-Toddler Studies, B.A. (p. 230)

Management, B.S. (p. 248)

Psychology, B.A. (p. 249)

Social Work, B.S.W. (p. 252)

Master's Degrees

Applied Behavior Analysis, M.S. (p. 65)

Business Administration, M.B.A. (p. 98)

Business Data Analytics, M.S. (p. 91)

Clinical Psychology, M.A., Florida School of Professional Psychology (p. 68)

Counseling, M.S. (p. 69)

Curriculum and Instruction with Advanced Professional Specializations, M.Ed. (p. 121)

Design Thinking and Entrepreneurship, M.S. (p. 92) (p. 122)

Early Childhood Administration, M.Ed. (p. 123)

Early Childhood Education, M.A.T. (p. 123)

Early Childhood Education, M.Ed. (p. 128)

Educational Leadership, M.Ed. (p. 130)

Elementary Education, M.A.T. (p. 143)

General Special Education, M.Ed. (p. 147)

Health Services Administration, M.H.A. (p. 94)

Human Resource Management and Development, M.S. (p. 95)- Dual Degree (p. 295)

Industrial and Organizational Psychology, M.S. (p. 96)- Dual Degree (p. 295)

Learning Sciences Education, M.Ed. (p. 148)

Middle Grades Education, M.A.T. (p. 150)

Organizational Leadership, M.S. (p. 100)

Psychology, M.A. (p. 74)

Public Administration, M.P.A. (p. 101)

Reading, M.Ed. (p. 156)

Secondary Education, M.A.T. (p. 165)

Special Education, M.A.T. (p. 165)

Special Education, M.Ed. (p. 170)

Teacher Leadership, M.Ed. (p. 175)

Educational Specialist Degrees

Applied Behavior Analysis, Ed.S. (p. 66)

Curriculum and Instruction with Advanced Professional Specializations, Ed.S. (p. 122)

Educational Leadership, Ed.S. (p. 130)

Higher Education Leadership, Ed.S. (p. 142)

Learning Sciences Education, Ed.S. (p. 149)

Reading, Ed.S. (p. 156)

School Psychology, Ed.S. (p. 160)

Teacher Leadership, Ed.S. (p. 176)

Teaching and Learning, Ed.S. (p. 177)

Doctoral Degrees

Clinical Psychology, Psy.D., Florida School of Professional Psychology (p. 77)

Clinical Psychology, Psy.D., Illinois School of
Professional Psychology (p. 81)

Community Psychology, Ph.D. (p. 85)

Counselor Education and Supervision, Ed.D. (p. 86)

Doctorate in Business Administration, D.B.A. (p. 103)

Educational Leadership, Ed.D. (p. 185)

Higher Education Leadership, Ed.D. (p. 190)

Teaching and Learning, Ed.D. (p. 192)

CERTIFICATES

Baccalaureate Certificates

Baking and Pastry, Baccalaureate Certificate (p. 108)

Medical Assistant, Baccalaureate Certificate (p. 298)

Professional Cookery, Baccalaureate Certificate (p. 114)

Graduate Certificates

Coaching and Mentoring, Graduate Certificate (p. 120)

Effective Teaching in PK-12 E-Learning
Environments, Graduate Certificate (p. 141)

Fundamentals of Design Thinking, Graduate
Certificate (p. 93)

General Psychology, Graduate Certificate (p. 73)

Mental Health Counseling Certificate (p. 73)

Psychological Assessment, Graduate Certificate (p. 74)

Strategic Educational Leadership, Graduate
Certificate (p. 174)

NON-DEGREE ENDORSEMENT OFFERINGS

Bilingual Education Endorsement (p. 199)
Bilingual Special Education Approval (p. 199)
Director of Special Education Endorsement (p. 200)
Early Childhood Education, Post Baccalaureate (p. 226)
Early Childhood Education Subsequent Teaching Endorsement (p. 201)
Early Childhood Special Education Approval (p. 201)
Elementary Education Subsequent Teaching Endorsement (p. 202)
English as a Second Language/ Bilingual Endorsements (p. 202)
English as a Second Language Endorsement (p. 203)
English as a Second Language Special Education Approval (p. 203)
Learning Behavior Specialist I (LBS I) Endorsement (p. 204)
Learning Behavior Specialist II (LBS II) Endorsement (p. 205)
Middle Grades Education Subsequent Teaching Endorsement (p. 206)
Reading Endorsement (Florida) (p. 206)
Reading Specialist Endorsement (p. 207)
Reading Teacher Endorsement (p. 207)
School Counseling Endorsement (p. 208)
Secondary Education Subsequent Teaching Endorsement (p. 209)
Teacher Leader Endorsement (p. 209)
Technology Specialist Endorsement (p. 209)

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.

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 12 courses in general education for a total of 48 to 60 quarter hours; each course requires a minimum of 4 quarter hours. The specific requirements within each field are detailed in the chart below.

First-time freshmen will fulfill all general education fields of knowledge by completing the full Illinois Articulation Initiative General Education Core Curriculum (IAI GECC) package as recommended by IAI, GECC guidelines. Upon completion, students will receive a designation on their transcript that they have completed the IAI GECC course requirements.

Transfer students who fulfilled all general education fields of knowledge and required disciplines by completing 12 general education courses meet the University general education core requirement.

Transfer students who have previously completed a Bachelor's degree, Associate's of Arts or Science at an accredited 2 or 4-year institution, or the IAI general education core at another Illinois college or university are not required to take required core general education courses.

Certain general education courses are specifically required by different programs and will need to be completed in addition to the general education core. Department or program alerts should be consulted for specific requirements regarding:

- Specific courses required for degree completion
- Minimum grades accepted for credit
- Additional NLU requirements that must be met

Fields of Knowledge

Communications

3 courses- One course must be an academic writing course, and one course must be an oral communications course.

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

Humanities and Fine Arts

2 courses

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

Mathematics and Natural Sciences

3 courses, one must be a math and one must be a natural science

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

Social and Behavioral Sciences

2 courses

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.

COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES: GRADUATE

The College of Psychology and Behavioral Sciences offers holistic professional preparation and contemporary academic experience in the areas of Behavioral Science, Counseling, Counselor Education and Psychology. It also features The Illinois (ISPP) and Florida (FSPP) Schools of Professional Psychology which aim to prepare graduates to engage the world as health service psychologists.

College of Psychology and Behavioral Sciences: Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 60).

Admission Requirements

Requirements for admission to the College of Psychology and Behavioral Sciences: Undergraduate are the same as those for admission to National Louis University (p. 16). Specific programs, however, may have additional admission requirements.

Academic Standards

Students enrolled in the CPBS undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 32) 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. 60), 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. 22) 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 any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.
- Qualified students may also complete Education Minor (p. 258) which serves as an Advanced Pathway to the M.A.T. degree and teacher licensure in Elementary Education

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5

SCI 102	Survey of Biological Science with Lab	5

SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies.

Additional General Education Requirements

GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: Students transferring in less than 90 QH are required to complete GEN 203.

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.

College of Psychology and Behavioral Sciences Graduate

Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 17), the College of Psychology and Behavioral Sciences 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-institutionally accredited U.S. schools 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 Psychology and Behavioral Sciences 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. 45) for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements (p. 21), the following criteria apply to non-institutional graduate transfer credit in the College of Psychology and Behavioral Sciences:

- A maximum of nine semester hours may be transferred
 - The following exception apply:
 - Students pursuing the M.A. in Clinical Psychology degree may transfer a maximum of 15 semester hours of graduate coursework prior to admission into their program
 - Students pursuing the M.S. in Counseling degree with Clinical Mental Health Counseling major at Florida campus location may transfer a maximum of 15 semester hours of graduate coursework
- 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 College of Psychology and Behavioral Sciences. Petitions must be presented to the Council by the student's advisor.

Note: NLU credit completed under a different program is subject to Application of Academic Credit Toward Multiple Programs Policy (p. 43).

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.

Applied Behavior Analysis Programs

College of Psychology and Behavioral Sciences offers two degrees in the area of Applied Behavior Analysis:

- Applied Behavior Analysis, M.S. (p. 65)
- Applied Behavior Analysis, Ed.S. (p. 66)

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.

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 ABA coursework
- Requires completion of Thesis Capstone courses

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	2

Electives

Choose 3 semester hours from the list of courses listed below:

ABA 595	Special Topics in Applied Behavior Analysis	1 TO 3
ECE 510	Child, Family and Community	3
LAP 520	Biological Bases of Behavior	3
LAP 526	Psychology of Organizational Leadership	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3
SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 555	Differentiated Instruction in the Least Restrictive Environment	3
SPY 506	Interventions in Schools with Multicultural Students	3
SPY 510	Family, School, Community Partnerships	3

Note: Students may select other CPSA/NCE courses with the approval of Program Chair or designate.

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 Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 ABA 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:

ABA 517	Experimental Analysis of Behavior	3
ABA 695	Special Topics in Applied Behavior Analysis	1 TO 3
DEE 604	Social and Political Implications of Assessment	3
DEE 605	History of Disability and Education	3
DEE 690	Seminar: Special Topics in Disability and Equity in Education	1 TO 12
ECE 510	Child, Family and Community	3
EDL 630	Understanding and Using Educational Research	3
LAP 520	Biological Bases of Behavior	3
LAP 526	Psychology of Organizational Leadership	3
LAP 693	Seminar in Program Evaluation	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3
SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 555	Differentiated Instruction in the Least Restrictive Environment	3
SPY 506	Interventions in Schools with Multicultural Students	3
SPY 510	Family, School, Community Partnerships	3

Note: Students may select other CPSA/NCE courses with the approval of Program Chair or designate.

Clinical Psychology, M.A. - Florida School of Professional Psychology

The Master of Arts (M.A.) in Clinical Psychology degree program is designed to introduce students to basic clinical skills that enable them to serve the mental health needs of diverse client populations. The M.A. in Clinical Psychology degree program is designed to serve as a preliminary step for students who wish to pursue a doctoral degree in clinical psychology. In addition, while the program curriculum is designed to prepare students for doctoral study, the theoretical and clinical knowledge learned in the program can be applied to independent practice under certain conditions.

The master's degree program is designed to provide students a strong clinical orientation with an emphasis in psychological assessment. The master's degree program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree.

The first year of our Master of Arts (M.A.) in Clinical Psychology program provides students with foundational coursework, followed by a full-year practicum experience and additional coursework. This program emphasizes the development of attitudes, knowledge, and skills essential in the formation of master's-level professionals who are committed to the ethical provision of quality services.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Students will demonstrate the delivery of effective assessment services in a manner consistent with professional standards, by identifying the strengths and areas of improvement and accurately communicating findings in a professional manner.
2. Students will demonstrate competence in application of the relevant body of knowledge in the areas of psychology that form the foundation of psychological practice, by applying relevant concepts to their clinical practice.
3. Students will demonstrate competence in relationship skills when working with clients, colleagues, supervisors and others.
4. Students will demonstrate competence in the integration and appreciation of culturally relevant strategies into assessment and intervention when working with diverse populations.

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), applicants must:

- Submit official transcripts from all post-secondary institutions attended
- Submit a personal/ professional goal statement with a self-appraisal of qualifications for the profession
- Submit a minimum of three 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.
- Complete an interview with members of the program Admissions Committee
- Have successfully completed a minimum of five undergraduate courses, with a grade of "B" or better, that serve as a basic foundation for coursework in clinical psychology. Several of these courses serve as direct prerequisites to the Florida School of Professional Psychology courses. The following three courses are required:
 - Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology or related mental health field)
 - Abnormal, psychopathology, or maladaptive behavior
 - Statistics or research methods
 - Two additional courses in the field of psychology

Note: All applicants are automatically admitted to both degrees, M.A. and Psy.D. in Clinical Psychology, if admission criteria are met and acceptance by the Program Admission's Committee is granted. Undergraduate students who apply for the Psy.D. degree, can choose to be considered for acceptance into the M.A. program if not granted acceptance into the Psy.D. program. Those students who are offered admittance into the M.A. program in place of the Psy.D. program can re-apply for the Psy.D. program during year two of the M.A. program. For Psy.D. Admission, an undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a conferred graduate degree grade point average of 3.25 (on a scale of 4.0) is required.

Program Details:

- Requires 50 SH for completion

- Requires successful completion of all sections of the Comprehensive Clinical Evaluation (CCE) – Diagnostic and Intervention
- Requires completion of all core courses with a grade of "B" or better with an overall program GPA no lower than 3.0 on a scale of 4.0
- Requires completion of all program requirements within five years of matriculation into the program
- Students may transfer a maximum of 15 semester hours of post-master's degree coursework, certain rules apply (p. 91)

Required Courses

Core Courses - 36 SH

PSYD 701	Lifespan Development	3
PSYD 710A	Professional Issues: Ethics, Conduct, and Law	1.5 TO 3
PSYD 710B	Professional Issues: Ethics, Conduct, and Law	1.5 TO 3
PSYD 730	Psychopathology I	3
PSYD 731	Psychopathology II	1 TO 3
PSYD 736	Clinical Interviewing	1.5 TO 3
PSYD 737	Cognitive Assessment	3
PSYD 740	Issues in the Assessment and Treatment of Diverse Populations	1 TO 3
PSYD 744	Issues in the Assessment and Treatment of Diverse Populations II	1.5
PSYD 771	Objective Personality Assessment	3
PSYD 772	Projective Personality Assessment	3
PSYD 773	Integrative Assessment	3
PSYD 838	Interventions I	3
PSYD 839	Interventions II	3

Note: PSYD 710A, PSYD 710B and PSYD 740 must be taken for 1.5 SH.

Professionalization Group Requirements - 1 SH

PSYD 711	Professionalization Group I	0 TO 1

Note: PSYD 711 must be taken for 1 SH.

Practicum and Seminar Requirements - 7 SH

PSYD 820	Diagnostic Practicum and Seminar I	3

PSYD 821	Diagnostic Practicum and Seminar II	3

PSYD 822	Diagnostic Practicum & Seminar II – Extended	.5 TO 1

Electives - 6 SH

Students are required to complete 6 semester hours of elective coursework. While students enrolled in the M.A. in Clinical Psychology degree program at FSPP may take a variety of elective courses for the master's degree program requirement. The following advanced skill courses will be available ONLY for students in the Psy.D. in Clinical Psychology degree program:

PSYD 750	Consultation and Supervision	3
PSYD 801	Integrative Approaches to Therapy	3
PSYD 805	Family and Couples Therapy	3
PSYD 850	Clinical Research Project Seminar	1 TO 2
PSYD 851	Clinical Research Project	1 TO 3
PSYD 860	Group Psychotherapy	3
PSYD 870	Child Therapy	3
PSYD 872	Neuropsychological Assessment I	3
PSYD 873	Neuropsychological Assessment II	3

Counseling, M.S.

College of Psychology and Behavioral Sciences offers the M.S. in Counseling program at its two locations:

- Counseling, M.S. (Illinois) (p. 69)
- Counseling, M.S. (Florida) (p. 72)

Counseling, M.S. - Illinois

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 #235 (school counselor) to earn the endorsement.

For more information on state licensure and certification information please visit NLU’s Public Disclosures page.

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 Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 - 63 SH

HSC 501	Fundamentals of Counseling	3
HSC 503	Counseling and Human Development in a Multicultural Society	3
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 512	Theories and Techniques of Group Counseling	3
HSC 514	Counseling for Career Development	3
HSC 519	Psychological Assessment in Counseling	3
HSC 524	Introduction to Clinical Mental Health Counseling	3
HSC 533	Counseling Practicum	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3

HSC 542	Psychopharmacology for Counselors	3	HSM 508	Research and Evaluation Methodology	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3	HSS 534	Perspectives on Substance Abuse	3
HSC 581	Counseling Internship I	3	School Counseling (for those without a Professional Educator License) - 67.5 SH		
HSC 582	Counseling Internship II	3	EPS 509	Structure and Organization of the Educational System for School Counselors	2
HSM 508	Research and Evaluation Methodology	3	EPS 539	Foundations of Behavioral Support	2
HSS 534	Perspectives on Substance Abuse	3	HSC 501	Fundamentals of Counseling	3
Addictions Elective Course			HSC 503	Counseling and Human Development in a Multicultural Society	3
This is an optional elective course for those wishing to obtain the Certified Alcohol and Drug Counselor (CADC) certificate.			HSC 504	Clinical Techniques of Counseling	3
HSS 535	Substance Use Disorders and Treatment Considerations of Special Populations	3	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	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
HSC 542	Psychopharmacology for Counselors	3	HSS 534	Perspectives on Substance Abuse	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3	RLR 585N	Workshop: Reading Literacy Methods for School Support Personnel	0.5
HSC 581	Counseling Internship I	3	SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
HSC 582	Counseling Internship II	3			

Counseling, M.S. - Florida

NLU's counseling program provided from the Florida campus prepares students from all over the country to be professional counselors. The Clinical Mental Health Counseling program at NLU Florida provides coursework that meets the educational standards for licensure as an LMHC in Florida as well as many other states. 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 (NCE) and the National Clinical Mental Health Counseling Exam (NCMHCE), the two most popular state licensure exams.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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 Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 SH in the Clinical Mental Health Counseling major 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 at least two attempts to pass the comprehensive exam that is part of the HSC 560 course in preparation for the licensure exams
- Students may transfer a maximum of 15SH upon approval of the Program Chair and Faculty

Required Courses

Clinical Mental Health Counseling - 60 SH

HSC 501	Fundamentals of Counseling	3
HSC 503	Counseling and Human Development in a Multicultural Society	3
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 512	Theories and Techniques of Group Counseling	3
HSC 514	Counseling for Career Development	3
HSC 519	Psychological Assessment in Counseling	3
HSC 520	Human Sexuality	3
HSC 524	Introduction to Clinical Mental Health Counseling	3

HSC 533	Counseling Practicum	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 581	Counseling Internship I	3
HSC 582	Counseling Internship II	3
HSM 508	Research and Evaluation Methodology	3
HSS 534	Perspectives on Substance Abuse	3

Note: Student must also complete 3SH of elective with an Advisor approval.

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. 74), with all credits transferring.

This certificate is offered in both blended and online formats.

In addition to the College of Psychology and Behavioral Graduate Admission Requirements (p. 64), 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. 400) or cognate discipline elective not included in the program.

For more information, please visit NLU Program Disclosures.

Mental Health Counseling Graduate Certificate

NLU's Mental Health Counseling Certificate program is designed to assist individuals who graduated from a counseling related field but lack specific courses or credits to be eligible for licensure as an Licensed Mental Health Counselor (LMHC) in Florida to complete those required courses. The Mental Health Counseling Certificate program at NLU Florida provides coursework that when combined with their existing master's degree meets the educational standards for licensure as an LMHC in Florida as well as many other states. 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 (NCE) and the National Clinical Mental Health Counseling Exam (NCMHCE), the two most popular state licensure exams.

This certificate is offered in an online and blended formats.

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), applicants must:

- Have completed a Master's degree in Counseling, School Counseling, Marriage and Family Therapy, Social Work, Psychology or a related field with a minimum of 45 semester credits or equivalent and a GPA of 3.0 or better
- Submit a written statement of academic and professional goals. This statement is one of the criteria used to evaluate the person's application. The applicant should present reasons for selecting the certificate program. Reasons should include a review by the Florida Board and the specific courses needed to complete licensure requirements.
- Submit at least two signed and sealed letters of recommendation, academic in nature, regarding the applicant's capacity for graduate work
- Undergo a faculty review

Program Details:

- Requires 12-15 SH for completion (specific courses needed are determined by a review of the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling)
- Requires completion of all courses in the certificate with a grade of "B" or better
- Requires completion of min of 9 SH at NLU

- A minimum GPA of 3.0 is required

Required Courses

Mental Health Counseling - 12-15 SH

HSC 501	Fundamentals of Counseling	3
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 511	Professional Practice and Ethics in Counseling	3
HSC 512	Theories and Techniques of Group Counseling	3
HSC 514	Counseling for Career Development	3
HSC 519	Psychological Assessment in Counseling	3
HSC 520	Human Sexuality	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 582	Counseling Internship II	3
HSS 534	Perspectives on Substance Abuse	3

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 Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 64), 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 school with institutional accreditation. Please visit www.nlu.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.

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.

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

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.

College of Psychology and Behavioral Sciences Doctoral

Admission Criteria

In addition to the NLU Graduate Admission Requirements, the College of Psychology and Behavioral Sciences 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 Psychology and Behavioral Sciences 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. 45) for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements (p. 21), the following criteria apply to non-institutional doctoral transfer credit in the College of Psychology and Behavioral Sciences:

- A maximum of nine semester hours may be transferred
 - The following exceptions apply:
 - Those who are pursuing the Ed.D. Counselor Education and Supervision degree may transfer a maximum of 12 semester hours of post-master's degree coursework. The Program Director must approve any additional transfer credit hours.
 - Those who are pursuing the Psy.D. Clinical Psychology degree may transfer a maximum

of 30 semester hours of post-master's degree coursework.

- 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 College of Psychology and Behavioral Sciences. Petitions must be presented to the Council by the student's advisor.

Note: NLU credit completed under a different program is subject to Application of Academic Credit Toward Multiple Programs Policy (p. 43).

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 Psychology and Behavioral Sciences (PB) 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.nlu.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.

Clinical Psychology, Psy.D. - Florida School of Professional Psychology

The primary purpose of the Psy.D. in Clinical Psychology degree program is to educate and train students in the major aspects of clinical practice. To help ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles.

The Psy.D. in Clinical Psychology degree program combines relevant research, applied theory, and field experience and is designed to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific foundational, clinical, conceptual, and professional skills.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation

to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association. Completing the clinical psychology program indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO/Competency One: Students will demonstrate competency in (i) **the application of research** and statistical methods in psychology to generate knowledge and to evaluate the effectiveness of research methods, and (ii) in the understanding of psychometric science principles and the utilization of such knowledge in psychometric testing.

a. Students will demonstrate knowledge and application of research methods.

b. Students will demonstrate knowledge and application of quantitative/ qualitative methods.

c. Students will demonstrate knowledge and application of psychometrics.

d. Students will demonstrate the ability to independently formulate, conduct, and disseminate scholarship.

PLO/Competency Two: Students will understand and apply **ethical principles** and professional standards that guide the practice of clinical psychology.

a. Students will demonstrate knowledge and application of the current APA Code of Ethics and the general ethical principles and standards that serve as the foundation for this code.

b. Students will demonstrate knowledge and application of a model of ethical decision-making to resolve ethical issues or dilemmas.

c. Students will demonstrate knowledge and application of the general professional parameters that govern professional practice.

PLO/Competency Three: Students will demonstrate competency in **individual and cultural diversity** by demonstrating knowledge of the major theoretical models and empirical findings and will apply knowledge about human diversity to clinical practice.

a. Students will demonstrate knowledge of the major theoretical models and empirical findings, including an awareness of social, political, economic, and cultural factors that impact individuals, institutions, systems, and communities.

b. Students will demonstrate an awareness of their own personal values, biases, and cultural identities that inform perceptions of self, other, and engagement with others.

c. Students will utilize cross-cultural skills and appropriate APA multicultural guidelines to provide services to persons with diverse cultural values and lifestyles.

PLO/Competency Four: Students will demonstrate knowledge of the requisite values, attitudes, and behaviors that exemplify their identities as **professional** psychologists.

a. Students will demonstrate self-reflection, self-awareness, and openness to supervision and feedback.

b. Students will demonstrate engagement in life-long learning by attending educational and professional meetings, life-long learning events, subscribing to professional journals, or presenting scholarly work.

PLO/Competency Five: Students will demonstrate effective **communication** competencies and interpersonal skills.

a. Students will demonstrate clear, articulate, and integrative written communication skills.

b. Students will demonstrate clear, articulate, and integrative oral communication skills.

c. Students will demonstrate effective interpersonal skills in professional interactions.

PLO/Competency Six: Students will demonstrate competency in using **assessment** instruments and incorporating knowledge of psychopathology in the assessment process.

a. Students will demonstrate competency in selecting, administering, scoring, interpreting, and reporting psychological tests and measures.

b. Students will demonstrate competency in integrating interview data, psychological testing results, behavioral observations, and information from other sources to formulate an understanding of presenting concerns and to make recommendations.

c. Students will demonstrate competency in identifying relevant DSM criteria and utilizing other clinical information to generate diagnostic formulations.

d. Students will demonstrate competency in applying knowledge of psychopathology to case formulation and treatment planning.

PLO/Competency Seven: Students will demonstrate competency in **clinical interventions** that are grounded in conceptual models of treatment and evidence-based practices.

a. Students will demonstrate knowledge of and skill in applying evidence-based clinical practices.

b. Students will demonstrate an ability to establish and maintain an effective working relationship and/or treatment alliance with clients served.

c. Students will demonstrate knowledge and competency in evaluating the effectiveness of interventions.

PLO/Competency Eight: Students will demonstrate knowledge of the models and processes of **supervision**.

a. Students will evidence knowledge of supervision models and practices.

PLO/Competency Nine: Students will demonstrate knowledge of **consultation** models and practices and demonstrate interprofessional/interdisciplinary skills.

a. Students will evidence knowledge of consultation models and the role of a consultant.

b. Students will demonstrate competency in applying consultation practices—assessment and intervention—to specific referral questions from other professionals.

PLO/Competency Ten: Students will demonstrate **foundational knowledge** underlying the science of psychology in the following areas: biological, cognitive-affective, and social bases of human behavior; and lifespan development and history and systems of psychology.

PLO/Competency Eleven: Students will demonstrate **advanced skills in integrating knowledge** derived from the foundations of scientific psychology.

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), applicants must:

- Submit official transcripts from all post-secondary institutions attended
- Submit a personal/ professional goal statement with a self-appraisal of qualifications for the profession

- Submit a minimum of three 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.
- Complete an interview with members of the program Admissions Committee
- Have successfully completed a minimum of five undergraduate courses, with a grade of "B" or better, that serve as a basic foundation for coursework in clinical psychology. Several of these courses serve as direct prerequisites to the Florida School of Professional Psychology courses. The following three courses are required:
 - Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology or related mental health field)
 - Abnormal, psychopathology, or maladaptive behavior
 - Statistics or research methods
 - Two additional courses in the field of psychology

Note: All applicants are automatically admitted to both degrees, M.A. and Psy.D. in Clinical Psychology, if admission criteria are met and acceptance by the Program Admission's Committee is granted. Undergraduate students who apply for the Psy.D. degree, can choose to be considered for acceptance into the M.A. program if not granted acceptance into the Psy.D. program. Those students who are offered admittance into the M.A. program in place of the Psy.D. program can re-apply for the Psy.D. program during year two of the M.A. program. For Psy.D. Admission, an undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a conferred graduate degree grade point average of 3.25 (on a scale of 4.0) is required.

Program Details:

- Requires 98 SH for completion, including practicum and concentration hours (if student chooses to complete a concentration)
- Requires successful completion of the Comprehensive Examination
- Requires successful completion of all sections of the Comprehensive Clinical Evaluation (CCE) – Diagnostic and Intervention
 - Requires successful completion of a one-year, 2000 hour, full-time pre-doctoral internship
 - Requires successful completion and defense of the Clinical Research Project
 - Requires completion of all core courses with a grade of "B" or better with an overall program GPA no lower than 3.0 on a scale of 4.0
 - Requires completion of all program requirements within seven years of matriculation into the program
 - Students may transfer a maximum of 30 semester hours of post-master's degree coursework, certain rules apply (p. 91)

Academic Progress Requirements:

- Students must maintain a grade point average (GPA) of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a "B" in a core course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student's GPA until a new grade has been received for the course.
- Students who earn two grades below a "B" during the course of one semester will be dismissed from the program
- Students who earn three grades below a "B" during the entirety of the program will be dismissed

Required Courses

Core Courses - 71 SH

PSYD 700	History and Systems	3
PSYD 701	Lifespan Development	3
PSYD 704	Cognition and Affective Processes	3
PSYD 706	Social Psychology	3
PSYD 710A	Professional Issues: Ethics, Conduct, and Law	1.5 TO 3
PSYD 710B	Professional Issues: Ethics, Conduct, and Law	1.5 TO 3
PSYD 711	Professionalization Group I	0 TO 1
PSYD 712	Professionalization Group II	0 TO 1
PSYD 720	Statistics and Research I	3
PSYD 726	Statistics, Research, and Psychometrics	3

PSYD 730	Psychopathology I	3	Note: PSYD 823 and PSYD 824 must be taken for 3 SH.
PSYD 731	Psychopathology II	1 TO	
		3	Clinical Research Project Requirements - 4 SH
PSYD 736	Clinical Interviewing	1.5 TO	PSYD 850 Clinical Research Project Seminar 1 TO
		3	2
PSYD 737	Cognitive Assessment	3	PSYD 851 Clinical Research Project 1 TO
PSYD 740	Issues in the Assessment and Treatment of Diverse Populations	1 TO	3
		3	Note: PSYD 851 must be taken for a total of 3 SH.
PSYD 744	Issues in the Assessment and Treatment of Diverse Populations II	1.5	Electives - 9 SH
PSYD 750	Consultation and Supervision	3	Students are required to complete 9 SH of advanced skills elective coursework listed below, 3 SH can be used for additional practicum experience.
PSYD 751	Physiological Psychology	3	PSYD 805 Family and Couples Therapy 3
PSYD 760	Clinical Psychopharmacology	3	PSYD 850 Clinical Research Project Seminar 1 TO
PSYD 771	Objective Personality Assessment	3	2
PSYD 772	Projective Personality Assessment	3	PSYD 851 Clinical Research Project 1 TO
PSYD 773	Integrative Assessment	3	3
PSYD 801	Integrative Approaches to Therapy	3	PSYD 870 Child Therapy 3
PSYD 838	Interventions I	3	PSYD 872 Neuropsychological Assessment I 3
PSYD 839	Interventions II	3	PSYD 873 Neuropsychological Assessment II 3
PSYD 860	Group Psychotherapy	3	Optional Concentrations
PSYD 871	Geriatric Assessment/Introduction to Neuropsychological Screening	3	Students may also choose to complete one of the following Concentrations:
	or		Child and Adolescent Psychology
PSYD 875	Child Assessment	3	PSYD 733 Child and Adolescent Psychopathology 3
	or		PSYD 870 Child Therapy 3
PSYD 810	Family and Couples Assessment	3	PSYD 875 Child Assessment 3
Note: PSYD 710A and PSYD 710B must be taken for 1.5 SH, PSYD 711 and PSYD 712 must be taken for 1 SH, and PSYD 740 must be taken for 1.5 SH.			Geropsychology
Practicum and Seminar Requirements - 14 SH			PSYD 871 Geriatric Assessment/Introduction to Neuropsychological Screening 3
PSYD 820	Diagnostic Practicum and Seminar I	3	PSYD 877 Geropsychology 3
PSYD 821	Diagnostic Practicum and Seminar II	3	and
PSYD 822	Diagnostic Practicum & Seminar II – Extended	.5 TO	PSYD 810 Family and Couples Assessment 3
		1	or
PSYD 823	Intervention Practicum and Seminar I	1 TO	PSYD 869 Human Sexuality 0 TO
		3	3
PSYD 824	Intervention Practicum and Seminar II	1 TO	Couples and Family Therapy
		3	PSYD 805 Family and Couples Therapy 3
PSYD 825	Intervention Practicum and Seminar Extended	.5 TO	PSYD 810 Family and Couples Assessment 3
		1	PSYD 868 Couples and Marital Therapy 3
			Neuropsychology

PSYD 871	Geriatric Assessment/Introduction to Neuropsychological Screening	3
PSYD 872	Neuropsychological Assessment I	3
PSYD 873	Neuropsychological Assessment II	3

Clinical Psychology, Psy.D. - Illinois School of Professional Psychology

The primary purpose of the Psy.D. in Clinical Psychology degree program is to educate and train students in preparation for the practice of clinical psychology. The mission of the Illinois School of Professional Psychology is to prepare students for professional careers in clinical psychology within the practitioner-scholar tradition. ISPP graduates are equipped to provide scientifically grounded, theoretically informed, and culturally responsive psychological services. Rigorous training in the science, practice, and ethics of clinical psychology is emphasized in order to address the needs of individuals, couples, families, and organizations across diverse communities.

The Psy.D. in Clinical Psychology is designed to enable full-time students to complete the program in five years; all students are required to have at least one year of full-time residency. Full-time enrolled students attend for three full-time academic years (or the equivalent) that are dedicated to graduate coursework, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, elect to take an advanced practicum if desired, and complete a doctoral thesis, the Clinical Research Project (CRP). In an effort to promote timely completion, the program requires students to complete the CRP proposal prior to their applying for internship training. The fifth academic year is devoted to an internship in clinical psychology.

Eligibility for Licensure

The Psy.D. in Clinical Psychology degree program is designed to prepare graduates for independent practice. The curriculum is designed to meet state licensing requirements; however, completion of the program does not guarantee eligibility for licensure as a clinical psychologist. Each state has particular requirements for passing the Examination for Professional Practice as a Psychologist (EPPP), state-specific licensing exams, and/or required postdoctoral training hours. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

For more information on state licensure and certification information please visit NLU's [Public Disclosures](#) page.

Program Learning Outcomes (PLOs):

1. Research: Students will critically evaluate the current and evolving body of scholarly literature in psychology and demonstrate knowledge of research methods and the ability to apply this knowledge by completing a clinical research project, and disseminating their research findings.
2. Ethics: Students will demonstrate knowledge of ethical and legal standards, application of ethical decision making processes, and ethical conduct in professional activities.
3. Diversity Application: Students will apply the theoretical and empirical knowledge necessary to address the multidimensionality of human diversity and work effectively with issues of difference.
4. Diversity Self-Awareness: Students will demonstrate self-awareness of the impact of their own social and cultural identities and biases.
5. Professionalism: Students accept responsibility for their own actions, integrate feedback from peers, colleagues, and supervisors in a non-defensive manner, and behave in a professional manner across settings.
6. Communication: Students will demonstrate professionalism through clear and effective written and verbal communication.
7. Interpersonal Effectiveness: Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well, forming and maintaining productive and respectful relationships with clients, colleagues, supervisors, and other professionals.
8. Assessment: Students will demonstrate competency in assessment, including the ability to select, administer, score, and interpret psychological tests. They will show an ability to make appropriate diagnoses and recommendations for treatment that take into account both personal and cultural client strengths and challenges.
9. Intervention: Students will demonstrate competency in intervention by articulating a theory-driven case conceptualization and; developing, applying, and evaluating evidence-based treatment plans that are grounded in a coherent orientation.
10. Supervision: Students will demonstrate knowledge of supervision models and practices.
11. Consultation: Students will demonstrate knowledge of consultation models and practices, and exhibit respect for the roles and perspectives of other professions.
12. Scientific Bases & History and Systems: Students will know and apply the scientific bases of

psychology, including affective, biological, cognitive, developmental, and social psychology; and they will demonstrate knowledge of the history and systems of psychology.

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), applicants must:

- Submit official transcripts from all post-secondary institutions attended
- Submit a personal/ professional goal statement with a self-appraisal of qualifications for the profession
- Submit a minimum of three professional letters of reference, preferably speaking to the applicant's academic and clinical suitability for the program.
- Complete an interview with members of the program Admissions Committee

Program Details:

- Requires 98 SH for completion, including practicum and concentration hours (if student chooses to complete a concentration)
- Successful completion of the diagnostic and therapy practicum training totaling 1,250 practicum hours
- Successful completion of the pre-doctoral internship totaling 2,000 hours
- Requires completion of all courses in the program with a grade of "B" or better with an overall program GPA no lower than 3.0 on a scale of 4.0
- Satisfactory performance on the Diagnostic Capstone I & II, Therapy Capstone I & II, and Science Capstone
- Successful completion and defense/formal presentation of the Clinical Research Project
- Requires completion of all program requirements within seven years of matriculation into the program
- The Illinois School of Professional Psychology will consider requests to apply up to 15 SH of coursework completed with a grade of B or higher from another NLU graduate and/or doctoral program for which the degree was awarded toward the Doctor of Psychology in Clinical Psychology program. Courses must have been completed no more than 5 years prior to the start of the PsyD program. Each request must be approved through the Application of Credit toward Multiple Graduate Programs form.

Academic Progress Requirements:

- Students must maintain a grade point average (GPA) of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a "B" in a core course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student's GPA until a new grade has been received for the course.
- Students who earn two grades below a "B" during the course of one semester will be dismissed from the program
- Students who earn three grades below a "B" during the entirety of the program will be dismissed

Required Courses

Core Courses - 71.5 SH

PSYD 703	History and Systems of Psychology	3
PSYD 705	Biological Bases of Behavior	3
PSYD 707	Cognitive and Affective Processes	3
PSYD 708	Personal and Professional Development Group	2
PSYD 709	Social Psychology	3
PSYD 710	Professional Issues: Ethics, Conduct, and Law	3
PSYD 718	Statistics	3
PSYD 719	Health and Human Dysfunction I	3
PSYD 722	Health and Human Dysfunction II	3
PSYD 723	Research Methods	3
PSYD 732	Child and Adolescent Development	3
PSYD 735	Clinical Supervision	1.5
PSYD 738	Clinical Interviewing	1.5
PSYD 741	Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations	3
PSYD 742	Cognitive Assessment	3
PSYD 745	Psychometric Theory	1.5
PSYD 753	Survey of Diversity and Multicultural Psychology	3
PSYD 755	Consultation in Diverse Settings	1.5
PSYD 757	Objective Personality Assessment	2
PSYD 758	Projective Personality Assessment	2
PSYD 759	Integrative Assessment	1.5
PSYD 761	Clinical Psychopharmacology	3
PSYD 802	Person-Centered and Experiential Theory and Therapy	3

PSYD 805	Family and Couples Therapy	3	PSYD 867	Psychology, Stress, and the Human Body	3
PSYD 806	Psychoanalytic Theory and Therapy	3	PSYD 878	Global Migration and Mental Health	3
PSYD 809	Cognitive Behavioral Theory and Therapy	3	PSYD 895H	Special Topics: Sleep Wake Factors and Psychopathology	1.5
PSYD 819	Science Capstone Examination	0	Advanced Intervention Electives - 3 SH		
PSYD 816A	Diagnostic Capstone Sequence	0	Students must choose 3 SH from the list of courses below:		
PSYD 818A	Psychotherapy Capstone Sequence	0	PSYD 764	Extended Empathic Responding I	1.5
PSYD 847	Adult Development and Aging and	3	PSYD 765	Extended Empathic Responding II	1.5
PSYD 721	Advanced Quantitative Methods	1 TO 3	PSYD 833	Advanced Person-Centered Therapy and Supervision	3
	or		PSYD 836	Assessment and Treatment of ADHD	1.5 TO 3
PSYD 724	Advanced Qualitative Methods	1	PSYD 840	Psychology and Trauma	3
Note: PSYD 708 must be taken for a total of 2 SH.			PSYD 841	Dialectical Behavior Therapy	1.5
PSYD 710 and PSYD 723 must be taken for a total of 3 SH.			PSYD 842	Pain Assessment and Treatment	1.5
PSYD 738 must be taken for 1.5 SH.			PSYD 845	Advanced Pediatric Neuropsychology	1.5
General Electives - 4.5 SH			PSYD 848	Death, Dying & Bereavement	1.5
Students must choose 4.5 SH from the list of courses below:			PSYD 861	Advanced Cognitive Behavioral Psychotherapy	3
PSYD 733	Child and Adolescent Psychopathology	3	PSYD 862	Advanced Psychoanalytic Therapy and Supervision	3
PSYD 756	Neuroanatomy and Pathology	3	PSYD 863	Advanced Family and Couples Therapy	3
PSYD 762	Integrated Healthcare Psychology	1.5	PSYD 864	Advanced Treatment of Anxiety Disorders	1.5
PSYD 764	Extended Empathic Responding I	1.5	PSYD 865	Assessment and Treatment of Substance Use and Addictive Disorders	1.5 OR 3
PSYD 765	Extended Empathic Responding II	1.5	PSYD 878	Global Migration and Mental Health	3
PSYD 766	Self-Care for Mental Health Professionals	1.5	Diversity Electives - 3 SH		
PSYD 768	Exploring Diversity II	1.5	Students must choose 3 SH from the list of courses below:		
PSYD 808	Play Therapy	1.5	PSYD 754	Psychology of Women	3
PSYD 811	Advanced Interventions with Diverse Populations	1 TO 3	PSYD 767	Exploring Diversity I	1.5
PSYD 812	Foundations of Mindfulness	1.5	PSYD 768	Exploring Diversity II	1.5
PSYD 836	Assessment and Treatment of ADHD	1.5 TO 3	PSYD 811	Advanced Interventions with Diverse Populations	1 TO 3
PSYD 844	Introduction to Health Psychology	3	PSYD 836	Assessment and Treatment of ADHD	1.5 TO 3
PSYD 853	Advanced Clinical Psychology Practicum & Seminar I	0 TO 1.5	PSYD 845	Advanced Pediatric Neuropsychology	1.5
PSYD 854	Advanced Clinical Psychology Practicum & Seminar II	0 TO 1.5			
PSYD 865	Assessment and Treatment of Substance Use and Addictive Disorders	1.5 OR 3			
PSYD 866	Theories and Contemporary Issues of Motivation and Emotion	3			

PSYD 846	Fundamentals of International Mental Health Work	3
PSYD 878	Global Migration and Mental Health	3
PSYD 881	Geriatric Neuropsychological Assessment	1.5

Professionalization Group - 0 SH

PSYD 715	Professionalization Group I	0
PSYD 716	Professionalization Group II	0

Practicum - 12 SH

PSYD 815	Diagnostic Practicum & Seminar I	1 TO 3
PSYD 816	Diagnostic Practicum & Seminar II	1 TO 3
PSYD 817	Psychotherapy Practicum and Seminar I	1 TO 3
PSYD 818	Psychotherapy Practicum and Seminar II	1 TO 3

Note: PSYD 815 and PSYD 817 must be taken for a total of 3 SH.

Clinical Research Project - 4 SH

PSYD 849	CRP Proposal Development	2
PSYD 856	Clinical Research Project	1
PSYD 856X	Clinical Research Project Extension	0

Note: PSYD 856 must be taken for a total of 2 SH.

Internship - 0 SH

PSYD 858	Clinical Hypnosis	1.5
PSYD 880A	Internship in Clinical Psychology	0 TO 1
PSYD 880B	Internship in Clinical Psychology	0 TO 1
PSYD 880C	Internship in Clinical Psychology	0 TO 1

Optional Concentrations

Students may also choose to complete one of the following Concentrations:

Health Psychology - 10.5 SH

PSYD 762	Integrated Healthcare Psychology and	1.5
PSYD 766	Self-Care for Mental Health Professionals	1.5
PSYD 812	Foundations of Mindfulness	1.5

PSYD 842	Pain Assessment and Treatment	1.5
PSYD 848	Death, Dying & Bereavement	1.5
PSYD 864	Advanced Treatment of Anxiety Disorders	1.5
PSYD 867	Psychology, Stress, and the Human Body	3
PSYD 895H	Special Topics: Sleep Wake Factors and Psychopathology	1.5

Note: Students are required to complete PSYD 762 and choose 9 SH of the elective courses listed above. Other special topics courses may be approved by the Program Director.

Client Centered and Experiential Psychotherapy - 10.5 SH

PSYD 833	Advanced Person-Centered Therapy and Supervision and	3
PSYD 764	Extended Empathic Responding I	1.5
PSYD 765	Extended Empathic Responding II	1.5
PSYD 767	Exploring Diversity I	1.5
PSYD 768	Exploring Diversity II	1.5

Note: Students are required to complete PSYD 833 and choose 7.5 SH of the elective courses listed above. Other special topics courses may be approved by the Program Director.

Trauma Psychology - 10.5 SH

PSYD 840	Psychology and Trauma and	3
PSYD 766	Self-Care for Mental Health Professionals	1.5
PSYD 841	Dialectical Behavior Therapy	1.5
PSYD 846	Fundamentals of International Mental Health Work	3
PSYD 848	Death, Dying & Bereavement	1.5
PSYD 878	Global Migration and Mental Health	3

Note: Students are required to complete PSYD 840 and choose 7.5 SH of the elective courses listed above. Other special topics courses may be approved by the Program Director.

Students graduating from these concentrations will be eligible for licensure as clinical psychologists, with a passing score on the appropriate licensure examination. Therefore, the Illinois School of Professional Psychology has retained the elements of the curriculum that are essential to educating and training future psychologists. Students use the electives requirements portion of the Psy.D. in Clinical Psychology general degree program to satisfy the concentration course requirements. The

internship, Clinical Research Project, practicum and practicum seminar time and semester credit hour requirements of the general program remain in effect, the students simply focus their direction of placement and research on the specific concentration area.

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 Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), 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 school with institutional accreditation 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 completion of all courses in the program with a grade of "B" or better. Any student receiving a "C" grade must repeat the course in order to meet the requirements for successful completion of the program.
- Requires that a student, in the event that a second Incomplete grade is issued, resolve both Incompletes in order to remain in good standing in the program. Students will not be allowed to register for future classes until the work and grading for both Incompletes are finalized.
- Requires an internship
- Requires LAP 601 (if thesis was not previously completed at master's level)
- Requires a dissertation

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 and Analysis	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	3
LAP 662	Leadership and Organizational Change	3
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 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

Notes: 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.

Counselor Education and Supervision, Ed.D.

The Counselor Education and Supervision (CES) program is designed to prepare graduates for careers in counselor education, professional leadership and supervision, advanced clinical practice, advocacy, research, and scholarship. This degree in Counselor Education and Supervision (CES) builds on a completed 60-hour Master's degree in Counseling with another 60 hours totaling a minimum of 120 semester hours of graduate-level credit. The focus of the doctoral degree in Counselor Education and Supervision is to provide graduates with the knowledge and skills necessary for a career in higher education instruction, advanced leadership skills for leading behavioral health agencies and by delivering advanced clinical training that will enable them to function in pioneering clinical environments. Those who attain the doctorate in counselor education and supervision earn one of the most respected accomplishments for professional counselors and allow those recipients to be tomorrow's educators, leaders, scholars and advocates for the counseling field.

Program Learning Outcomes (PLOs)

Students in the Ed.D. in Counselor Education and Supervision will:

1. Exhibit teaching methods, that include instructional and curriculum design, and assessment methods, that are aligned to current ethical, social, and cultural issues within the field of counselor education and supervision. [Teaching] – CACREP 6. B.3a-i
2. Demonstrate evaluative, gatekeeping, and remediation skills that are based on counseling supervision methodology and techniques. [Counseling Supervision] – CACREP 6. B.2a-k
3. Demonstrate the ability to perform qualitative and quantitative research with an understanding and application of recommended practices for professional writing. [Research] – CACREP 6. B.4a-l
4. Implement advanced counseling skills that are grounded in advanced theory application, assessment, and consultation. [Counseling Skills] – CACREP 6. B.1a-f
5. Apply and engage in ethical, legal, and regulatory aspects of the profession. [Ethics] – CACREP 6. B.1f, 2j, 3h, 4l, 5l
6. Practice ethical and relevant multicultural and social justice strategies and interventions in all professional settings. [Multicultural] – CACREP 6. B.1f, 2k, 3h, 4l, 5l
7. Articulate and implement leadership theory and social justice advocacy models within the counseling profession. [Leadership and Social Justice] – CACREP 6. B.5a-l

Alignment with Professional Standards

The program's content and outcomes are aligned with the 2016 Council for Accreditation of Counseling and Related Educational program standards (CACREP) <http://www.cacrep.org/wpcontent/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>. The program learning outcomes (PLOs) are further informed by professional research on counselor education and supervision competencies.

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 64), applicants must:

- Submit official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken

- Hold a 60-credit hour master's degree in Counseling or a closely related clinical specialty from a school with institutional accreditation. All core CACREP requirements must be met prior to enrollment in the CES program.
- A current clinical license or certification in the state of practice except as is exempt in their state. An associate clinical license or registry status is acceptable. A School Counseling Certification or license will be also acceptable by the program's Admission Committee if the student understands that they will need to provide counseling and supervision as part of their clinical experiences that are appropriate for their credential.
- Submit a minimum of three professional letters of recommendation from a supervisor or professor
- Personal/professional goal statement with specific personal and professional goals and a self-appraisal of specific strengths and challenges. This will be used to assess the potential for scholarship, professional leadership and advocacy.
- Successfully pass an Admissions Interview by representatives from the Counseling Program. This will be used to assess the academic aptitude for doctoral-level study and fitness for the profession, including self-awareness and emotional stability.

Program Details:

- Requires 60 SH for completion
- Requires successful completion of the advanced training and fieldwork experience
- Requires a GPA no lower than 3.0 on a scale of 4.0. Students are dismissed from the program for:
 - Receipt of a second grade of "F"
 - Receipt of two grades below "B" during the same term or
 - Receipt of a third grade below "B"
 - Failure to raise a low GPA to 3.00 or higher within two terms
- Requires attendance at (2) 3 -day residencies (at end of 1st year and at end of 2nd year)
- Requires satisfactory performance on the Portfolio Evaluation Process
- Requires successful completion and defense of the dissertation
- Students are allowed to transfer up to 12 SH of post-master's coursework with the Program Chair approval, certain rules apply (p. 76)

Required Courses

Counselor Education and Supervision Core Courses - 18 SH

CES 644	Models of Clinical Supervision	3
CES 645	Multicultural Issues in Counselor Education and Supervision	3
CES 652	Advanced Theory and Practice in Counselor Education and Supervision	3
CES 646	Ethics and Professional Development	3
CES 677	Curricular Design & Program Assessment in Higher Education	3
HED 649	Teaching in Higher Education	3

Advanced Counseling Skills, Specialization and Practice - 18 SH

CES 660	Leadership and Advocacy in Counselor Education	3
CES 692	Advanced Counseling Practicum	3
CES 690A	Advanced Counseling Internship I	3
CES 690B	Advanced Counseling Internship II	3

Specialty Electives - 6 SH

Students must choose two courses from the list below:

CES 620	Foundations of Mindfulness	3
CES 623	Death and Dying	3
CES 628	Crisis and Trauma Counseling with Special Populations	3
CES 630	Treatment of Sexual Dysfunctions	3
CES 635	Geriatric Neuropsychology and Assessment	3

Professional Research and Dissertation - 24 SH

RES 600	Introduction to Doctoral Studies and Research	3
RES 640	Survey Research and Intro to Statistical Software	3
RES 652	Quantitative Research Method	3
RES 654	Qualitative Research Methods	3
CES 696	Dissertation A	1
		TO
		3
CES 697	Dissertation B	3
CES 698	Dissertation C	3
CES 699	Dissertation D	3

Note: CES 696 must be taken for a total of 3 SH.

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

The School of Business was designed to help you launch your business career, or take it to the next level. Whether you're just starting out in your career, seeking to change professions or want to take your business savvy to the next level with a master's degree, the School of Business can help you achieve your goals.

Graduate School of Business and Leadership: Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 60).

Admission Requirements

Requirements for admission to the undergraduate programs in the Graduate School of Business and Leadership are the same as those for admission to National Louis University (p. 16). Specific programs, however, may have additional admission requirements.

Academic Standards

Students enrolled in the Graduate School of Business and Leadership undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 32) of this catalog.

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. 16)

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. 60), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit for Prior Learning (p. 22) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.
- Qualified students may also complete Education Minor (p. 258) which serves as an Advanced Pathway to the M.A.T. degree and teacher licensure in Elementary Education

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5

SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies.

Additional General Education Requirements

GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: Students transferring in less than 90 QH are required to complete GEN 203.

Health Care Leadership Major - 59 QH

Gateway Courses - 5 QH

HCL 301	Overview of Health Care Delivery	5

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

Graduate School of Business and Leadership

Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 17), the Graduate School of Business and Leadership 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.

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 in the Graduate School of Business and Leadership are accredited by the IACBE:

Bachelor of Science in Health Care Leadership

Master of Business Administration (p. 98)

Master of Health Administration in Health Services Administration (p. 94)

Master of Science in Human Resource Management and Development (p. 95)

Academic Policies

Degree Requirements

In addition to the university-wide requirements, the Graduate School of Business and Leadership 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. 45) for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements (p. 21), the following criteria apply to non-institutional graduate transfer credit in the Graduate School of Business and Leadership:

- 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 Graduate School of Business and Leadership. Petitions must be presented to the Council by the student's advisor.

Note: NLU credit completed under a different program is subject to Application of Academic Credit Toward Multiple Programs Policy (p. 43).

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.

Business Data Analytics, M.S.

The Master of Science in Business Data Analytics (MSBDA) is an 11-course curriculum (33-semester credit), STEM-designated, inter-disciplinary program grounded in the practice of business data analytics (e.g., knowledge, applications, and tools) in various organizational settings. NLU graduates will be ready to enact data-driven decisions and analysis strategies using an ethical, effective, efficient, and compelling approach in their organizations and communities.

The MSBDA prepares graduate business students for in-demand data analytics positions. The MSBDA program builds competencies around techniques and tools used by business data analytic practitioners to make informed business decisions using data. Students will build industry-relevant skills as they learn to use software and data analysis tools and techniques while strengthening their ability to make decisions with relevant business data and present compelling data narratives to stakeholders.

The audience for the MSBDA includes early to mid-career professionals, managers, and leaders in current business positions seeking the opportunity for career advancement or a new career trajectory. Students will build skills via exposure to relevant industry, sector, or organizational data-driven decision-making. The MSBDA will expose students to analytics in various contexts (e.g., human resources, health care, banking, finance and marketing) relevant to the ever-changing global market. Students will learn the fundamentals of business analytics, statistics for business data analytics decision making, big data management, operations analytics, predictive analytics, marketing analytics, business intelligence, and project management.

Graduates of the Master of Science in Business Data Analytics program will have a solid foundation of knowledge, insights, and skillsets to impact optimal solutions to improve organizational performance.

Program Learning Outcomes (PLOs)

Upon completion of the Master of Science in Business Data Analytics program, students will be able to:

PLO 1 Articulate the value of business data analytics in informed decision-making to achieve organizational goals.

PLO 2 Apply ethical business data analytics practices in operational and managerial decision-making.

PLO 3 Assess analytic strategies for data-informed decision-making across varied business contexts to build data literacy skills.

PLO 4 Apply analytical methodologies to gather insights via data access, production transparency, and analytical transparency to inform decision-making.

PLO 5 Apply quantitative reasoning using descriptive, predictive, and prescriptive analytics, forecasting, and statistical methods to identify organizational opportunities or solve problems.

PLO 6 Communicate actionable insights to inform stakeholder decision-making via a compelling narrative.

PLO 7 Produce solutions or strategies using accepted analytics practices and relevant tools to improve organizational performance.

In addition to the Graduate School of Business and Leadership Admission Requirements (p. 90), program requires:

- A written statement of academic and professional goals. This statement is one of the criteria used to evaluate a person's application. The applicant should present reasons for selecting the program. Reasons should include career goals and specific indications of how the program of study will help them realize these goals.
- At least two letters of recommendation
- Faculty review which can result in full admission, decline, or a 2-course review

Program Details:

- Requires 33 semester hours for completion
- Requires to maintain a minimum grade point average of 3.0 or higher
- Students who earn a grade below a "C" in any course must retake the course. It is recommended that the course be retaken the next time it is available to remove the continued negative impact on the student's GPA.

Required Courses

Foundational Courses

BDA 500	Introduction to Business and Data Analytics	3
BDA 502	Statistics for Business Data Analytics	3
RES 510	Research Methodology and Writing	3

Core Courses

BDA 505	Security and Ethics for Business Data Analytics	3
BDA 506	Big Data Management and Databases	3
BDA 507	Data-Driven Decisions and Strategy	3
BDA 508	Predictive Analytics and Forecasting	3
BDA 509	Data Visualization and Communication in Business Analytics	3
BDA 510	Emerging Topics in Business Data Analytics I	3
BDA 511	Emerging Topics in Business Data Analytics II	3
Capstone Course		
BDA 550	Business Analytics Capstone	3

Design Thinking and Entrepreneurship, M.S.

The Master of Science (M.S.) in Design Thinking and Entrepreneurship graduate program is an entrepreneurship program that prepares its students to create their own entrepreneurial opportunities or create innovation from within the corporate environment as intrapreneurs. Emphasizing a human-centered approach to innovation, the program will encourage students to develop a deep understanding of users, think broadly about problems, and recognize the value in the contributions of others. The program curriculum focuses on women's entrepreneurship and a cohesive design process that blends analytical skills, collaboration, problem solving skills, and creative thinking to develop solutions and opportunities for new ventures. Additional unique offerings of the program include pairing each student with a female mentor to provide additional coaching and support to students each month throughout the program. Mentors will include entrepreneurial practitioners, subject matter experts, and NLU faculty.

The heart of this program is the emphasis and promotion of women's entrepreneurship. The program is designed to provide students with the knowledge and network to create impactful business ideas. Students will use the knowledge in the program to gain insights on their leadership styles and overcoming common barriers facing women entrepreneurs, such as financial education and earning funding from investors.

Program Learning Outcomes (PLOs):

At the completion of the M.S. in Design Thinking and Entrepreneurship program, students will be able to:

PLO-1. Business Model Design. Students will demonstrate the ability to apply business model designs to deliver customer value

PLO-2. Scalability. Students will demonstrate the ability to evaluate the scalability of a company through the selection of business model design

PLO-3. Financial Performance. Students will demonstrate the ability to evaluate financial data and formulate recommendations for action

PLO-4. Framing. Students will demonstrate the ability to compose alternative ways of interpreting situations in accordance with different perspectives to create consumer value

PLO-5. Analogical Reasoning. Students will demonstrate the ability to assess domain comparisons to transfer solutions from one domain to another and create new business opportunities

PLO-6. Abduction. Students will demonstrate the ability to identify and analyze hypotheses to explain observations and formulate recommendations for action

PLO-7. Mental Simulation. Students will demonstrate the ability to analyze predictions of outcomes and determine impact on business issues and new opportunities

PLO-8. Leadership. Students will demonstrate the ability to evaluate the impact of their leadership domain and leadership theories on organizational issues

In addition to the Graduate School of Business and Leadership Admissions Requirements (p. 90), applicants must:

- Submit a written statement of academic and professional goals. This statement is one of the criteria used to evaluate the person's application. The applicant should present reasons for selecting the program. Reasons should include career goals and specific indications of how the program of study will help them realize these goals.
- Attend and complete free two-hour program workshop "Entrepreneurial Mindset and Collaborative Innovation." This free workshop will be offered throughout the year, in partnership with Enrollment, on weekday evenings and/or Saturday mornings as a tool to recruit students, introduce them to our curriculum, and for faculty to meet prospective students to help evaluate their admission.
- Undergo faculty review

Program Details:

- Requires 33 SH for completion

Academic Progress Requirements:

- Students must maintain a grade point average of 3.00 or higher (on a scale of 4.0)
- Students who earn a grade below a "C" in any course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student's GPA until a new grade has been received for the course.

Required Courses**Gateway Course - 3SH**

DTE 500	Strength-Based Leadership	3

Core Courses - 30SH

DTE 501	Innovation through Empathy	3
DTE 502	Ideation and Communication	3
DTE 503	Prototyping and User Testing	3
DTE 504	Influencing Behavior through Storytelling	3
DTE 505	Entrepreneurial Management and Finance	3
DTE 506	Design Strategy Studio	3
DTE 510	Cultivating a Culture of Innovation	3
DTE 515	Comprehension Exam in Design Thinking and Entrepreneurship	3
DTE 520	Fundamentals of Effective Sales Strategy	3
DTE 525	Venture Creation Capstone	3

Fundamentals of Design Thinking, Graduate Certificate

The Fundamentals of Design Thinking Certificate is a post-baccalaureate certificate designed for individuals who desire to enhance their creativity through an introduction to the design thinking process and learn how to implement and apply a human-centered approach to innovation. The certificate is also a potential feeder into the M.S. Design Thinking and Entrepreneurship (p. 92) program as all three graduate courses in the certificate can be accepted for credit into this program.

Certificate Learning Objectives

At the completion of the Fundamentals of Design Thinking Certificate, students will be able to:

PLO-1 Framing. Students will demonstrate the ability to compose alternative ways of interpreting situations in accordance with different perspectives to create consumer value.

PLO-2 Analogical Reasoning. Students will

demonstrate the ability to assess domain comparisons to transfer solutions from one domain to another and create new business opportunities.

PLO-3 Abduction. Students will demonstrate the ability to identify and analyze hypotheses to explain observations and formulate recommendations for action.

PLO-4 Mental Simulation. Students will demonstrate the ability to analyze predictions of outcomes and determine impact on business issues and new opportunities.

Program Details:

- Requires 9 SH for completion
- A minimum GPA of 3.0 is required
- Students who earn a grade below a “C” in any course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student’s GPA until a new grade has been received for the course
- A limit of one course may be transferred

Required Courses

Fundamentals of Design Thinking

DTE 501	Innovation through Empathy	3
DTE 502	Ideation and Communication	3
DTE 503	Prototyping and User Testing	3

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 (p. 90)Graduate School of Business and Leadership Admissions Requirements (p. 90), 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 school with institutional accreditation.
- 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 school with institutional accreditation.
- Graduate work experience form available at <https://www.nl.edu/graduateworkexperienceform/>
- Faculty review

Program Details:

- Requires 36 SH for completion
- Credit for Prior Learning (p. 22) may be accepted for the following courses in the program: MHA 522, MHA 527, MHA 531, MHA 532, PJM 520, LTC 550, LTC 570, LTC 580, and LTC 590 (for the maximum of 12 SH) or toward other program requirements as determined appropriate by the program faculty
- Students may complete the M.H.A. program with the following concentrations:

- Long-Term Care Administration
- Public Health
- Fundamentals of Design Thinking

MHA Core Courses

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 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
MHA 541	Strategic Management in Health Care	3
MHA 550	Colloquium in Health Services Administration	3
PJM 520	Project Management Applications	3
RES 510	Research Methodology and Writing	3

MHA with Long-Term Care Administration Concentration

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 531	Health Care Information Systems	3
MHA 540	Marketing in Health Care	3
MHA 541	Strategic Management in Health Care	3
PJM 520	Project Management Applications	3
RES 510	Research Methodology and Writing	3
LTC 550	Long-Term Care Administration Overview and Introduction to Life Safety	3
LTC 570	Financial Management & Governance of Long-Term Care Facilities	3
LTC 580	Resident Services Management and Quality Care	3
LTC 590	Long-Term Care Administrator Externship	3

MHA with Public Health Concentration

MHA 501	Leadership in Health Services Administration	3
MHA 508	Ethical and Legal Issues in Health Care Administration	3
MHA 527	Health Care Finance	3
MHA 531	Health Care Information Systems	3
MHA 540	Marketing in Health Care	3
MHA 541	Strategic Management in Health Care	3
PJM 520	Project Management Applications	3
RES 510	Research Methodology and Writing	3
MPH 500	Public Health Systems	3
MPH 501	Environmental Health	3
MPH 502	Applied Epidemiology	3
MPH 550	Health Promotion	3

MHA with Fundamentals of Design Thinking Concentration

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 527	Health Care Finance	3
MHA 531	Health Care Information Systems	3
MHA 532	Human Resources in Health Care Organizations	3
MHA 541	Strategic Management in Health Care	3
MHA 550	Colloquium in Health Services Administration	3
RES 510	Research Methodology and Writing	3
DTE 501	Innovation through Empathy	3
DTE 502	Ideation and Communication	3
DTE 503	Prototyping and User Testing	3

Note: The M.H.A. graduates may apply the maximum of 15 SH to the M.B.A (p. 98) in General Management and Health Services Concentration if interested in pursuing a second master's degree. Interested graduates must have received a min grade of "B" in the courses that have been taken no more than six years before graduate admission. Please speak to your Enrollment Specialist about the details.

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. 295) 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 (p. 90)Graduate School of Business and Leadership Admissions Requirements (p. 90), 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 school with institutional accreditation.
- 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 for Prior Learning may be accepted for the program core courses (HRM 513 or OBD 515) and program electives for the maximum of 9 semester hours or as determined appropriate by the program faculty

Gateway Courses

HRM 509	Human Resource Management Profession and Its Role	3
RES 510	Research Methodology and Writing	3

Core Courses

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
OBD 515	Training and Development	3
OBD 533	Organizational Effectiveness and Development	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3

Capstone Course

HRM 599	Integrating Business and HR Strategy	3

Electives

Choose 6 SH from the courses below:

HRM 591	Internship in Human Resource Management	1 TO 6
HRM 595	Special Topics in Human Resource Management	1 TO 6
OBD 550	Culture of Learning Organizations	3

Note: Students may select HRM, OBD, LAP, MGT, MBA, or other graduate level courses with the approval of Program Chair or designate.

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. 295) 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 (p. 90) Graduate School of Business and Leadership Admissions Requirements (p. 90), 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 for test information.

- Requirement may be waived if the applicant has a master's degree from a school with institutional accreditation 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 (p. 22) may be accepted for the following courses in the program: LAP 526, OBD 515, and HRM 513 (elective) or 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

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

Program Electives - 3 SH

Students may select any LAP or cognate discipline graduate level courses with the approval of Program Chair or designate.

Master of Business Administration, M.B.A.

With a focus on preparing students to make a positive impact in their organization and community, the Master of Business Administration program enables students to hone their values and transform their career path as an inclusive, creative business leader empowered to face the challenges in today's emerging markets. Students will cultivate their own unique leadership style and learn how to solve complex business problems through the strategic integration of diversity, equity, and inclusion efforts and incorporating and inspiring creativity in the workplace. Through collaborative, hands-on learning students will build business acumen, sharpen their critical thinking skills, enhance their written and visual communication skills, and learn how to put their ideas into action. Additionally, students will build their business knowledge, skills, and network through the university's collaborative partnerships, guest speakers, and partner programming.

The MBA program is accredited through the International Accreditation Council for Business Education (IACBE).

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. (IACBE: 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. (IACBE: 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. (IACBE: 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. (IACBE: 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. (IACBE: Marketing)

PLO6. Students will develop an enhanced awareness of their own strengths and potential as organizational actors and change agents. (IACBE: Leading in a Dynamic Environment)

PLO7. Students will apply critical thinking skills such as problem solving and logical analysis. (IACBE: Problem Solving/Analytical Skills)

PLO8. Students will demonstrate effective communication skills. (IACBE: Communication)

PLO9. Students will demonstrate the ability to participate effectively in teams. (IACBE: Teamwork Skills)

PLO10. Students will analyze the ethical components of organizational decisions. (IACBE: Ethical Responsibility)

In addition to the (p. 90) Graduate School of Business and Leadership Admissions Requirements (p. 90), 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 (850 to 1200 words). Submit a written statement addressing 1) one of the three questions below and 2) your academic and professional goals and how the MBA program will assist you in reaching these goals. The strength of our program depends on personal and academic integrity. Plagiarism is a serious offense and should be avoided in written statements.

- Reflect on a time when you made an impact in a community or organization. What prompted your behavior and what was the outcome.
- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others in the area of diversity, equity, and inclusion.
- Describe a problem you've solved or a problem you'd like to solve using your creative skillset. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what creative steps you took or could be taken to identify a solution.
- 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. Letters should also speak to one or more of the following: candidate's ability to make a positive impact in their organization or community, their value of diversity, equity, and inclusion, and/or their creative mindset.
- Faculty review

Program Details:

- Requires 36 SH for completion
- Students may complete one or more concentrations listed below:
 - Accounting
 - Entrepreneurship
 - Fundamentals of Design Thinking
 - Health Services Administration
 - Human Resource Management
 - Nonprofit Management

MBA Program Requirements - 36 SH

Gateway Courses

MBA 505	Leadership and Fostering Diversity and Inclusion	3

Core Courses

MBA 507	Creativity and Business Innovation	3
MBA 509	Essentials in Economics	3
MBA 511	Finance for Decision-Making	3
MBA 514	Managerial Accounting	3

MBA 521	Market Research	3
MBA 522	Strategic Marketing and Storytelling	3
MBA 526	Project Management	3
MBA 529	International Management	3
MBA 532	Technology and Leadership	3
OBD 533	Organizational Effectiveness and Development	3

Capstone Courses

MBA 524	Strategic Management	3
	or	
MBA 525	Business Challenge Capstone	3

Accounting Concentration - 9 SH

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

Fundamentals of Design Thinking Concentration - 9 SH

DTE 501	Innovation through Empathy	3
DTE 502	Ideation and Communication	3
DTE 503	Prototyping and User Testing	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		
MGT 534	Nonprofit Organization, Governance, and Management	3
MGT 535	Strategic Fundraising and Philanthropy	3
LAP 693	Seminar in Program Evaluation	3

Note: The M.B.A. graduates with coursework in Health Services Administration Concentration may apply the maximum of 15 SH to the M.H.A. (p. 94) program if interested in pursuing a second master's degree. Interested graduates must have received a min grade of "B" in the courses that have been taken no more than six years before graduate admission. Please speak to your Enrollment Specialist about the details.

Organizational Leadership, M.S.

The purpose of the Master of Science in Organizational Leadership (MSOL) is to prepare students with skills and competencies to be effective leaders within private and public sector organizations.

The program combines theory and practical application of leadership principles to initiate and implement positive change in organizations. Students gain the skills and competencies necessary to establish action plans and achieve goals. Leadership positions are found at all levels within an organization and this program prepares students to grow and advance in their profession.

Graduates will be prepared to develop strategies and achieve strategic goals in all types of leadership and business settings. Students gain foundational knowledge and a deeper understanding of business practices to become an effective leader and inspire organizational change.

This program is delivered in an online modality supplemented with synchronous remote sessions. Note: Students with military residency requirements in Florida attend a class on the Tampa Campus during the first week of each course.

Program Learning Outcomes (PLOs):

1. **Analysis and Integration.** Evaluate theoretical and practical aspects of organizational leadership and business practice to develop strategies to achieve organizational and strategic goals.
2. **Ethics.** Analyze ethical and legal principles to apply in leadership and business settings.

3. **Communication.** Communicate information in a format appropriate to stakeholders to meet organizational goals and priorities.
4. **Management.** Evaluate the skills and processes in organizational settings for consistency between existing systems and necessary competencies
5. **Leadership.** Apply leadership action and practices to organizational and business environments.

In addition to the (p. 90) Graduate School of Business and Leadership Admissions Requirements (p. 90), the program requires:

- Written statement of academic and professional goals. This statement is one of the criteria used to evaluate the person's application. The applicant should present reasons for selecting the program. Reasons should include career goals and specific indications of how the program of study will help them realize these goals.
- At least two signed and sealed letters of recommendation, academic in nature, regarding the applicant's capacity for graduate work.
- Faculty review which can result in full admission, decline, or a 2-course review

Program Details:

- Requires 30 SH for completion
- Credit for Prior Learning (p. 22) may be accepted for LAP 526 or toward other program requirements as determined appropriate by the program faculty

Required Courses

Program Requirements

BUS 503	Leadership and Organizational Behavior	3
BUS 506	Ethics in the Workplace	3
BUS 576	Entrepreneurship, Creativity, and Innovation	3
LAP 526	Psychology of Organizational Leadership	3
LAP 589	Capstone in Industrial and Organizational Psychology	3
OBD 550	Culture of Learning Organizations	3
OBD 533	Organizational Effectiveness and Development	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3
PPA 503	Leadership of Public and Nonprofit Organizations	3
RES 510	Research Methodology and Writing	3

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 (p. 90) (p. 90) Graduate School of Business and Leadership Admissions Requirements (p. 90), 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 (p. 22) may be accepted for PPA 502 or toward other program

requirements as determined appropriate by the program faculty

- Students may complete one of the concentrations listed below

Concentrations:

- Community Psychology (p. 274)
- Fundamentals of Design Thinking (p. 274)
- Health Services Administration (p. 274)
- Human Resource Management (p. 274)
- Human Services Management (p. 274)
- Nonprofit Management (p. 275)
- Organizational Development (p. 275)
- Public Policy (p. 275)
- Public Safety and Justice Leadership (p. 275)
- Teaching of Public Policy and Administration (p. 276)

Required Courses

Gateway Courses - 6 SH

PPA 500	Foundations of Public Administration	3
RES 510	Research Methodology and Writing	3

Capstone Course - 3 SH

PPA 593	Capstone in Public Administration	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

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.

Graduate School of Business and Leadership: Doctoral

Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 17), the Graduate School of Business and Leadership 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 Graduate School of Business and Leadership 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. 45) for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements (p. 21), the following criteria apply to non-institutional graduate transfer credit in the Graduate School of Business and Leadership:

- 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 Graduate School of Business and Leadership. Petitions must be presented to the Council by the student's advisor.

Note: NLU credit completed under a different program is subject to Application of Academic Credit Toward Multiple Programs Policy (p. 43).

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.

Doctorate in Business Administration, D.B.A.

In the Doctor of Business Administration (D.B.A.) degree program, industry and academic professionals have the opportunity to build upon master's-level competencies, skills, and knowledge. Students in this program include business and organizational leaders who are ready to move up to executive positions and college and university faculty who seek a premier doctoral credential in business administration. The curriculum is designed to prepare students to perform more effectively in existing professional roles, to qualify for roles with increasing responsibility, to start their own business, or develop capabilities for a second career in consulting or teaching at the college level.

The DBA degree program is designed to assist busy professionals in balancing the demands of career, family, and school. It is a blended on-campus experience. The program's flexible blended format combines online courses with one on-campus experience per term at our Florida campus (Tampa, FL). The on-campus experience is three days in length per term, consisting of workshops, course orientations, course assignments and consultation with faculty members.

Program Learning Outcomes (PLOs):

1. **Strategic Thinking** Evaluate business issues and trends brought forth by economic globalization, to generate strategies that sustain long-term business success.
2. **Divergent Thinking** Analyze and prioritize the needs of diverse stakeholders in business situations to recommend innovative, feasible, ethical, and legal actions.
3. **Professional Communication** Synthesize and communicate in a professional manner complex information that is concise, clear, organized and well supported, appropriate to each business situation.
4. **Informed Decision-Making** Evaluate and apply relevant academic and professional literature to make evidence-based decisions in cross-cultural business environments.
5. **Research** Design, conduct, and justify applied research in the area of specialization to foster positive change in organizations and communities.
6. **Professional Focus**
 - Outcome 6.1: **Accounting** Evaluate the results of accounting research and analysis to determine appropriate business actions for meeting organizational goals.
 - Outcome 6.2: **International Business** Evaluate current research and practices in the global marketplace and analyze worldwide drivers of business success to recommend sound and responsible organizational strategies.
 - Outcome 6.3: **Marketing** Analyze the foundation and development of marketing and consumer behavior theory and practice to strengthen the marketing function in modern organizations.
 - Outcome 6.4: **Management** Evaluate management research and current practices to develop employees and systems that sustain competitive and responsible organizations in changing environments.

In addition to the (p. 101) Graduate School of Business and Leadership Admissions Requirements (p. 90), program requires:

- A Master's degree in business or in a business-related discipline; the degree must be awarded by an accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in academic work leading to the master's degree, and in any subsequent graduate study.
- At least three years of full-time managerial or professional experience, documented by a recently updated resume or an online professional profile. If not currently employed, the applicant must show active participation in professional organizations (documented through the submission of a resume or career summary).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Two letters of recommendation

Program Details:

- Requires 60 SH for completion
- Requires a grade of "B" or better in all program coursework including the Management Concentration
- Other than what has been outlined below for prior Argosy students, the DBA program will follow the Graduate School of Business & Leadership transfer policy (p. 102)

Required Courses

Core Courses - 21 SH

DBA 620	Holistic Management in Organizations	3
DBA 622	Managing Global Challenges	3
DBA 624	Marketing Strategy and Management	3
DBA 626	Corporate and Global Finance	3
DBA 628	Advanced Operations Management	3
DBA 630	Strategy Formulation, Implementation and Evaluation	3
DBA 632	Innovation and Entrepreneurship	3

Research Courses - 15 SH

RES 600	Introduction to Doctoral Studies and Research	3
RES 610	Advanced Writing	3
RES 650	Data-Driven Decision Making and Research	3
RES 652	Quantitative Research Method	3
RES 654	Qualitative Research Methods	3

Management Concentration - 12 SH

DBA 650	Organizational Behavior	3
DBA 652	Management Science	3
DBA 654	Organizational Development and Change Management	3
DBA 656	Strategic Team Management	3

Doctoral Research - 12 SH

DBA 696	Doctoral Research I	3
DBA 697	Doctoral Research II	3
DBA 698	Doctoral Research III	3
DBA 699	Doctoral Research IV	3

Note: National Louis University may be able to support the degree completion of students formerly enrolled in the DBA program at Argosy University. Through a teach-out approval, NLU is able to accept any and all transfer credit earned in the DBA program at Argosy University with a grade of "B" or better beyond the usual NLU policy on transfer credit towards doctoral programs. Students can speak to their Academic Advisor about the qualification criteria for the teach-out program,

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 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. 16). 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 if a student misses up to 25% of the class required meeting times (unexcused), the student will receive an automatic "F" grade in the course and will be advised to withdraw. Students who receive excused absences will be asked to work with their instructor to make up work and can be advised to withdraw if the instructor feels that the learning outcomes cannot be met. Students should refer to the course syllabus for more details.

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
20	4
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 program identified major courses that are equivalent to the degree requirements and meet NLU transfer policies.

Students who have extensive culinary and baking/pastry lab credits may request to have their credits evaluated and if determined by the program that they are transferable, will set up a proficiency practical exam for the student to complete for final approval.

Students with an earned Associate of Applied Science degree in Culinary Arts or Baking and Pastry from an approved accredited college are exempt from this policy and will transfer the full equivalent of their degree which all coursework be applied toward the Bachelor of Arts degree in major, concentration, general education, advanced and free electives degree requirements. All transfer courses must be completed with a grade of C or 2.00 or higher).

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 6 QH of Internship
- Requires 45 QH of major including 30 QH of lab courses to be completed at NLU
- Requires the following lab courses to be completed with a grade of "C" or better: KBPA 101, KBPA 105, KBPA 111, KBPA 120, KBPA 130, KBPA 131, KBPA 140, KBPA 142, KBPA 150, KBPA 160, CUL 110, KCUL 120, 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

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

Internship Requirement

KBPA 170	Baking and Pastry Internship	6

Baking and Pastry Requirements

CUL 110	Sanitation	1
KBPA 101	Pastry Science	1
KBPA 105	Foundations of Professional Baking and Pastry	4
KBPA 111	Professional Cooking I for Baking	3
KBPA 120	Pastry Techniques	5
KBPA 130	Advanced Pastry: Mousses, Doughs, Plating and Sauces	5
KBPA 131	Breakfast Pastries	3
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 115	Professional Growth and Development I	1
KCUL 120	Nutritional Cooking	3
KCUL 125	Professional Growth and Development II	1
KCUL 136	Food Ethics	2
KCUL 146	Foodservice Purchasing	1
KCUL 155	Professional Growth and Development III	1
KCUL 156	Financial Management	4
KCUL 164	Dining Room Service	5
KCUL 165	Dining Room Production	5
KCUL 166	Supervision in Food Service	2

Baking and Pastry, Baccalaureate Certificate

The Baking and Pastry certificate focuses on professional cake decorating to advance the skills needed in the creation and sell of professional cakes

while attaining degree credit. The courses are designed to be offered at different modalities (evening and weekend options) to currently enrolled baking and pastry students and new students.

Students who successfully complete the Baking and Pastry certificate may choose to apply these credits toward an A.A.S. or B.A. degrees at Kendall College at NLU.

Program Details:

- Requires 24 QH for completion
- Requires completion of all courses at NLU
- Requires a minimum grade of "C" or better in the following courses: KBPA 100, KBPA 142, KBPA 150, KBPA 151, KBPA 175, and KBPA 176

Required Courses

Baking and Pastry Certificate

KBPA 100	Foundations of Baking	3
KBPA 142	Foundations of Cakes	3
KBPA 145	Small Business Entrepreneurship	2
KBPA 150	Advanced Wedding Cakes and Sugar Artistry	3
KBPA 151	Dessert Cakes	5
KBPA 155	Social Media	2
KBPA 175	Event and Catering Cakes	3
KBPA 176	Sculpted Cakes	3

For more information, visit NLU Program Disclosures.

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 6 QH of Internship
- Requires 45 QH of major including 30 QH of lab courses to be completed at NLU
- Requires the following lab courses to be completed with a grade of "C" or better: KBPA 100, CUL 110, KCUL 111, KCUL 120, KCUL 121, 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

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

CUL 110	Sanitation	1
KBPA 100	Foundations of Baking	3
KCUL 111	Foundations of Professional Cooking I	5
KCUL 115	Professional Growth and Development 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	1
KCUL 151	Prep, Fire, Plate	3
KCUL 155	Professional Growth and Development III	1
KCUL 156	Financial Management	4
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

KCUL 175 Culinary Internship 6

Culinary Management, B.A.

The B.A. in Culinary Management 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 culinary arts with classes in facilities planning, hospitality marketing, supervision and diversity and create a business portfolio with a culinary tasting menu. During this time, students spend significant time honing their culinary skills and deepening their understanding of the business world through a selected concentration: Culinary Wellness, Entrepreneurship or Research and Development.

This program prepares students for the ever-changing and increasingly challenging world of hospitality with a focus on culinary management. This degree will position a graduate to excel quickly into managerial positions in many different facets of foodservice.

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. Operations:** Students will be able to discuss purchasing and receiving, recipes and standardization, facilities, mise en place/timing, and menu formats, and apply them in culinary and hospitality operations.
- PLO5. Management:** Students will be able to demonstrate and evaluate professional behavior, ethical behavior, personnel management, employing technologies appropriate to specific situations,

- and financial management in a culinary business operation.
- PLO6. Marketing:** Students will be able to apply marketing and sales principles, tools and techniques to solve business problems.
- PLO7. Career Potential:** Students will be able to apply their talents, abilities and strengths toward developing a fulfilling long-term career. decisions in personal and professional situations.

Program Details:

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires 10 QH of Internship (can be also earned through CPL 400 with the Program Director approval)
- Students are required to complete one of the three Culinary Management program Concentrations listed below:
 - Culinary Entrepreneurship
 - Culinary Innovation
 - Culinary Wellness
- Students may transfer the following courses required in the major from an accredited institution: CUL 110, KCUL 146, KCUL 156, KCUL 166, HOS 120, HOS 320, and HOS 344.
- Students may also complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Culinary Management Major Requirements

Accelerated Major - 45 QH

This major requires a conferred Associates degree in culinary arts from an accredited institution.

CAPK 498	Senior Culinary Project	4
CUL 400	Professional Development	1
CUL 436	Facilities Planning	2
HOS 120	Principles of Management for Hospitality	5
HOS 320	Hospitality Financial Management	5
HOS 344	Hospitality Sales and Marketing	5

HOS 358	Thriving in The Hospitality Workplace	3
HOS 480	Senior Integrative Project (Capstone)	5
Accelerated Major - Culinary Arts Electives		
This area requires 15 QH of any courses from the Culinary Arts and Hospitality department or other electives approved by the Program Director.		
Freshman Major - 95 QH		
CUL 110	Sanitation	1
KBPA 100	Foundations of Baking	3
KCUL 111	Foundations of Professional Cooking I	5
KCUL 115	Professional Growth and Development 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	1
KCUL 151	Prep, Fire, Plate	3
KCUL 155	Professional Growth and Development III	1
KCUL 156	Financial Management	4
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
KCUL 175	Culinary Internship	6
CAPK 498	Senior Culinary Project	4
CUL 436	Facilities Planning	2
CUL 400	Professional Development	1
HOS 120	Principles of Management for Hospitality	5
HOS 320	Hospitality Financial Management	5
HOS 344	Hospitality Sales and Marketing	5
HOS 480	Senior Integrative Project (Capstone)	5
HOS 358	Thriving in The Hospitality Workplace	3

Concentrations

Students are required to complete one of the following concentrations with a grade of "C" or better:

Culinary Entrepreneurship - 15 QH

CUL 325	Food Service Public Relations	5
CUL 372	Menu to Plate Concepts	4
CUL 420	Food Service Research and Development	4
KBPA 145	Small Business Entrepreneurship	2

Note: KBPA 145 may be transferred per faculty review.

Culinary Innovation - 15 QH

CUL 372	Menu to Plate Concepts	4
CUL 410	Flavor Theory	3
CUL 420	Food Service Research and Development	4
SCIK 300	Food Science	4

Note: SCIK 300 may be transferred per faculty review.

Culinary Wellness - 15 QH

CUL 360	Food Wellness Trends	4
CUL 390	Cooking for Dietary Needs	4
CUL 485	Plant Based Forward Cooking	4
KBPA 266	Nutritional Baking	3

Note: CUL 390 may be transferred per faculty review.

Electives

Freshman Major students are required to meet 10 QH of electives, Accelerated Major students are required to meet 60 QH. Those electives can be satisfied by the Culinary or Hospitality Program courses or transfer credit from an accredited institution.

These hours may be also satisfied by completing any minor or concentration in consultation with your Academic Advisor.

Hospitality Management BA

At NLU 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 traditional

classroom learning combined with immersive, practical and hands-on projects while connecting with hospitality industry experts. The culmination of coursework and experience is the Senior Integrative Project, where students from across the college collaborate on a complex project within multidisciplinary teams.

Students may complete course requirements on campus, fully online, or through a combination of on-campus and online instruction; or in the co-op education model, for which they must be approved based on specific criteria.

The B.A. in Hospitality Management also offers the Hospitality Pathways (HOSP) track, details are provided below.

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 15 QH of Professional Development and Internship
- Requires 30 QH of Advanced Hospitality Elective
- Requires completion of one concentration listed below:
 - Hotel Management
 - Food and Beverage
 - Event Planning and Management

- Tourism Management
- Students may also complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals. The B.A. in Hospitality Management program recommends Marketing (p. 262) Minor, Communications Minor, or Leadership (p. 292) Concentration.
- Students in the B.A. Hospitality Management Pathways (HOSP) program are required to complete Leadership Foundations Concentration (p. 292) and MIS 103. The Pathways program requires the following:
 - Cumulative GPA of 2.5 or higher after the completion of 75 Quarter Hours at NLU
 - 300 work hours in the hospitality industry or related position completed (with proof of completion)
 - Letter or email from a work supervisor indicating strong professionalism and performance
 - Interview with a Hospitality faculty member(s) (individual or group) in Winter term of Sophomore year
 - Note: In order to be formally admitted to the BA Hospitality Management major sequence and take major core courses other than HOS 101, students must receive a grade of "C" or better in HOS 101. Students failing to meet the requirements to pursue courses in the major core upon completion of 90 Quarter Hours at NLU can no longer take Hospitality courses and will be required to submit a Change of Program with the assistance of their Student Success Coach in order to register for future terms.

Hospitality Management Core - 60 QH

Required Courses - 30 QH

HOS 101	Exploring the Hospitality Industry	5
HOS 107	Hospitality Career Exploration	0
HOS 120	Principles of Management for Hospitality	5
HOS 196	Leading the Service Experience	5
HOS 320	Hospitality Financial Management	5
HOS 344	Hospitality Sales and Marketing	5
HOS 480	Senior Integrative Project (Capstone)	5

Note: HOS 196 and HOS 480 must be completed at NLU.

Internship and Professional Development - 15 QH

CPL 400	Credit Portfolio Assessment in the Discipline	0
	or	
HOS 213	Sophomore Internship and	6
HOS 409	Hospitality Professional	2
HOS 417	Senior Internship	6
HOS 197	Hospitality Professional Development I	1

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.

Hospitality Management Advanced Electives - 15 QH

Students are required to complete 15 QH of coursework listed below of which 7QH must be upper level:

HOS 111	Resilient Leadership for Hospitality	0 TO 1
HOS 112	Virtual and Hybrid Events: Challenges and Opportunities	0
HOS 235	Sustainable Hospitality and Tourism	3
HOS 237	Advanced Sustainable Hospitality and Tourism	2
HOS 274	First-Year Hospitality Co-Op Practicum and Seminar	5
HOS 318	Spirits and Mixology	3
HOS 319	The Craft of Beer	2
HOS 330	Special Topics: Diversity In Hospitality	2
HOS 338	Disruptive Innovation for Hospitality	3
HOS 358	Thriving in The Hospitality Workplace	3
HOS 364	Banquet and Catering Service	3
HOS 374	Second-Year Hospitality Co-Op Practicum and Seminar	5
HOS 398	Feasibility of Hospitality Ventures	5
HOS 399	Topics In Hospitality Management	2 TO 5
HOS 418	Yield and Revenue Management	3
HOS 419	Hospitality and Tourism Law and Liability	3
HOS 420	Responsible Technology Use in Hospitality	2

HOS 443 Information Management for Hospitality 3

HOS 474 Third-Year Hospitality Co-Op Practicum and Seminar 5

Note: The concentration courses listed below may be also applied to the Advanced Electives if completed individually outside of the required concentration for the program.

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 ethics, teamwork, and communication) as well as the hard skills (data analysis, accounting, and operations) needed for success.

HOS 243 Hotel Front Office Operations 5

HOS 316 Facilities Planning and Management 5

HOS 366 Hotel Analytics with STR 5

Note: HOS 366 must be completed at NLU. All other concentration courses may be transferred from an accredited institution.

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

HOS 324 Food and Beverage Operations 5

HOS 445 Starting a Food or Beverage Business 5

Note: HOS 445 must be completed at NLU. All other concentration courses may be transferred from an accredited institution.

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
HOS 337	Techniques of Professional Event Management	3
HOS 334	Event Planning Practicum	2
HOS 462	Exhibition Design and Production	5

Note: HOS 334 and HOS 337 must be completed at NLU. All other concentration courses may be transferred from an accredited institution.

Tourism Management Concentration

This concentration prepares 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
HOS 346	Destination Marketing, Sales and Branding	5
HOS 435	Tourism Trends and Innovation	3
HOS 436	Tourism Immersion	2

Note: HOS 435 must be completed at NLU before taking HOS 436. All other concentration courses may be transferred from an accredited institution.

Additional Advanced Electives - 15 QH

Students are required to complete 15 QH of additional advanced elective coursework listed above or other coursework approved by the program director.

Electives - 30 QH

Students must complete a minimum of 30 QH of Advanced Coursework listed above restricted to Hospitality Management program or other major related coursework approved by the program director. 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. 256) and/or a concentration in Entrepreneurship (p. 290), Human Resource Management (p. 291), Leadership (p. 292), as well as other unrestricted elective courses.

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

Required Courses

Professional Cookery Certificate

CUL 110	Sanitation	1
KCUL 111	Foundations of Professional Cooking I	5
KCUL 115	Professional Growth and Development 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
KCUL 131	Breakfast Cookery	3

For more information, visit NLU Program Disclosures.

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 Accreditation

National Louis University meets rigorous national standards for educator preparation set by the Council for the Accreditation of Educator Preparation. CAEP is the only educator preparation accreditor recognized by the Council for Higher Education Accreditation.

CAEP accreditation is awarded to institutions that pass peer review on five standards, based on two principles:

1. Solid evidence that the provider's graduates are competent and caring educators, and

2. Solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

"Institutions [with CAEP Accreditation] meet high standards so that their students receive an education that prepares them to succeed in a diverse range of classrooms after they graduate," said CAEP President Dr. Christopher A. Koch.

NLU Nationally Recognized Programs

School Psychology, Ed.S.

Middle Grades Education, M.A.T.

Educational Leadership (Superintendent), Ed.S.

Educational Leadership (Principal), M.Ed. and Ed.S.

Secondary Foreign Language, M.A.T.

Secondary Science, M.A.T.

Secondary English, M.A.T.

Early Childhood, M.A.T.

Elementary, M.A.T.

Reading Specialist, M.Ed.

More information on CAEP Accreditation
<http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>

Institutional Accreditation

National Louis University is accredited by the [Higher Learning Commission](#) (HLC), to offer initial and advanced educator preparation programs which are approved by the [Illinois State Board of Education](#) (ISBE).

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 are strongly encouraged and should 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. The NLU Policies and Procedures for Submission of Background Check for Licensure can be found [here](#).

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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

Research in teacher education suggests that field experiences in classroom community settings can offer pre-service teachers a context for understanding the link between theory and practice. At NLU, we believe that when teacher candidates apply what they are learning in our classrooms to real life experiences in classrooms with students, they are more effective, more confident and better prepared when they graduate.

According to state and local requirements, as well as NLU's commitment to ensuring safe and healthy pre-clinical and clinical experiences, NLU requires all candidates who engage in school-based learning 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](#). Upon completion of these requirements, providing there is "no record" from the background check, a negative TB test, and a Certificate of Completion, candidates are eligible to be placed in a school.

Listed below are more details about these requirements.

- Teacher candidates are asked to please collect copies of the Illinois State Background check, TB test (Mantoux Method), and [Certificate of Completion](#) for Mandated Reporter in their entirety before submitting them to their Academic Advisor (for M.A.T. programs) or Field Specialist (for Undergraduate Programs). Please note that students are responsible for submitting to schools or districts considering placement and for all field observation hours at the request of a school. Students should carry all originals when visiting schools.
- Criminal background checks must be completed by the due dates required for your program. Please use the NLU UCIA Criminal Background Check. Candidates cannot begin any field experience without a "passed" background check. Many students use Accurate Biometrics for fingerprinting. Locations and fingerprinting times are posted on the Accurate Biometrics [website](#). Candidates are responsible for all fees and the results must be sent to the students' email or home address. **NOTE:** Some school districts may require their own background check prior to student teaching. This may be *in addition* to the background check that you do for NLU. [Chicago Public Schools](#) has one process for field experience applications and another for student teaching applications.
- 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. The NLU Policies and Procedures for Submission of Background Check for Licensure can be found [here](#).
- In the event that a background check comes back with evidence of criminal history, Academic Advisors or Student Success Coaches will assist the student in choosing an alternative course of study. There is no guarantee that courses will be

transferable between programs and no financial reimbursement will be given.

- In some cases, a school district may require record of an additional physical examination by a licensed physician or evidence of health insurance. The teacher candidate will be responsible for providing this documentation.

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-8 practicing teachers and school 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 Inquiry in Education

The Center for Inquiry in Education (CFIE) (formerly known as “the Center for Practitioner Research”) originated in 2010 as an effort to provide a forum for college faculty and students to share their research and scholarly accomplishments and initiatives. The Center for Inquiry in Education promotes inquiry in a variety of areas in the diverse fields of education, garnering interest of both scholars and practitioners.

These focus areas include but are not limited to classroom practice, educational leadership, foundations, curriculum, practitioner training, and action research in education. The CFIE allows scholars and practitioners to share their experiences and expertise as part of a larger learning community.

The Reading Center

Established in 1972, The Reading Center at National Louis University promotes leadership in literacy at the university as well as at the state, national, and international level. It accomplishes its mission through its graduate programs, partnership projects, research and publication, reading improvement programs, outreach, institutes, and other literacy initiatives. The Reading Center, and its campus locations, also function as training sites for graduate students who provide literacy instruction for participating school-age students. A hallmark of The Reading Center and the Faculty in Reading and Language is an emphasis on collaboration for leadership in literacy.

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. 17), 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 school with institutional accreditation 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 a school with institutional accreditation 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. 118) 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 school with institutional accreditation.

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. 45) for more information.

Core and Program Course Substitutions

Students who have completed graduate work at NLU or another institution may seek substitution of NCE required courses. Students who wish to substitute required courses for the degree or program must work with an advisor to present an official transcript and a course or catalog description, or other relevant documentation, for Program Chair approval. Courses taken at other institutions must meet the University and NCE Transfer policy guidelines and be recorded on an official transcript on file with the Registrar's Office. Approved substitutions will be documented via the Student Adjustment Form. If the Program Chair denies the request, the student has the option to appeal to the Academic Policies Committee (APC). If approved by APC, the advisor will submit the Student Adjustment form. If denied, the decision is final.

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 Completed at another Institution

In addition to the university-wide requirements (p. 21), the following criteria apply to non-institutional graduate transfer credit in the National College of Education:

- 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. Extensions beyond six-years require the Program Chair approval (for 6-10 years) and are completed through the exception form initiated by an advisor. Extension beyond 10 years require petition to the Academic Policies Committee (APC). Graduate degrees include the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), Educational Specialist (Ed.S.), and certificates.

- Transfer credit is limited to nine 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 nine semester hours; certain exceptions apply (p. 183)
 - Ed.S. degrees that require master's degree for admission must transfer a post-master's degree coursework (Curriculum and Instruction with Advanced Professional Specializations, Educational Leadership, Learning Sciences, Reading, Teacher Leadership);
 - Ed.S. degrees that do not require master's degree may transfer any graduate level coursework. (School Psychology, Higher Education Leadership, Teaching and Learning).
- Doctoral students (Ed.D.) may apply up to 12 hours of post-master's degree courses
- Any additional transfer credit (above what is allowed by each program) must be approved by the APC

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 of more than six years, but less than ten years, must be approved by the Program Chair. The exception form will be submitted by the advisor. If denied, candidates may petition the Academic Policies Committee. Requests for a time extension of more than 10 years must be also made through petition to the Academic Policies Committee. Graduate degrees include the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), Educational Specialist (Ed.S.), and certificates.

Coaching and Mentoring, Graduate Certificate

The NLU Coaching and Mentoring Certificate focuses on experienced teachers' advanced skill set needed to improve the performance of teachers, students, schools, and the profession. Candidates explore roles such as instructional coach, mentor teacher, department chair, lead teacher, and content specialist. In high demand nationwide, mentors and coaches lead school improvement efforts and collaborate across their schools to improve teaching and learning. Candidates will assess their own preparation, strengths, and areas for growth as they customize their learning to address problems of practice within their own districts and schools.

This four-course offering allows candidates to complete their Coaching and Mentoring Certificate in an online format over the course of four terms.

Certificate Learning Outcomes (CLOs):

The following are the knowledge and competencies to be developed in this certificate.

Successful certificate completers will:

- Use new leadership skills and practices to coach and mentor fellow teachers effectively.
- Apply models of effective professional development including Professional Learning Communities (PLC's) to best coach fellow teachers within a leader-defined framework for collaborative teamwork.
- Use their school's vision and mission to create coaching and mentoring plans tied to comprehensive school goals that empower teacher decision-making.
- Develop a supportive network of colleagues in which to further their own professional learning as coaches.
- Use adult-learning theory to inform specific strategies for coaching individual teachers and teaching teams.
- Distinguish goals and approaches of different coaching models and practice in order to appropriately address coaching challenges.
- Apply the body of knowledge in research and experiential wisdom from coaching and mentoring leaders in the education field to inform planned approaches to specific coaching and mentoring situations.
- Demonstrate self-awareness to recognize their existing strengths and areas of growth as coaches and mentors.

Program Details:

- Requires 8 SH for completion
- A minimum GPA of 3.0 is required
- A limit of one course may be transferred with the approval from the Office of the NCE Dean

Note: The Coaching and Mentoring certificate courses may be applied to the M.Ed. and Ed.S. degree programs in Educational Leadership (p. 130) or Teacher Leadership (p. 175). Courses may also be counted in the specific National College of Education graduate programs. Please speak to your Academic Advisor about the details.

Required Courses

Coaching and Mentoring Certificate - 8 SH

LDR 511	Emerging as a Teacher Leader	2
LDR 523	Mentoring and Coaching Fellow Teachers	2
LDR 531	Leading Teacher Development and Student Learning	2
EDL 525	Decision-Making for Educational Systems and Organizations	2

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. 121)
- Curriculum and Instruction with Advanced Professional Specializations, Ed.S. (p. 122), 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 primarily through online courses leading to endorsements in high-demand specializations.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

Upon successful completion of the CIC academic program, students will be able to:

PLO 1: Accommodate diverse needs of learners, though the use of appropriate curriculum enactments, assessments, and data analysis;

PLO 2: Make instructional decisions that effectively support the learning process of students;

PLO 3: Develop deeper understanding of a self-selected content area, its history, background, and impact on the profession;

PLO 4: Integrate theory and practice by conducting inquiry;

PLO 5: Critically reflect and articulate professional beliefs and ethics in relation to their practice,

PLO 6: Collaborate with colleagues productively; and

PLO 7: Advocate for evidence-based productive change that is informed by research and the needs of the students in their care.

In addition to the National College of Education Graduate Admission Requirements (p. 117), applicants must:

- Hold valid current Illinois Professional Educator License if they wish to apply for an Illinois endorsement

Program Details:

- Requires 32- 40 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. 266)
- Early Childhood Education (p. 266)
- Early Childhood Special Education (p. 266)
- Elementary Education (p. 266)
- English as a Second Language (p. 267)
- ESL/Bilingual Education (p. 267)
- Learning Behavior Specialist (LBS I) (p. 267)
- Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 268)
- Learning Behavior Specialist (LBS II) - Transition Specialist (p. 268)
- Mathematics Education (p. 268)
- Reading Teacher (p. 269)

- Teacher Leader (p. 269)
- Technology Specialist (p. 269)
- Personalized Option (p. 270)

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 and program chair approval.

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 primarily through online courses leading to endorsements in high-demand specializations.

For more information on state licensure and certification information please visit NLU's [Public Disclosures](#) page.

Program Learning Outcomes (ULOs):

Upon successful completion of the CIC academic program, students will be able to:

PLO 1: Accommodate diverse needs of learners, though the use of appropriate curriculum enactments, assessments, and data analysis;

PLO 2: Make instructional decisions that effectively support the learning process of students;

PLO 3: Develop deeper understanding of a self-selected content area, its history, background, and impact on the profession;

PLO 4: Integrate theory and practice by conducting inquiry;

PLO 5: Critically reflect and articulate professional

beliefs and ethics in relation to their practice,

PLO 6: Collaborate with colleagues productively; and

PLO 7: Advocate for evidence-based productive change that is informed by research and the needs of the students in their care.

In addition to the National College of Education Graduate Admission Requirements (p. 117), applicants must:

- Hold master's degree from a school with institutional accreditation
- Hold valid current Illinois Professional Educator License if they wish to apply for an Illinois endorsement

Program Details:

- Requires 30- 43 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. 266)
- Early Childhood Education (p. 266)
- Early Childhood Special Education (p. 266)
- Elementary Education (p. 266)
- English as a Second Language (p. 267)
- ESL/Bilingual Education (p. 267)
- Learning Behavior Specialist (LBS I) (p. 267)
- Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 268)
- Learning Behavior Specialist (LBS II) - Transition Specialist (p. 268)
- Mathematics Education (p. 268)
- Reading Teacher (p. 269)
- Teacher Leader (p. 269)
- Technology Specialist (p. 269)
- Personalized Option (p. 270)

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	Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform	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.

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
EDU 505	Educational Inquiry and Assessment	3

Program Requirements - 25 SH

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 526	Methods of Developing Mathematical Mindsets in Early Childhood	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

Notes: ECE 525 must be taken for 3 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. 124) 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. 125) is for candidates accepted into NLU's teacher residency licensure partner program.

The Early Childhood Education, M.A.T. (Accelerated Track) (p. 126) is for experienced Early Childhood teachers who hold the Gateways to Opportunity ECE Credential Level 4.

The Early Childhood Education, M.A.T. (Traditional) (p. 127) 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. Candidates analyze young children's characteristics and needs, multiple interacting influences on children's development and learning, and be able to create environments that are healthy, respectful, supportive, and challenging for each child.

PLO 2. Candidates value the importance and complex characteristics of children's families and communities; they are able to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

PLO 3. Candidates justify goals and benefits of child assessment, are able to design systematic observations, documentation, and other effective assessment strategies in a responsible and ethical way, in partnership with families and other professionals, to positively influence each child's development and learning.

PLO 4. Candidates use positive relationships as the foundation for their work with young children; candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, tools, and technologies to positively influence each child's development and learning.

PLO 5. Candidates have solid knowledge of academic disciplines, know the essential concepts, structure of content areas, and resources, and are able to apply this knowledge to design, implement, and evaluate experiences that promote positive and comprehensive learning outcomes for each child.

PLO 6. Candidates apply NAEYC Code of Ethical Conduct and professional standards to their early

childhood education practice; identify and conduct themselves as professionals who demonstrate knowledgeable, reflective and critical perspectives on their work, make informed decisions, and advocate for sound educational practices and policies.

PLO 7. Candidates demonstrate leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others; demonstrate a high level of oral, written and technological communication skills with specialization for specific professional roles.

In addition to National College of Education Graduate Admissions Requirements (p. 117), applicants must:

- Have a bachelor's degree from a school with institutional accreditation 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, ECE 522, and RLL 537)
- Requires immersive school placement
- Requires a passing score on the Early Childhood Content Area Test before ECE 591 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	STEM in Early Childhood	3
ECE 510	Child, Family and Community	3
ECE 522	Foundations of Emergent Literacy	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 591	Early Childhood Alternative Licensure Seminar	1 TO 6

RLP 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. Candidates analyze young children's characteristics and needs, multiple interacting influences on children's development and learning, and be able to create environments that are healthy, respectful, supportive, and challenging for each child.

PLO 2. Candidates value the importance and complex characteristics of children's families and communities; they are able to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

PLO 3. Candidates justify goals and benefits of child assessment, are able to design systematic observations, documentation, and other effective assessment strategies in a responsible and ethical way, in partnership with families and other professionals, to positively influence each child's development and learning.

PLO 4. Candidates use positive relationships as the foundation for their work with young children; candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, tools, and technologies to positively influence each child's development and learning.

PLO 5. Candidates have solid knowledge of academic disciplines, know the essential concepts, structure of content areas, and resources, and are able to apply this knowledge to design, implement, and evaluate experiences that promote positive and comprehensive learning outcomes for each child.

PLO 6. Candidates apply NAEYC Code of Ethical Conduct and professional standards to their early childhood education practice; identify and conduct themselves as professionals who demonstrate knowledgeable, reflective and critical perspectives on their work, make informed decisions, and advocate for sound educational practices and policies.

PLO 7. Candidates demonstrate leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others; demonstrate a high level of oral, written and technological communication skills with specialization for specific professional roles.

Program Details:

- Requires 35 SH for completion
- Requires practicum
- Requires student teaching
- Requires a passing score on the Early Childhood Content Area Test (206) before ECE 588 Early Childhood Residency Seminar. *See Residency Handbook for specific date for each year.*

Required Courses

Program Requirements - 35 SH

CIL 531	Cross Cultural Education	3
	or	
ECE 510	Child, Family and Community and	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	STEM in Early Childhood	3
ECE 522	Foundations of Emergent Literacy	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 588	Early Childhood Residency Seminar	1 TO 11
RLP 537	Early Literacy Methods, PreK-3	3

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: ECE 588 must be taken for a total of 11 SH.

Early Childhood Education MAT Accelerated Track

The Early Childhood Education, M.A.T., Accelerated Track 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 accelerated track is limited to experienced ECE teachers (minimum of 3 years of full-time teaching) who hold the Gateways to Opportunity ECE Credential Level 4. Candidates accepted into the accelerated track will continue teaching full-time as the teacher of record at their current place of employment. Students accepted into the accelerated track will complete the ECE M.A.T. program in one academic year. Because candidates accepted to the accelerated track are experienced classroom teachers, with facility with the content, they will take three courses per term and two courses in the summer.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. Candidates analyze young children's characteristics and needs, multiple interacting influences on children's development and learning, and be able to create environments that are healthy, respectful, supportive, and challenging for each child.

PLO 2. Candidates value the importance and complex characteristics of children's families and communities; they are able to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

PLO 3. Candidates justify goals and benefits of child assessment, are able to design systematic observations, documentation, and other effective assessment strategies in a responsible and ethical way, in partnership with families and other professionals, to positively influence each child's development and learning.

PLO 4. Candidates use positive relationships as the foundation for their work with young children; candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, tools, and technologies to

positively influence each child's development and learning.

PLO 5. Candidates have solid knowledge of academic disciplines, know the essential concepts, structure of content areas, and resources, and are able to apply this knowledge to design, implement, and evaluate experiences that promote positive and comprehensive learning outcomes for each child.

PLO 6. Candidates apply NAEYC Code of Ethical Conduct and professional standards to their early childhood education practice; identify and conduct themselves as professionals who demonstrate knowledgeable, reflective and critical perspectives on their work, make informed decisions, and advocate for sound educational practices and policies.

PLO 7. Candidates demonstrate leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others; demonstrate a high level of oral, written and technological communication skills with specialization for specific professional roles.

In addition to the National College of Education Graduate Admission Requirements (p. 117), applicants must:

- Hold a bachelor's degree
- Hold at least the Gateway for Opportunity ECE Credential Level 4 or the equivalent
- Be current teachers with at least three years of full-time teaching experience at their current site (0-2nd grade school, religious school with ISBE approval or community-based early childhood and childcare programs), or have three years of full-time teaching experience at multiple schools (meeting the criteria above). Candidates whose experience is across multiple schools must provide documentation indicating the chief administrator held a PEL (general administrative or principal) and the majority of the teachers are required to hold a PEL for the grade levels and content for which they are employed to teach. Candidates will complete coursework while teaching full-time at their current site and continue to get paid.
- Candidates who work with children younger than three years would need to provide a proof that they will be able to work in a classroom in the same school setting with three-year olds or older children for 4-6 weeks to fulfill the edTPA requirement, a performance-based assessment required for licensure
- Must secure an onsite mentor who holds a PEL, an ECE Level 5 Credential or who has 6 years of experience at the candidates' current teaching site.

Mentors are required to meet with the candidates 10 times over the course of the one-year program.

- Sit for an admissions interview

Program Details:

- Requires 35 SH for completion
- Requires practicum/ seminar
- Requires student teaching
- Requires a passing score on the Early Childhood Content Area Test (206). Candidates must take the test by the end of the first term and pass the test by the end of the second term.

Required Courses

Program Requirements - 35 SH

CIL 531	Cross Cultural Education	3
	or	
ECE 510	Child, Family and Community and	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	STEM in Early Childhood	3
ECE 522	Foundations of Emergent Literacy	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 588	Early Childhood Residency Seminar	1 TO 11
RLP 537	Early Literacy Methods, PreK-3	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: ECE 588 must be taken for a total of 11 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).

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. Candidates analyze young children's characteristics and needs, multiple interacting influences on children's development and learning, and be able to create environments that are healthy, respectful, supportive, and challenging for each child.

PLO 2. Candidates value the importance and complex characteristics of children's families and communities; they are able to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

PLO 3. Candidates justify goals and benefits of child assessment, are able to design systematic observations, documentation, and other effective assessment strategies in a responsible and ethical way, in partnership with families and other professionals, to positively influence each child's development and learning.

PLO 4. Candidates use positive relationships as the foundation for their work with young children; candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, tools, and technologies to positively influence each child's development and learning.

PLO 5. Candidates have solid knowledge of academic disciplines, know the essential concepts, structure of content areas, and resources, and are able to apply this knowledge to design, implement, and evaluate experiences that promote positive and comprehensive learning outcomes for each child.

PLO 6. Candidates apply NAEYC Code of Ethical Conduct and professional standards to their early childhood education practice; identify and conduct themselves as professionals who demonstrate knowledgeable, reflective and critical perspectives on their work, make informed decisions, and advocate for sound educational practices and policies.

PLO 7. Candidates demonstrate leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others; demonstrate a high level of oral, written and technological communication skills with specialization for specific professional roles.

Program Details:

- Requires 43 SH for completion (41 SH for licensure)

- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

Required Courses

Program Requirements - 43 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	STEM in Early Childhood	3
ECE 510	Child, Family and Community	3
ECE 522	Foundations of Emergent Literacy	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	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 in Early Childhood Education	5
RLP 537	Early Literacy Methods, PreK-3	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: ECE 502 is required for the degree, not licensure. 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 ECE 580 Practicum II
- 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

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	STEM in Early Childhood	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 526	Methods of Developing Mathematical Mindsets in Early Childhood	3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Notes: ECE 525 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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. 130).

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. 132).

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. 133).

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. 134).

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. 135).

Applicants who have a master's degree and are not seeking state endorsement should select the Educational Leadership, Ed.S. (General Education Leadership) (p. 136).

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. 137).

Strategic Educational Leadership Track (non-endorsement):

Applicants who do not have a master's degree should select the Strategic Education Leadership, M.Ed. (p. 139)

Applicants who have a master's degree should select the Strategic Educational Leadership, Ed.S. (p. 140)

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. 117), **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

Program Details:

- Requires 34 SH for completion
- Requires an internship
- Credit for Prior Learning (p. 22) may be accepted for EDL 529

In addition to National College of Education Graduate Admission Requirements (p. 117), **this program requires:**

In addition to National College of Education Graduate Admission Requirements (p. 117), **this program requires:**

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.

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.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Principal as Instructional Leader Content Area Tests (#195 & 196)
- Candidates must complete the Teacher Evaluation Training Academy

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. 117), 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.

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. 117), the program requires:

- A master's degree from a school with institutional accreditation
- 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
- Credit for Prior Learning (p. 22) may be accepted for EDL 529

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.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Principal as Instructional Leader Content Area Tests (#195 & 196)
- Candidates must complete the Teacher Evaluation Training Academy

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. 117), this program requires:

- A master's degree from a school with institutional accreditation
-

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.

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. 117), 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 34 SH for completion
- Credit for Prior Learning (p. 22) may be accepted for EDL 529

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	Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform	3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

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. 117), 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
- Credit for Prior Learning (p. 22) may be accepted for EDL 529

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	Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform	3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

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. 117), applicants must:

- Submit a professional resume or curriculum vitae
- Submit official transcripts from all institutions attended. Please note that only credit from a school with institutional accreditation will be considered for transfer credit. Completion of baccalaureate and master's degrees from a school with institutional accreditation 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
- Credit by Portfolio (p. 22) may be accepted for the following courses: EDL 601, EDL 605, EDL 622, and EDL 628.
- 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 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.

Strategic Educational Leadership, M.Ed.

The M.Ed. in Strategic Educational Leadership is for candidates with a qualified bachelor's degree and a career aspiration to earn a Master's degree with a major that develops knowledge, competencies, and dispositions related to leading organizations with missions that include teaching-and-learning activities. The Master of Education in Strategic Educational Leadership seeks to develop the program candidate's graduate-level knowledge and skills in Leadership Theory & Practice; Curriculum Design and Data Fluency; Cultural Proficiency in Diversity, Equity, and Inclusion; and Resource Use in Education. The program offers a wide range of elective course choices from NLU's broad array of professional disciplines, enabling candidates to customize and personalize their advanced leadership credentials.

Program Learning Outcomes (PLOs)

Upon completion of the Strategic Educational Leadership major, candidates will demonstrate mastery of the following forms of knowledge, skills, and dispositions.

PLO-1 Content Knowledge. Candidates use specialized content knowledge in leadership as applied to leading learning communities and organizations with educational components within their missions.

PLO-2 Leadership Dispositions in Action. Candidates develop leadership dispositions to articulate and model cognitive habits of mind and social-emotional habits of heart to promote safe and stimulating learning cultures for learners, staff, faculty, and community stakeholders.

PLO-3 Diversity, Equity and Inclusion Capacities. Candidates comprehend and advocate for diversity, educational equity, inclusion, and social justice through cultural proficiency and opportunities to advance the overall well-being of students, staff, and other educational stakeholders.

PLO-4 Engagement and Networking. Candidates understand and articulate an organization's need for development if collaboration among stakeholders to develop effective learning communities, promote academic success.

PLO-5 Scholarly Proficiencies. Candidates practice scholarly habits as they apply theory, research and practice to their coursework and leadership project.

PLO-6 Self-Directed Learning. Candidates develop and meet one or more personalized learning objective/s tailored to achieving the individual's professional goals and a multi-term leadership project related to program pursuit at the master's level.

In addition to the National College of Education Graduate Admission Requirements, the program requires:

- Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)
- Faculty review

Program Details:

- Requires 32 SH for completion
- Candidates may transfer all courses from the Certificate in Strategic Ed Leadership (p. 174) into the M.Ed. program

Required Courses

Strategic Educational Leadership- 32 SH

Foundational Courses - 8 SH

EDL 517	Leadership Concepts and Applications in Education	2
EDL 520	Leading Diverse Schools	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2

Major Electives - 12 SH

Choose four courses from each of the following areas:

- Leadership Theory and Practice (p. 296)
- Curriculum Design and Data Fluency (p. 296)
- Diversity, Equity and Inclusion (p. 296)
- Resource Use in Education (p. 296)

Leadership Project - 4 SH

EDL 573	Educational Leadership Project	1 TO 4

Note: EDL 573 must be completed for 4 SH.

General Electives - 8 SH

Choose 8 SH of NLU graduate courses (p. 296) in consultation with the Academic Advisor.

Strategic Educational Leadership, Ed.S.

The Educational Specialist (Ed.S.) degree in Strategic Educational Leadership is a graduate curriculum for candidates who already possess a qualified master's degree and who seek an advanced post-master's degree that develops knowledge, competencies, and dispositions related to leading organizations with missions that include training, education, and teaching-and-learning activities. The Educational Specialist degree in Strategic Educational Leadership seeks to develop the program candidate's graduate-level knowledge and skills in Leadership Theory & Practice; Curriculum Design and Data Fluency; Cultural Proficiency in Diversity, Equity, and Inclusion; and Resource Use in Education. The curriculum offers a wide range of elective course choices from NLU's broad array of professional disciplines, enabling candidates to customize and personalize their advanced leadership credentials. Candidates may begin in the Ed.S. curriculum and continue on to earn their Ed.D. in Strategic Educational Leadership with no interruption.

Program Learning Outcomes (PLOs)

Upon completion of the Strategic Educational Leadership major, candidates will demonstrate mastery of the following forms of knowledge, skills, and dispositions.

PLO-1 Content Knowledge. Candidates demonstrate and integrate specialized content knowledge in leadership as applied to leading learning communities and organizations with educational components within their missions.

PLO-2 Leadership Dispositions in Action. Candidates demonstrate leadership dispositions to articulate and model cognitive habits of mind and social-emotional habits of heart to promote safe and stimulating learning cultures for learners, staff, faculty, and community stakeholders.

PLO-3 Diversity, Equity and Inclusion Capacities. Candidates advocate for and demonstrate diversity, educational equity, inclusion, and social justice through cultural proficiency and opportunities to advance the overall well-being of students, staff, and other educational stakeholders.

PLO-4 Engagement and Networking. Candidates engage in an organization's development and improvement plan for collaboration among stakeholders to develop effective learning communities and promote academic success.

PLO-5 Scholarly Proficiencies. Candidates engage in scholarly habits as they apply theory, research and practice to their coursework and leadership project.

PLO-6 Self-Directed Learning. Candidates develop and meet one or more personalized learning objective/s tailored to achieving the individual's professional goals and a multi-term leadership project related to program pursuit at the Ed.S. level.

In addition to the National College of Education Graduate Admission Requirements, **the program requires:**

- Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)
- Faculty review

Program Details:

- Requires 30 SH for completion
- Candidates may transfer all courses from the Certificate in Strategic Ed Leadership (p. 174) into the Ed.S. program

Required Courses

Strategic Educational Leadership - 30 SH

Foundational Courses - 8 SH

EDL 517	Leadership Concepts and Applications in Education	2
EDL 520	Leading Diverse Schools	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2

Research - 6 SH

Intro to Research - Choose 3 SH

EDL 630	Understanding and Using Educational Research	3
HED 601	Introduction to Doctoral Studies and Research in Education	3

Advanced Research - Choose 3 SH

CCD 604	Data Analysis, Interpretation, and Presentation	3
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
HED 652	Quantitative Research Methods in Education	3
HED 654	Qualitative Research Methods in Education	3
RES 640	Survey Research and Intro to Statistical Software	3

Major Electives - 9 SH

Leadership Theory and Practice - Choose 3 SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 602	Curriculum Theory: Contemporary Issues and Practices	3
CCD 625	Critical Policy Analysis	3
EDL 605	Leading Change	3
EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 620	Understanding the Dynamics of Political, Legal, and Ethical Issues in Education	3
HED 626	Legal Issues in Higher Education	3
Diversity, Equity and Inclusion - Choose 3 SH		
CCD 630	Education in a Global World	3
DEE 605	History of Disability and Education	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
HED 600	Higher Education in the United States	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3
Curriculum Design and Data Fluency - Choose 3 SH		
CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 601	Cultures of Schools and Communities	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 632	Utilizing Data to Inform Decision Making	3

General Electives - 7 SH

Choose 7 SH of NLU graduate courses (p. 297) in consultation with the Academic Advisor.

Effective Teaching in PK-12 E-Learning Environments, Graduate Certificate

Participants in this certificate offering will join a professional learning community of peer educators and graduate faculty working to address the challenges of teaching in E-Learning contexts. Educators will participate in a problem-solving, solution centered, innovative community of practice while exploring approaches to remote and E-

Learning. Topics include principles of effective online teaching, planning for remote and E-Learning, selecting digital tools, using digital tools, and designing E-Learning environments.

Certificate Learning Outcomes (CLOs):

The following are the knowledge and competencies to be developed in this certificate. Successful certificate completers will:

- Design learner-centered experiences using digital tools across all modalities of class environments.
- Define a Problem of Practice and test strategies for teaching effectively in learning environments
- Plan, design, and evaluate digital resources for teaching, learning, and assessment in educational settings
- Reflect on the principles and practices of effective E-Learning in order to implement E-Learning plans in PK-12 contexts.

Program Details:

- Requires 11 SH for completion
- A minimum GPA of 3.0 is required
- A limit of one course may be transferred with the approval from the Office of the NCE Dean

Note: The Effective Teaching in PK-12 E-Learning Environments certificate courses may be applied in the following programs:

- M.Ed. in Curriculum and Instruction with Advanced Professional Specializations Program, Personalized Option Concentration (p. 270)
- M.Ed. and Ed.S. in Learning Sciences Education, Personalized Option Concentration (p. 273)

Courses may also be counted in the specific National College of Education graduate programs. Please speak to your Academic Advisor about the details.

Required Courses

Effective Teaching in PK-12 E-Learning Environments Certificate - 11 SH

LSE 595A	Special Topics in Learning Sciences: Effective Teaching in E-Learning Environments	1
LSE 595B	ST/Learning Sciences: Instructional Strategies for Teaching in E-Learning Environments	2
LSE 595C	ST/Implementing and Reflecting on Effective Practices in E-Learning Environments	2

LSE 525	Designing Digital Age Learning Environments	3
	and	
LSE 532	Visionary Leadership for Digital Learning Contexts	3
	or	
LSE 542	Digital Tools for Teaching, Learning and Assessment	3

Higher Education Leadership Ed.S.

Students enrolled in the Ed.D. in Higher Education Leadership (p. 190) 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 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. 17), 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
- Credit for Prior Learning (p. 22) may be accepted for the following courses in the program: HED 620, HED 622, HED 624, HED 626, HED 630, HED 634, and HED 695 (for the maximum of 12 SH)

Required Courses

Gateway Courses

HED 600	Higher Education in the United States	3
HED 601	Introduction to Doctoral Studies and Research in Education	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

Doctoral Research

HED 650	Contextual Study in Higher Education	3
HED 651	Data-driven Decision Making in Education	3

Electives

Choose 3 semester hours from the list of courses below:

CCD 615	Sociology of Education	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

Note: All the courses above must be taken for a total of 3 semester hours.

Elementary Education, M.A.T.

National College of Education offers three different ways to earn the Elementary Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for self-contained general education (Grades 1-6):

- The Elementary Education, M.A.T. (Alternative Teacher Licensure) (p. 143) 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. 144) is for candidates accepted into NLU's teacher residency licensure partner program
- The Elementary Education, M.A.T. (Traditional) (p. 146) 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment.

PLO 3. 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.

PLO 4. 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.

PLO 5. The teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues

PLO 8. 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.

PLO 6. The candidate uses multiple methods of assessment to monitor learner progress, guide

decision-making and to engage learners in their own growth.

PLO 7. The candidate plans instruction that supports student by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 9. The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

PLO 10. 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. 117), applicants must:

- Be admitted before starting the first term of Jumpstart
- Have a bachelor's degree from a school with institutional accreditation 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 52 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
- Requires a passing score on the Elementary Education Content Area Test (305) before ELE 512 ATL Residency Seminar II

Required Courses

Jumpstart Courses - 8 SH

EDU 513	Frameworks for Data Driven Instruction	1 TO 3
ELE 501	Community Study	1
MHE 542	Mathematics for Elementary and Middle School Teachers	3

RLP 551	Literacy Methods, Grades 1-6	3

Residency Year 1 Courses - 24 SH

CIS 540	Methods of Teaching Social Studies	2 OR 3
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
MHE 540	Methods for Teaching Elementary Schools Mathematics	2 TO 3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3
SCE 540	Methods of Teaching Science	2 TO 3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: CIS 540, ELE 511, and SCE 540 must be taken for 3 SH.

Residency Year 2 Courses - 20 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 501	Introduction to Linguistics for TESOL	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 531	Cross Cultural Education	3
ELE 512	ATL Residency Seminar II	1
ESR 514	Research in Action: Becoming Practitioner Researchers	3

Note: EPS 513 must be taken for 2 SH. ELE 512 must be taken for the total of 3 SH. ESR 514 is required for a degree, not licensure.

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.

For more information on state licensure and certification information please visit NLU’s Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment.

PLO 3. 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.

PLO 4. 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.

PLO 5. The teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues

PLO 8. 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.

PLO 6. The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.

PLO 7. The candidate plans instruction that supports student by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 9. The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

PLO 10. 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
- Requires a passing score on the Elementary Education Content Area Test (305) before ELE 597 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			
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2	
Program Courses - 31 SH			
CIL 505	Methods and Materials for Teaching English as a Second Language	3	
CIS 540	Methods of Teaching Social Studies	2	OR 3
ELE 577	Teaching and Learning in Context	1	
ELE 587	Resident Teacher Practicum	2	
ELE 597	Resident Teacher Student Teaching	3	

MHE 540	Methods for Teaching Elementary Schools Mathematics	2 TO 3
MHE 542	Mathematics for Elementary and Middle School Teachers	3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3
RLP 551	Literacy Methods, Grades 1-6	3
SCE 540	Methods of Teaching Science	2 TO 3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Notes: ELE 597 must be taken for a total of 4 SH. CIS 540 and SCE 540 must be taken for 3 SH.

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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure inclusive learning environment.

PLO 3. 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.

PLO 4. 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.

PLO 5. The teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues

PLO 8. 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.

PLO 6. The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.

PLO 7. The candidate plans instruction that supports student by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 9. The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.

PLO 10. 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
- 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

Program Requirements - 43 SH

CIL 531	Cross Cultural Education	3
CIS 540	Methods of Teaching Social Studies	2 OR 3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 514	Research in Action: Becoming Practitioner Researchers	3
ELE 500	Elementary Education Practicum I: Teaching and Learning in Diverse Settings	3
ELE 510	Elementary Education Practicum II: Advanced Field Experience in Teaching and Learning	3
ELE 590	Elementary Education: Student Teaching	6
LSE 511	Human Learning and Development in Instructional Contexts	2

MHE 540	Methods for Teaching Elementary Schools Mathematics	2 TO 3
MHE 542	Mathematics for Elementary and Middle School Teachers	3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3
RLP 551	Literacy Methods, Grades 1-6	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SCE 540	Methods of Teaching Science	2 TO 3

Note: CIS 540 and SCE 540 must be taken for 3 SH. ESR 514 is required for a degree, not licensure.

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 (305) before ELE 510 Practicum II
- 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 (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

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. 165).

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

EDU 505	Educational Inquiry and Assessment	3
EDU 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3
LSE 541	Cognition and Instruction	2

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 in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 509	Methods of Instruction in Foundational Literacy 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	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	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 542	Mathematics for Elementary and Middle School Teachers	3

Learning Sciences Education Programs

The National College of Education offers two degrees in the area of learning sciences education and for qualified candidates, multiple concentrations for endorsements:

- Learning Sciences Education, M.Ed. (p. 148)
- Learning Sciences Education, Ed.S. (p. 149), for candidates currently holding a master's degree

Learning Sciences Education, M.Ed.

Learning Sciences Education, M.Ed. program focuses on the science of learning, digital literacy, cognition, social emotional learning and learning designs in

diverse

sociocultural contexts. The LSE program works to advance a humanistic scientific understanding of learning and the improvement of educational outcomes for all learners, that engage in the design and implementation of learning innovations. Educators engaged in LSE courses and majors will gain research-based knowledge and competencies related to designing and implementing effective learning environments in a variety of classroom and digital models that are differentiated for diverse learners.

In addition to course offerings, LSE course based and program projects provide invaluable opportunities for LSE program candidate participation in innovative investigations of learning and teaching in schools, workplaces, remote or e-learning environments, and other settings depending on their particular professional interests and applied educational contexts.

Candidates in this program are eligible to apply for the Illinois Endorsements.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

Program Learning Outcomes are aligned to the International Society for Technology in Education (ISTE) Standards:

1. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. Educators inspire students to positively contribute to and responsibly participate in the digital world.
3. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
4. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
5. Educators facilitate learning with technology to support student achievement of the ISTE Standards for students.
6. Educators understand and use data to drive their instruction and support students in achieving their learning goals.
7. Candidates will understand and apply the student ISTE Standards for Students to enhance efficacy in design and student outcomes.

8. Candidates will understand and apply the ISTE Standards for Education Leaders to enhance efficacy in design and student outcomes.

In addition to the National College of Education Graduate Admission Requirements (p. 117), 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)

Program Details:

- Requires 32- 37 SH for completion
- Requires completion of one concentration from the list below
- May require additional electives to meet a minimum of 32 SH for the degree completion

Concentrations:

- Early Childhood Education (p. 270)
- Early Childhood Special Education (p. 270)
- Elementary Education (p. 270)
- English as a Second Language (p. 271)
- ESL/Bilingual Education (p. 271)
- Learning Behavior Specialist (LBS I) (p. 271)
- Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 272)
- Learning Behavior Specialist (LBS II) - Transition Specialist (p. 272)
- Mathematics Education (p. 272)
- Reading Teacher (p. 272)
- Teacher Leader (p. 273)
- Technology Specialist (p. 273)
- Personalized Option (p. 273)

Required Courses

Core Courses - 18 SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 540	Social Emotional Learning in Cultural Contexts	3

LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
LSE 598	Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience	3
TIE 542	Digital Tools for Teaching, Learning and Assessment	3

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.

Learning Sciences Education, Ed.S.

Learning Sciences Education, Ed.S. program focuses on the science of learning, digital literacy, cognition, social emotional learning and learning designs in diverse

sociocultural contexts. The LSE program works to advance a humanistic scientific understanding of learning and the improvement of educational outcomes for all learners, that engage in the design and implementation of learning innovations. Educators engaged in LSE courses and majors will gain research-based knowledge and competencies related to designing and implementing effective learning environments in a variety of classroom and digital models that are differentiated for diverse learners.

In addition to course offerings, LSE course based and program projects provide invaluable opportunities for LSE program candidate participation in innovative investigations of learning and teaching in schools, workplaces, remote or e-learning environments, and other settings depending on their particular professional interests and applied educational contexts.

Candidates in this program are eligible to apply for the Illinois Endorsements.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

Program Learning Outcomes are aligned to the International Society for Technology in Education (ISTE) Standards:

1. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. Educators inspire students to positively contribute to and responsibly participate in the digital world.

3. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

4. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

5. Educators facilitate learning with technology to support student achievement of the ISTE Standards for students.

6. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

7. Candidates will understand and apply the student ISTE Standards for Students to enhance efficacy in design and student outcomes.

8. Candidates will understand and apply the ISTE Standards for Education Leaders to enhance efficacy in design and student outcomes.

In addition to the National College of Education Graduate Admission Requirements (p. 117), the program requires:

- A master's degree from a school with institutional accreditation
- 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)

Program Details:

- Requires 30-37 SH for completion
- Requires completion of one concentration from the list below
- May require additional electives to meet a minimum of 30 SH for the degree completion

Concentrations:

- Early Childhood Education (p. 270)
- Early Childhood Special Education (p. 270)
- Elementary Education (p. 270)
- English as a Second Language (p. 271)
- ESL/Bilingual Education (p. 271)
- Learning Behavior Specialist (LBS I) (p. 271)
- Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 272)
- Learning Behavior Specialist (LBS II) - Transition Specialist (p. 272)
- Mathematics Education (p. 272)

- Reading Teacher (p. 272)
- Teacher Leader (p. 273)
- Technology Specialist (p. 273)
- Personalized Option (p. 273)

Required Courses

Core Courses - 18 SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 540	Social Emotional Learning in Cultural Contexts	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
LSE 598	Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience	3
TIE 542	Digital Tools for Teaching, Learning and Assessment	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.

Middle Grades Education, M.A.T.

The Middle Grades Education M.A.T. program is for those who have already completed an undergraduate degree and wish to become a highly effective middle grades (5-8) teacher. Throughout your coursework you will gain a deep understanding of young adolescents' developmental needs, build in-depth content knowledge and pedagogical skills, and learn how to adopt culturally responsive, critical, and asset-based teaching practices. When you graduate, you will know how to design innovative curricula based in inquiry, remove barriers that impede students' ability to reach their fullest potential, and support student success across the disciplines.

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. 151) is appropriate for most candidates
- The Middle Grades Education, M.A.T. (Teacher Residency Program) (p. 152) is for candidates accepted into NLU's teacher residency licensure partner program

- The Middle Grades Education, M.A.T. (Alternative Teacher Licensure) (p. 154) 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO1. Articulate the unique needs of young adolescent learners and the contexts that support this student population.

PLO2. Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

PLO3. Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent's competence.

PLO4. Demonstrate a clear understanding of how educators identities and beliefs impact young adolescents' feelings of safety, connectedness, and opportunities to learn.

PLO5. Create and participate in joyful teaching and learning with young adolescent learners.

PLO6. Demonstrate critical and creative thinking when working with young adolescent learners.

PLO7. Implement responsive strategies for use within the diverse range of each young adolescent learner.

PLO8. Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.

PLO9. Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

PLO10. Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

PLO11. Apply culturally relevant practices to ensure success, cultural sustainment, and critical educative practices for all students to maximize success for each young adolescent learner.

PLO12. Commit to being an advocate who supports, listens and responds to each young adolescent, family and community member.

Program Details:

- Requires 37 SH for the degree completion (34 SH for PEL entitlement)
- 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 prior to MGE 505 Practicum II
- Requires observations
- Requires practicum
- Requires student teaching. Student teachers spend a minimum of 11 weeks full time in the classroom at an assigned school.

Required Courses**MAT Core - 4 SH**

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2

LSE 511	Human Learning and Development in Instructional Contexts	2

Program Requirements - 30 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 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 590	Student Teaching: Young Adolescents in Context IV and	6

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 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: MGE 501 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

EDU 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 in Special Education	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.

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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO1. Articulate the unique needs of young adolescent learners and the contexts that support this student population.

PLO2. Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

PLO3. Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent's competence.

PLO4. Demonstrate a clear understanding of how educators identities and beliefs impact young adolescents' feelings of safety, connectedness, and opportunities to learn.

PLO5. Create and participate in joyful teaching and learning with young adolescent learners.

PLO6. Demonstrate critical and creative thinking when working with young adolescent learners.

PLO7. Implement responsive strategies for use within the diverse range of each young adolescent learner.

PLO8. Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.

PLO9. Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

PLO10. Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

PLO11. Apply culturally relevant practices to ensure success, cultural sustainment, and critical educative practices for all students to maximize success for each young adolescent learner.

PLO12. 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 MGE 597 Resident Teacher Student Teaching
- Requires practicum
- Requires student teaching

Required Courses

MAT Core - 10 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
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	2
SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO1. Articulate the unique needs of young adolescent learners and the contexts that support this student population.

PLO2. Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.

PLO3. Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent's competence.

PLO4. Demonstrate a clear understanding of how educators identities and beliefs impact young adolescents' feelings of safety, connectedness, and opportunities to learn.

PLO5. Create and participate in joyful teaching and learning with young adolescent learners.

PLO6. Demonstrate critical and creative thinking when working with young adolescent learners.

PLO7. Implement responsive strategies for use within the diverse range of each young adolescent learner.

PLO8. Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.

PLO9. Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.

PLO10. Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.

PLO11. Apply culturally relevant practices to ensure success, cultural sustainment, and critical educative practices for all students to maximize success for each young adolescent learner.

PLO12. 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. 117), 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
- Requires a passing score on the Middle Grades Education Content Area Test before MGE 503 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
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 in Special Education	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 two courses listed below	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
	and	
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
	or	
CIL 501	Introduction to Linguistics for TESOL	3
	and/or	
CIL 506	Methods and Materials for Teaching Bilingual Education	3
	and/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 and SPE 527, or CIL 501 and/or CIL 506, and/or CIL 510 based on their second endorsement track.

Reading Programs

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.

- Reading, M.Ed. (Reading Specialist Endorsement) (p. 156)
- Reading, M.Ed. (Reading Teacher Endorsement) (p. 157)
- Reading, Ed.S. (Reading Specialist Endorsement) (p. 157), for candidates currently holding a master's degree and those who do not hold an Illinois Reading Teacher Endorsement
- Reading, Ed.S. (Reading Specialist and ESL Endorsement) (p. 158), for candidates currently holding a master's degree and a valid Illinois Reading Teacher Endorsement
- Reading, Ed.S. (Reading Specialist and LBS1 Endorsement) (p. 159), for candidates currently holding a master's degree and a valid Illinois Reading Teacher Endorsement

There are different state requirements for Reading Specialist and Reading Teacher. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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. 117), applicants must:

- Have a valid Professional Educator License

Program Details:

- Requires 34 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.
- Requires an onsite summer practicum
- Proof of membership in a professional literacy organization is strongly recommended (monitored by the reading program faculty in the last two courses in the program)

Required Courses

MED Core - 5 SH

EDU 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3
RLR 514	Lenses on Literacy and Linguistics	2

Program - 28 SH

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 Intervention	3
RLR 518	Literacy Leadership and Staff Development	3

RLR 520	Survey of P-12 Youth Literature	3
RLR 541	Teaching Writing	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

Reading Elective - 1 SH

Choose 1 SH of RLL (p. 465) or RLR (p. 468) coursework with advisor approval. No workshops will be accepted.

Note: RLR 595 will also be accepted.

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. 117), applicants must:

- Have a valid Professional Educator License

Program Details:

- Requires 32 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.
- Requires a practicum

Required Courses

MED Core - 8 SH

EDU 505	Educational Inquiry and Assessment	3
RLR 514	Lenses on Literacy and Linguistics	2
RLR 515	Social, Cultural, and Historical Foundations of Literacy	3

Reading Program - 22 SH

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 Intervention	3
RLR 520	Survey of P-12 Youth Literature	3
RLR 541	Teaching Writing	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

Reading Electives - 2 SH

Choose 2 SH of RLL (p. 465) or RLR (p. 468) courses with advisor approval. No workshops will be accepted.

Note: RLR 595 will also be accepted.

Reading, Ed.S. Reading Specialist 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 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. 117), applicants must:

- Have a valid Professional Educator License (PEL)
- Have a master's degree from a school with institutional accreditation
- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings
- Applicants who do NOT hold an Illinois PEL are ineligible to seek an Illinois endorsement but may be admitted with the signing of the licensure limitation form

Program Details:

- Requires 30 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.

- Proof of membership in a professional literacy organization is strongly recommended (monitored by the reading program faculty in the last two courses in the program)
- Requires passing of the Reading Specialist Test #221 (previously #176)

Required Courses

Reading Specialist Endorsement - 30 SH

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 Intervention	3
RLR 518	Literacy Leadership and Staff Development	3
RLR 520	Survey of P-12 Youth Literature	3
RLR 541	Teaching Writing	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

Note: Students are also required to complete 2 SH of Elective(s) in Reading, ESL, or Learning Sciences Education with an advisor approval. Workshops are not accepted.

Reading, Ed.S. Reading Specialist and ESL (K-12) Option

his 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. 117), applicants must:

- Have a valid Professional Educator License (PEL)
- Have a master's degree from a school with institutional accreditation
- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings
- Applicants who do NOT hold an Illinois PEL are ineligible to seek an Illinois endorsement but may be admitted with the signing of the licensure limitation form
- Applicants seeking the Reading Specialist endorsement with an ESL or LBS1 endorsement, a current, valid, Reading Teacher subsequent endorsement is required

Program Details:

- Requires 30 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.
- Proof of membership in a professional literacy organization is strongly recommended (monitored by the reading program faculty in the last two courses in the program)
- Requires passing of the Reading Specialist Test #221 (previously #176)
- Note: Additional endorsement options are available for applicants who currently hold a valid Illinois Reading Teacher subsequent endorsement

– if additional endorsements are completed, the relevant ISBE Test is also required for licensure (see below).

Required Courses

Reading Specialist and ESL Endorsement - 30 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 511	Family Literacy for Linguistically and Culturally Diverse Learners	3
CIL 512	Literacy in a New Language: Linguistic Considerations	3
CIL 531	Cross Cultural Education	3
RLR 541	Teaching Writing	3
RLR 518	Literacy Leadership and Staff Development	3
RLR 593	Seminar in Reading Research	3

Note: Students are required to complete 3 SH of Elective(s) in Reading, ESL, or Learning Sciences Education with an advisor approval. For candidates who choose to pursue dual ESL/Bilingual endorsement, CIL 506 is required in lieu of elective(s).

Reading, Ed,S, Reading Specialist and LBS1 (K-12) Option

his 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. 117), applicants must:

- Have a valid Professional Educator License (PEL)
- Have a master's degree from a school with institutional accreditation
- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings
- Applicants who do NOT hold an Illinois PEL are ineligible to seek an Illinois endorsement but may be admitted with the signing of the licensure limitation form
- Applicants seeking the Reading Specialist endorsement with an ESL or LBS1 endorsement, a current, valid, Reading Teacher subsequent endorsement is required

Program Details:

- Requires 30 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.
- Proof of membership in a professional literacy organization is strongly recommended (monitored by the reading program faculty in the last two courses in the program)
- Requires passing of the Reading Specialist Test #221 (previously #176)
- Note: Additional endorsement options are available for applicants who currently hold a valid Illinois Reading Teacher subsequent endorsement

– if additional endorsements are completed, the relevant ISBE Test is also required for licensure (see below).

Required Courses

Reading Specialist and LBS1 Endorsement - 30 SH

RLR 518	Literacy Leadership and Staff Development	3
RLR 593	Seminar in Reading Research	3
RLR 541	Teaching Writing	3
SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 573	Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction	3

Note: Students are required to complete 3 SH of Elective(s) in Reading, ESL, or Special Education with an advisor approval.

School Psychology, Ed.S.

National College of Education offers the Ed.S. in School Psychology program at its two locations:

- School Psychology, Ed.S. - Illinois (p. 160)
- School Psychology, Ed.S. - Florida (p. 163)

School Psychology, Ed.S. - Illinois

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).

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO1. Domain 1: Data-Based Decision

Making. "School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention" (NASP, 2020).

PLO2. Domain 2: Consultation and

Collaboration. "School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others" (NASP, 2020).

PLO3. Domain 3: Academic Interventions and Instructional Support.

"School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children" (NASP, 2020).

PLO4. Domain 4: Mental and Behavioral Health Services and Interventions.

"School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills,

and enhance mental and behavioral health" (NASP, 2020).

PLO5. Domain 5: School-Wide Practices to Promote Learning.

"School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff" (NASP, 2020).

PLO6. Domain 6: Services to Promote Safe and Supportive Schools.

"School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery" (NASP, 2020).

PLO7. Domain 7: Family, School, and

Community Collaboration. "School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children" (NASP, 2020).

PLO8. Domain 8: Equitable Practices for Diverse Student Populations.

"School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities” (NASP, 2020).

PLO9. Domain 9: Research and Evidence-Based Practice. “School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels” (NASP, 2020).

PLO10. Domain 10: 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity” (NASP, 2020).

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 signed and sealed 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

Program Requirements - 67 SH

Required Courses

SPY 506	Interventions in Schools with Multicultural Students	3
SPY 508	Practices and Principles of School Psychology	2
SPY 510	Family, School, Community Partnerships	3
SPY 514	Tests and Measurement	2
SPY 518	Universal Promotion of Social, Emotional, and Behavioral Skills	3
SPY 520	Educational Assessment for Tiered Services	2
SPY 524	Methods of Research-Based Instruction for All Students	3
SPY 525	Methods of Research-Based Intervention for Tiered Services	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 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 560	School Psychology Practices and Principles Practicum	1
SPY 561	Educational Assessment for Tiered Services Practicum	1
SPY 562	Applied Behavior Analysis Practicum	1
SPY 565	School Psychology Practicum II	1 TO 3
SPY 590	Internship in School Psychology	2

Note: SPY 540 must be taken for 3 SH. SPY 565 must be taken for a total of 9 SH. SPY 590 must be taken for a total of 6 SH.

School Psychology, Ed.S. - Florida

The NLU Tampa program is designed for applicants who seek to be school psychologists, endorsed by the Florida State Board of Education (FDOE). 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 Florida Department of Education. Graduates may also consider application to the National Association of School Psychologists (NASP) for certification as a Nationally Certified School Psychologists (NCSP). More information can be found on the NASP website.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO1. Domain 1: Data-Based Decision Making. "School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making

at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention" (NASP, 2020).

PLO2. Domain 2: Consultation and Collaboration. "School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others" (NASP, 2020).

PLO3. Domain 3: Academic Interventions and Instructional Support. "School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children" (NASP, 2020).

PLO4. Domain 4: Mental and Behavioral Health Services and Interventions. "School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health" (NASP, 2020).

PLO5. Domain 5: School-Wide Practices to Promote Learning. "School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff" (NASP, 2020).

PLO6. Domain 6: Services to Promote Safe and Supportive Schools. "School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered

prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery” (NASP, 2020).

PLO7. Domain 7: Family, School, and Community Collaboration. “School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children” (NASP, 2020).

PLO8. Domain 8: Equitable Practices for Diverse Student Populations. “School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities” (NASP, 2020).

PLO9. Domain 9: Research and Evidence-Based Practice. “School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and

evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels” (NASP, 2020).

PLO10. Domain 10: 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity” (NASP, 2020).

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 68 SH for completion
- Students who receive two or more “C” or lower grades will be dropped from the program
- Requires project based, field experience, unpaid practicum in schools
- Second year Practicum Experience requires three quarters of an unpaid practicum in a school system totaling 6 SH. Each quarter of practicum will include on-site supervision, weekly virtual class room meetings with Instructor/University Supervisor, and expected 50 hours of practicum field experience per quarter.

- Requires a full-school year internship in public schools to complete the degree and become eligible for Florida certification in school psychology

Program Requirements - 68 SH

Required Courses

SPYF 506	Interventions in Schools with Multicultural Students	3
SPYF 508	Practices and Principles of School Psychology	2
SPYF 510	School-Family-Community Partnerships	3
SPYF 515	Introduction to Tests and Measurement	3
SPYF 518	Universal Prevention and Promotion for Behavioral Health	3
SPYF 520	Educational Assessment for Tiered Services	2
SPYF 524	Methods of Research-Based Instruction for All Students	3
SPYF 525	Methods of Research-Based Intervention for Tiered Services	3
SPYF 528	Linking Students to Mental Health and Behavioral Supports	3
SPYF 530	Applied Research Methods for School Psychologists	2
SPYF 534	Cognitive Assessment in Contemporary School Practice	3
SPYF 538	Applied Behavior Analysis	2
SPYF 540	Professional Issues in School Psychology	1
SPYF 544	Theory and Practice of Consultation	3
SPYF 548	Social-Emotional and Behavioral Assessment	3
SPYF 550	Cognitive and Behavioral Therapy Approaches I	3
SPYF 551	Cognitive and Behavioral Therapy Approaches II	3
SPYF 554	System Level Consultation and Collaboration	3
SPYF 560	School Psychology Practices and Principles Practicum	1
SPYF 561	Educational Assessment for Tiered Services Practicum	1
SPYF 562	Applied Behavior Analysis Practicum	1
SPYF 565	School Psychology Practicum II	1
		TO 3

SPYF 590 Internship in School Psychology 2

Note: SPYF 540 must be taken for 3 SH. SPYF 565 must be taken for a total of 6 SH. SPYF 590 must be taken for a total of 9 SH.

Secondary Education, M.A.T.

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. 276)
- English/Language Arts (p. 278)
- World Language (p. 279)
- Mathematics (p. 281)
- Physical Sciences (p. 284)
- Social Studies (p. 286)

Please select a discipline to learn about degree requirements and coursework.

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. 165)
- Special Education, M.Ed. (p. 170)

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. 167) is for candidates accepted into one of NLU's alternative teacher licensure partner programs
- The Special Education, M.A.T. (Resident Teacher Program) (p. 168) is for candidates accepted into

NLU's teacher residency licensure partner program

- The Special Education, M.A.T. (Traditional Program) (p. 166) 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 (K to age 21). Visit Licensure and Endorsements at NLU for more details.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Candidates will apply ethical and legal requirements of disability procedures and practices.
2. Candidates will explore special education and disabilities studies through social, cultural, economic, and equitable contexts in order to engage in advocacy with and for people with disabilities.
3. Candidates will employ culturally responsive, evidence-based pedagogy, assessment and instruction to meet individual differences in academic, social/emotional and cultural contexts.
4. Candidates will use and critique research in the field to inform effective, culturally responsive teaching through multiple forms of practitioner research.
5. Candidates will cultivate culturally responsive, collaborative relationships with families and other stakeholders in the school and community.
6. Candidates will use an intersectional lens of social justice and equitable educational access for people with disabilities to analyze and critique systems in order to intentionally act to change systems that reinforce inequity and oppression.
7. Candidates will demonstrate teaching competencies in practicums and student teaching: lesson plan development and implementation, assessment of learning, Individual Education Plan

participation and collaboration, and individual and small group instruction.

8. Candidates will implement instructional and assistive technologies to support student accessibility, learning and inclusive school experiences.

Program Details:

- Requires 42 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 - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Program Requirements - 38 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 502	Language Development, Differences, and Challenges in Children and Adolescents	2 OR 3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
SPE 523	Methods and Content in Mathematics for Students with Disabilities	3
SPE 572	Practicum 1: Roles, Responsibilities, and Practices of the Special Educator	2 OR 3
SPE 573	Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction	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

Notes: SPE 502 and 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 and Special Education General Curriculum (290) Content Tests before SPE 592C Student Teaching
- Complete all of their licensure courses except for SPE 592C
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Special Education, M.A.T. (Alternative Teacher Licensure)

This route to the M.A.T. and teacher licensure is for candidates accepted into one of NLU's partner programs. Candidates in these programs teach in high-needs schools while earning their degrees and licenses with endorsements in Special Education LBS I (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PLO 3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PLO 4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PLO 5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PLO 6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PLO 7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PLO 9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families,

other professionals, and the community), and adapts practice to meet the needs of each learner.

PLO 10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, 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. 117), applicants must:

- Have a bachelor's degree from a school with institutional accreditation 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 SPE 587 Seminar
- 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	Methods of Instruction in Foundational Literacy for Diverse Learners	3
SPE 572	Practicum 1: Roles, Responsibilities, and Practices of the Special Educator	2 OR 3

Note: SPE 572 must be taken for 3 semester hours.

Residency Year 1 - 20 SH

SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 502	Language Development, Differences, and Challenges in Children and Adolescents	2 OR 3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	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 502 must be taken for 2 SH. SPE 587 must be taken for 3 semester hours during Residency Year 1.

Residency Year 2 - 19 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 513	Frameworks for Data Driven Instruction	1 TO 3
EDU 514	Research in Action: Becoming Practitioner Researchers	3
LSE 511	Human Learning and Development in Instructional Contexts	2
SPE 523	Methods and Content in Mathematics for Students with Disabilities	3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6
LSE 542	Digital Tools for Teaching, Learning and Assessment	3

Note: EDU 513 must be taken for 3 semester hours. SPE 587 must be taken for 3 semester hours during Residency Year 2.

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 (K 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

PLO 1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PLO 3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PLO 4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PLO 5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PLO 6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PLO 7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PLO 9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her

choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PLO 10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Details:

- Requires 41 SH for degree completion (38 SH for licensure)
- 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

ESR 514	Research in Action: Becoming Practitioner Researchers	3
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

Program Requirements - 34 SH

SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 502	Language Development, Differences, and Challenges in Children and Adolescents	2 OR 3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
SPE 523	Methods and Content in Mathematics for Students with Disabilities	3
SPE 572	Practicum 1: Roles, Responsibilities, and Practices of the Special Educator	2 OR 3

SPE 573	Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction	3
SPE 587	Seminar/Teaching Children and Adolescents with Special Needs	.5 TO 6

Notes: SPE 502 and SPE 572 must be taken for 2 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 and Special Education General Curriculum (290) Content Tests before SPE 587 Seminar
- 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 (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Special Education, M.Ed.

NCE offers two different ways to earn the Special Education M.Ed. and subsequent teaching endorsement in special education (pK–age 21).

- The Special Education, M.Ed. (Resident Teacher Program) (p. 173) is offered in partnership with the Academy for Urban School Leadership (AUSL)

- The Special Education, M.Ed. (Traditional Program) (p. 170) is appropriate for most candidates

Special Education, M.Ed. (Traditional Program)

The M.Ed. in Special Education is an inquiry-based program for those who already hold a Professional Educator License (PEL) and wish to earn a degree while adding endorsements in LBS1, LBS2, Director of Special Education or approval in Early Childhood Special Education. The program builds on skills and insights of practicing teachers through an integration of coursework and teacher research and includes the courses required for endorsement along with foundational, research, leadership and practicum courses leading to the M.Ed. degree. This is a degree that acknowledges the professional expertise of practicing teachers and allows them the opportunity to co-create curriculum in their program. In each of the specializations students will propose research in their own classroom and/or school to meet some of the learning objectives for the course.

This program is designed to appeal to those who wish to expand their credentials through earning both a master's degree in special education and endorsements in LBS1, LBS2, Special Education Director, or Early Childhood Special Education approval.

Visit Licensure and Endorsements at NLU for more details.

Program Learning Outcomes (PLOs):

PLO 1. Candidates will explore special education and disability studies through social, cultural, economic, and equitable contexts in order to engage in advocacy with and for people with disabilities.

PLO 2. Candidates will analyze and critique practices, policies, and systems that create barriers for people with disabilities and their families to intentionally act to improve access and equity through advocacy and collaboration with parents and schools.

PLO 3. Candidates will demonstrate professional competence in their specialization area.

PLO 4. Candidates will demonstrate leadership in creating a collaborative and inclusive learning culture that supports student learning.

In addition to National College of Education Graduate Admissions Requirements (p. 117), applicants must meet specific and unique requirements for each concentration:

- LBS1 Concentration

- Hold a valid teaching PEL (Professional Educator License) in the State of Illinois
- LBS2 Concentration
 - Hold LBS1 PEL (Professional Educator License) in the State of Illinois
- Special Education Director Concentration
 - Hold an Illinois Professional Education License (PEL) endorsed in the following areas: LBS1, School Psychologist, School Social Worker, Speech and Language Pathologist, or School Nurse
 - Submit documentation of a minimum of two years of full-time experience providing special education services as a special education teacher, or speech-language pathologist, or school counselor, or school nurse, or school social worker, or school psychologist on an Illinois PEL License valid at the time of the work experience. Documentation from employer at the time the experience was attained is required.
- Early Childhood Special Education Approval
 - Hold a Professional Educator License (PEL) age 0 – grade 3 OR an LBS1

Program Details:

- Requires 32 SH for completion
- Requires completion of one of the following concentrations: Director of Special Education, Early Childhood Special Education Approval, LBS1, LBS2- Curriculum Adaptation Specialist, LBS2- Technology Specialist, and LBS2- Transition Specialist

Required Courses

MED Core - 9 SH

FND 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3
SPE 529	Special Education Inquiry	3
SPE 577	Research Practicum in Special Education	3
Director of Special Education - 23 SH		
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 544	School Finance for Special Education Administrators	3
SPE 549	Legal Aspects of Administration and Supervision of Programs for Exceptional Children, Adolescents	3

SPE 561	Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults	3

Additional Requirements

LDR 513	Collaborating with Stakeholders to Promote Change	3

Note: Students must also choose 8 SH of additional program electives (p. 172).

Early Childhood Special Ed Approval - 23 SH

SPE 510	Early Childhood Special Education Language Development and Challenges	2
SPE 532	Early Childhood Special Education Curriculum, Instruction and Methods	3
SPE 533	Early Childhood Special Education Diagnostic Assessment	3
SPE 534	Early Childhood Special Education Collaboration, Family and Community	3

Additional Requirements

SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
LDR 511	Emerging as a Teacher Leader	2

Note: Students who hold LBS1 endorsement may choose an elective course instead of SPE 506. Students must also choose 6 SH of additional program electives (p. 172).

LBS1 Concentration - 23 SH

SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
	or	
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
	and	
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SPE 500 may be waived by an Academic Advisor with faculty approval if the candidate holds an IL PEL and provides transcribed evidence of successful completion ("C" or better) of an equivalent course.

Additional Requirements

LDR 511 Emerging as a Teacher Leader 2

Note: Students must also choose 4SH of additional program electives (p. 172).

LBS2 Curriculum Adaptation Specialist - 23 SH

SPE 547 Assistive Technology for the Universal Design Classroom 3

SPE 555 Differentiated Instruction in the Least Restrictive Environment 3

SPE 556 Planning and Designing Responsive Learning Environments 3

SPE 588A LBS II Contextual Applications 1
TO 3

Note: SPE 588A must be taken for 3 semester hours.

Additional Requirements

LDR 511 Emerging as a Teacher Leader 2

Note: Students must also choose 9 SH of additional program electives (p. 172).

LBS2 Technology Specialist - 23 SH

SPE 546 Foundations of Assistive Technology 3

SPE 547 Assistive Technology for the Universal Design Classroom 3

SPE 548 Applications of Assistive Technology 3

SPE 590A Learning Behavior Specialist II Internship 1
TO 3

Additional Requirements

LDR 511 Emerging as a Teacher Leader 2

Note: Students must also choose 9 SH of additional program electives (p. 172).

LBS2 Transition Specialist - 23 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 3 semester hours.

Additional Requirements

LDR 511 Emerging as a Teacher Leader 2

Note: Students must also choose 9 SH of additional program electives (p. 172).

Program Electives

ABA 500 Concepts and Principles of Applied Behavior Analysis 3

LSE 500 Introduction to the Learning Sciences and Technology 3

EDL 512 Communication and Technological Skills for Education Leaders 3

EDL 520 Leading Diverse Schools 2

EDL 525 Decision-Making for Educational Systems and Organizations 2

LSE 530 Designing Learning Experiences: Cognition in Socio-Cultural Contexts 3

LSE 540 Social Emotional Learning in Cultural Contexts 3

SPE 502 Language Development, Differences, and Challenges in Children and Adolescents 2
OR 3

SPE 510 Early Childhood Special Education Language Development and Challenges 2

SPE 523 Methods and Content in Mathematics for Students with Disabilities 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

SPE 535 Community-Vocational Development & Instruction 3

SPE 536 Transition Foundations, Preparation & Planning 3

SPE 537 Family-Community Partnerships & Assessment 3

SPE 546 Foundations of Assistive Technology 3

SPE 547 Assistive Technology for the Universal Design Classroom 3

SPE 548 Applications of Assistive Technology 3

SPE 555 Differentiated Instruction in the Least Restrictive Environment 3

SPE 556 Planning and Designing Responsive Learning Environments 3

SPE 573 Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction 3

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):

PLO 1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PLO 2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PLO 3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PLO 4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PLO 5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PLO 6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PLO 7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLO 8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PLO 9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PLO 10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, 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. 117), 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

EDU 505	Educational Inquiry and Assessment	3

EDU 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3

LSE 541	Cognition and Instruction	2

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 in Special Education	3

SPE 502	Language Development, Differences, and Challenges in Children and Adolescents	2 OR 3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 507	Methods of Social/Emotional Support	3
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
SPE 523	Methods and Content in Mathematics for Students with Disabilities	3
SPE 526	Expressive Language Difficulties: Impact on Academic Learning	2
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
SPE 572	Practicum 1: Roles, Responsibilities, and Practices of the Special Educator	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.

Strategic Educational Leadership, Graduate Certificate

The Certificate in Educational Leadership is for candidates with an accredited bachelor's degree and a career aspiration to earn a graduate credential in Educational Leadership. The Certificate in Strategic Educational Leadership seeks to develop the program candidate's graduate-level knowledge and skills in Leadership Theory & Practice; Curriculum Design and Data Fluency; Cultural Proficiency in Diversity, Equity, and Inclusion; and Resource Use in Education. The program offers a wide range of elective course choices from NLU's broad array of professional disciplines, enabling candidates to customize and personalize their advanced leadership credential. Completion of this program enables program completers to document a certificate-level graduate leadership micro-credential on their resumes.

Program Learning Outcomes (PLOs)

Upon completion of the Strategic Educational Leadership certificate, candidates will demonstrate

mastery of the following forms of knowledge, skills, and dispositions.

PLO-1 Content Knowledge. Candidates acquire specialized content knowledge in leadership to understand learning communities and organizations with educational components within their missions.

PLO-2 Leadership Dispositions in Action. Candidates show understanding of leadership dispositions to articulate and model cognitive habits of mind and social-emotional habits of heart to promote safe and stimulating learning cultures for learners, staff, faculty, and community stakeholders.

PLO-3 Diversity, Equity and Inclusion Capacities. Candidates comprehend concepts of diversity, educational equity, inclusion, and social justice through development of cultural proficiency.

PLO-4 Engagement and Networking. Candidates recognize an organization's need for development of collaboration among stakeholders to develop effective learning communities and promote academic success.

PLO-5 Scholarly Proficiencies. Candidates articulate scholarly habits as they apply theory, research and practice to their coursework and leadership project.

PLO-6 Self-Directed Learning. Candidates develop and meet one or more personalized learning objective/s tailored to achieving the individual's professional goals and a one term leadership project related to program pursuit at the certificate level.

Program Details:

- Requires minimum of 12SH for completion
- Maximum of one course may be transferred with approval from the Office of the NCE Dean

Note: The Strategic Ed Leadership certificate courses may be applied to the M.Ed. (p. 139) and Ed.S. (p. 140) degree programs in Educational Leadership with major in Strategic Ed Leadership. Please speak to your Academic Advisor about the details.

Required Courses

Strategic Educational Leadership - 12 SH

Foundational Courses - 8 SH

EDL 517	Leadership Concepts and Applications in Education	2
EDL 520	Leading Diverse Schools	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2

Leadership Project - 2 SH

EDL 573 Educational Leadership Project 1
TO
4

Note: EDL 573 must be completed for 2 SH.

Program Electives - 2-5 SH

Choose 2-5 SH of NLU graduate courses (p. 296) in consultation with the Academic Advisor.

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. 209) in Illinois:

- Teacher Leadership, M.Ed. (p. 175)
- Teacher Leadership, Ed.S. (p. 176), 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.

For more information on state licensure and certification information please visit NLU's [Public Disclosures](#) page.

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.

In addition to the National College of Education Graduate Admission Requirements (p. 117), 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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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.

In addition to the National College of Education Graduate Admission Requirements (p. 117), 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 school with institutional accreditation
- 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	3
	and	
EDL 546	Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform	3
	or	
CCD 625	Critical Policy Analysis	3

Teaching and Learning, Ed.S.

National College of Education offers the following options to earn the Teaching and Learning, Ed.S. degree:

- Curriculum, Advocacy and Policy (CAP) (p. 177)
- Disabilities and Equity in Education (DEE) (p. 178)
- Reading, Language and Literacy (RLL) (p. 179)
- Postsecondary Teaching and Instructional Leadership (PTIL) (p. 180)

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. 182), applicants must:

- Submit two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an

article, selected by faculty and sent to the applicants in advance.

- After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 52 SH for completion

Required Courses

Foundational Courses - 18 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3

Note: CCD 607 must be taken for 3 SH.

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 - 9 SH

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 693A	Capstone	1

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. Develop an understanding of relationships 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. 182), applicants must:

- Submit two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.

- What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 52 SH for completion

Required Courses

Foundational Courses - 18 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3

Note: CCD 607 must be taken for 3SH.

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 - 9 SH

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

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. Develop an understanding of 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. 182), applicants must:

- Submit two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 52 SH for completion

Required Courses

Foundational Courses - 18 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3

Note: CCD 607 must be taken for 3SH.

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 - 9 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

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. 182), applicants must:

- Submit two letters of recommendation. On the required letters should be completed by a person 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 three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision

doctoral study supporting and/or relevant to achieving those goals?

- Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
- What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 48 SH for completion

Postsecondary Teaching and Instructional Leadership Major - 48 SH

Electives - 9 SH

Students select 9 semester hours of graduate level coursework with the Program Director consultation.

Required Courses

CCD 604	Data Analysis, Interpretation, and Presentation	3
EDL 605	Leading Change	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
HED 600	Higher Education in the United States	3
HED 626	Legal Issues in Higher Education	3
HED 630	Academic Affairs: Faculty, Curriculum, and Assessment	3
HED 632	Student Development Theory	3
PTIL 601	Instructional Design in Higher Education	3
PTIL 605	Postsecondary Teaching in Content Specializations	3
PTIL 625	Scholarly Writing for Postsecondary Teaching	1
PTIL 691	Internship in Postsecondary Teaching in the Content Area	1 TO 8

Note: PTIL 625 must be taken for a total of 2 SH and PTIL 691 must be taken for 4 SH.

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 focused on educational levels from pre-kindergarten through higher education.

Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises carefully constructed learning environments that initiate both doctoral candidates 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. 17), 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 a school with institutional accreditation 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 ten years of the date of admission. Within this time frame, a doctoral candidate is expected to make regular and consistent progress, which is subject to periodic review. Extensions may be granted by the Program Chair and document via the exception form. Denied extensions can be appealed to the Academic Policies Committee.

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 doctoral candidates who are granted

a leave of absence must still complete the program within the original eight-year time limit.

Doctoral candidates who have been inactive for four 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 to the Office of the Registrar and receive approval from the Program Chair (documented on the exception form initiated by the advisor).

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 chairs 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 doctoral candidates completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours.

Eligible students should petition the chair 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 doctoral program chair 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 in coordination with NLU's Academic Advising Center. Doctoral students on probation, their respective program chairs, their dissertation committee chairs, and their Graduate Academic Advisor will receive official probation notification from the NCE Doctoral Office. Students will then be provided appropriate resources,

academic counseling and information pertaining to recovery from probation. 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 evaluated as a candidate for withdrawal 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 chair and then to the Academic Policies Committee following the University Policy on Academic Appeals (p. 32). 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 chair to have the registration hold lifted. “I” grades are issued following the In-Progress Grade Policy (p. 50).

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 chair (or designee) of the respective program evaluate the exam. The program chair notifies the student in writing concerning the results of the exam. The program chair will inform the Office of the NCE Dean 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.

Doctoral Core, Research and Dissertation

Substitutions for the doctoral core, research and dissertation courses must be approved by the program chair. In instances where a course is replaced, transfer credit or substitution of other approved coursework must be used to attain the

minimum number of hours for the degree.

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
- Upon receipt of a completed Dissertation Signature Page, doctoral 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 program chair 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 or 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 or 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/ncetools/nceintegrateddoctoralprograms/>.

Educational Leadership, Ed.D.

The Educational Leadership, Ed.D. 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.

National College of Education offers the following options to earn the Educational Leadership, Ed.D. degree:

- The District Level Educational Leadership major (p. 185) option leads to the Illinois Superintendent Endorsement
- The Leadership for Learning and Organizational Development major (p. 187)
- The Strategic Educational Leadership major (p. 188)

For more information on state licensure and certification information please visit NLU's **Public Disclosures** page.

The District Level Educational Leadership major

The District Level Educational Leadership major 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, or an equivalent state credential. 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.

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 relationships 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 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, applicants must:

- Submit a professional resume or curriculum vitae
- Submit official transcripts from all institutions attended. Please note that only credit from a school with institutional accreditation will be considered for transfer credit. Completion of baccalaureate and master's degrees from a school with institutional accreditation 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 two 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.

- Sign Licensure Limitation Form (acknowledges that this is a non-licensure program) if pursuing the Leadership for Learning and Organizational Development major or Strategic Educational Leadership major

Program Details:

- Requires 60 SH for completion
- Requires an internship
- Requires a dissertation
- Credit by Portfolio may be accepted for the following courses: EDL 601, EDL 605, EDL 622, and EDL 628.
- 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 (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.

Required Courses

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. EDL 690 must be taken for a total of 8 semester hours.

The Leadership for Learning and Organizational Change major

The Leadership for Learning and Organizational Development major 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 Illinois Principal Endorsement or the Superintendent Endorsement.

Students taking this option may, in the future, complete the Educational Leadership, Ed.S. (p. 133) leading to the general administrative or principal endorsement in Illinois and then the Superintendent Endorsement (p. 137). The Florida Department of Education recognizes NLU's Ed.D. in Educational Leadership program as qualification for Florida Educational Leadership Certification.

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 relationships 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 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, applicants must:

- Submit a professional resume or curriculum vitae
- Submit official transcripts from all institutions attended. Please note that only credit from a school with institutional accreditation will be considered for transfer credit. Completion of baccalaureate and master's degrees from a school with institutional accreditation 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 two 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.

- Sign Licensure Limitation Form (acknowledges that this is a non-licensure program) if pursuing the Leadership for Learning and Organizational Development major or Strategic Educational Leadership major

Program Details:

- Requires 60 SH for completion
- Requires an internship
- Requires a dissertation
- Credit by Portfolio may be accepted for the following courses: EDL 601, EDL 605, EDL 622, and EDL 628.
- 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 (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.

Required Courses

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.

The Strategic Educational Leadership major

The Doctorate of Education (Ed.D.) in Educational Leadership with a major in Strategic Educational Leadership prepares professionals to serve in leadership roles in organizations with missions that include elements of training, education, and teaching-and-learning programs. The Doctorate of Education

in Strategic Educational Leadership seeks to develop the program candidate's graduate-level knowledge and skills in Leadership Theory & Practice; Curriculum Design and Data Fluency; Cultural Proficiency in Diversity, Equity, and Inclusion; and Resource Use in Education. The program offers a wide range of elective course choices from NLU's broad array of professional disciplines, enabling candidates to customize and personalize their advanced leadership credentials.

Program Learning Outcomes (PLOs)

Upon completion of the Strategic Educational Leadership major, candidates will demonstrate mastery of the following forms of knowledge, skills, and dispositions.

PLO-1 Content Knowledge. Candidates evaluate and create specialized content knowledge as applied to leading learning communities and organizations with educational components within their missions.

PLO-2 Leadership Dispositions in

Action. Candidates evaluate and employ leadership dispositions to articulate and model cognitive habits of mind and social-emotional habits of heart to promote safe and stimulating learning cultures for learners, staff, faculty, and community stakeholders.

PLO-3 Diversity, Equity and Inclusion

Capacities. Candidates integrate and employ diversity, educational equity, inclusion, and social justice through cultural proficiency and opportunities to advance the overall well-being of students, staff, and other educational stakeholders.

PLO-4 Engagement and Networking. Candidates engage in an organization's development and improvement plan for collaboration among stakeholders to develop effective learning communities and promote academic success.

PLO-5 Scholarly Proficiencies. Candidates evaluate and exhibit scholarly habits as they create theory, research and practice to their coursework and dissertation.

PLO-6 Self-Directed Learning. Candidates develop and meet one or more personalized learning objective/s tailored to achieving the individual's professional and a doctoral dissertation related to program pursuit.

In addition to National College of Education Doctoral Admissions Requirements, applicants must:

- Submit two letters of recommendation. One of the required letters should be completed by a person 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 three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has made a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed.

Program Details:

- Requires 60 SH for completion
- Requires a dissertation
- Credit by Portfolio may be accepted for the following courses: EDL 601, EDL 605, EDL 622, and EDL 628.
- 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.

Required Courses

Foundational Courses - 12-15 SH

CCD 698	Dissertation Research Seminar	1 TO 3
EDL 517	Leadership Concepts and Applications in Education	2
EDL 520	Leading Diverse Schools	2
EDL 525	Decision-Making for Educational Systems and Organizations	2
EDL 526	Realizing Vision through Technical, Human, and Financial Resources	2
EDL 625	Scholarly Writing for Practitioners	1 TO 4

Major Electives - 12 SH

Leadership- Choose 3SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 602	Curriculum Theory: Contemporary Issues and Practices	3
CCD 625	Critical Policy Analysis	3
EDL 605	Leading Change	3
EDL 620	Understanding the Dynamics of Political, Legal, and Ethical Issues in Education	3
HED 626	Legal Issues in Higher Education	3

Curriculum Design and Data Fluency - Choose 3 SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 601	Cultures of Schools and Communities	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 632	Utilizing Data to Inform Decision Making	3

Diversity Equity and Inclusion - Choose 3 SH

CCD 630	Education in a Global World	3
DEE 605	History of Disability and Education	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
HED 600	Higher Education in the United States	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

Resource Use in Education - 3 SH

EDL 601	Analyzing Resource Allocation and Equity in Educational Financial Management	3

Research and Dissertation - 21 SH

Intro to Research - Choose 3 SH

EDL 630	Understanding and Using Educational Research	3
HED 601	Introduction to Doctoral Studies and Research in Education	3

Advanced Research - Choose 6 SH

CCD 604	Data Analysis, Interpretation, and Presentation	3
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
ESR 616	Mixed Methods Design	3
HED 652	Quantitative Research Methods in Education	3
HED 654	Qualitative Research Methods in Education	3
RES 640	Survey Research and Intro to Statistical Software	3

Dissertation - 12 SH

CCD 699G	Dissertation: Content Specialization Research	1 TO 12

Note: CCD 699G must be completed for the total of 12 SH.

General Electives - 15 SH

Choose 15 SH of NLU graduate courses in consultation with the dissertation chair.

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 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 College of Education Doctoral Admissions Requirements (p. 182), 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
- Credit for Prior Learning (p. 22) may be accepted for the following courses in the program: HED 620, HED 622, HED 624, HED 626, HED 630, HED 634, and HED 695 (for the maximum of 12 SH)

Required Courses

Gateway Courses

HED 600	Higher Education in the United States	3
HED 601	Introduction to Doctoral Studies and Research in Education	3

Doctoral Research

HED 650	Contextual Study in Higher Education	3
HED 651	Data-driven Decision Making in Education	3
HED 652	Quantitative Research Methods in Education	3
HED 654	Qualitative Research Methods in Education	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

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
Capstone Course		
HED 699	Doctoral Capstone in Higher Education	3
Electives		
Choose 9 semester hours from the list of courses below:		
CCD 615	Sociology of Education	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

Teaching and Learning Ed.D.

National College of Education offers the following options to earn the Teaching and Learning, Ed.D. degree:

- Curriculum, Advocacy and Policy (CAP) (p. 192)

- Disabilities and Equity in Education (DEE) (p. 193)
- Reading, Language and Literacy (RLL) (p. 195)
- Postsecondary Teaching and Instructional Leadership (PTIL) (p. 196)

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 two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.

- What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 63 SH for completion
- Requires qualifying paper
- Requires a dissertation

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3

CCD 698	Dissertation Research Seminar	1 TO 3

Note: CCD 607 and CCD 698 must be taken for 3SH.

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 - 17 SH

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.

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.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor.

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. Develop an understanding of relationships 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. 182), applicants must:

- Submit two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?

- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 63 SH for completion
- Requires a qualifying paper
- Requires a dissertation

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3
CCD 698	Dissertation Research Seminar	1
		TO
		3

Note: CCD 607 and CCD 698 must be taken for 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 - 17 SH

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.

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.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

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. Develop an understanding of relationships 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. 182), applicants must:

- Submit two letters of recommendation completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and/or professional work.
- Submit written responses to the following three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?
- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is

discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.

- The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
- After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 63 SH for completion
- Requires a qualifying paper
- Requires a dissertation

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	2
		OR
		3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3
CCD 698	Dissertation Research Seminar	1
		TO
		3

Note: CCD 607 and CCD 698 must be taken for 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 - 17 SH

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.

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.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

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. 182), applicants must:

- Submit two letters of recommendation. On the required letters should be completed by a person 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 three questions:
 - What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
 - Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
 - What is an area in which you are passionate about advocating and working towards social

and/or educational change? What is the source of your passion and your hope for enacting change?

- 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 the second stage of the admissions process.
 - The second stage will consist of an individual interview in which the applicant's goals for doctoral study and the fit with the program is discussed. Next, all applicants who appear to be a good match for the program are invited to campus for a group interview, which will be followed by a written response.
 - The group interview consists of a faculty committee interviewing several applicants together. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicants in advance.
 - After the group discussion, applicants will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the applicant's ability to construct a written document.

Program Details:

- Requires 60 SH for completion
- Requires a dissertation
- Credit for Prior Learning (p. 22) may be accepted for EDL 605, EDL 622, EDL 632, HED 630, and PTIL 601 for the maximum of 12 semester hours

Postsecondary Teaching and Instructional Leadership Major - 60 SH

Required Courses

CCD 604	Data Analysis, Interpretation, and Presentation	3
CCD 699G	Dissertation: Content Specialization Research	1 TO 12
EDL 605	Leading Change	3
EDL 622	Developing Curriculum and Evaluating Programs	3

EDL 630	Understanding and Using Educational Research	3
EDL 632	Utilizing Data to Inform Decision Making	3
HED 600	Higher Education in the United States	3
HED 626	Legal Issues in Higher Education	3
HED 630	Academic Affairs: Faculty, Curriculum, and Assessment	3
HED 632	Student Development Theory	3
PTIL 601	Instructional Design in Higher Education	3
PTIL 605	Postsecondary Teaching in Content Specializations	3
PTIL 625	Scholarly Writing for Postsecondary Teaching	1
PTIL 691	Internship in Postsecondary Teaching in the Content Area	1 TO 8

Note: CCD 699G must be taken for a total of 12 SH, PTIL 625 must be taken for a total of 2 SH, and PTIL 691 must be taken for 4 SH.

Electives - 9 SH

Students select 9 semester hours of graduate level coursework with the Program Director consultation.

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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Residency and Transfer Credit Policies

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 an accredited school
- 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 residency requirement and number of credit hours that may be transferred is determined as follows:
 - Subsequent Teaching Endorsement programs (a grade band added to an initial teaching PEL):
 - Early Childhood and Elementary Education: require 6 semester hours that must be completed at NLU (including previously completed NLU courses)
 - Middle Grades and Secondary Education: require 3 semester hours that must be completed at NLU
 - Additional Teaching Endorsements/Approvals (added to an existing teaching PEL):
 - Programs that require 12 semester hours or more, a maximum of 6 semester hours can be transferred and the remaining hours (min 6 semester hours) must be completed at NLU
 - Programs that require 6 to 11 semester hours, a minimum of 6 semester hours must be completed at NLU
 - Programs that require fewer than 6 semester hours, all hours must be completed at NLU
- 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.

Candidates interested in the bilingual endorsement are recommended to obtain both the ESL and Bilingual endorsements since the required hours are equivalent.

In addition to the National Louis University Graduate Admission Requirements (p. 17), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (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 a passing score on the Illinois Target Language Proficiency Test
- Requires completion of 100 clinical/observation hours or three months of teaching in a bilingual setting
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Bilingual Education 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 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
CIL 540	Early Literacy Development and English Learners	1
CIL 541	Visual Literacy and English Learners	1
CIL 542	Spanish Literacy Development and Biliteracy	1

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. 17), **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 in Special Education	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 stipulations endorsed for transitional bilingual education
- 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

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. 17), **applicants must satisfy the following requirements:**

- Hold an Illinois Professional Education License (PEL) endorsed in the following areas: LBSI, School Psychologist, School Social Worker, Speech and Language Pathologist, or School Nurse
- Submit documentation of a minimum of two years of full-time experience providing special education services as a special education teacher, or speech-language pathologist, or school counselor, or school nurse, or school social worker, or school psychologist on an Illinois PEL License valid at the time of the work experience. Documentation from employer at the time the experience was attained is required.
- Hold a master's degree or higher from a regionally accredited institution
- Students who hold a bachelor's degree with an LBSI endorsement, but do not hold a Master's degree, can take Director of Special Ed (DOSE) endorsement coursework as a part of the Learning Sciences Education (p. 148) or Curriculum and Instruction (p. 121) Masters' Degree Personalized Option Concentration, provided the candidate provides documentation of the required two years of special education teaching experience prior to NLU issuing the DOSE credential.
 - Please note: Candidates who hold an LBSI endorsement are not required to complete SPE 527
- Faculty Review

Program Details:

- Requires 12 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)

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.

Required Courses

Director of Special Education Endorsement Coursework - 12 SH

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

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 (Birth-Grade 2) by completing the ECE professional coursework identified below.

Candidates for a subsequent teaching endorsement should be admitted to NLU if they wish to have their transcripts reviewed and evaluated for the endorsement.

In addition to National College of Education Graduate Admission Requirements (p. 117), program requires:

- Valid and current Illinois Professional Educator License (PEL)
- Faculty review

Endorsement Details:

- Requires 18 SH for completion
- Requires a minimum grade of "C" in all coursework
- Requires passing of the Early Childhood Education content test (#206)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Early Childhood Education Subsequent Teaching Endorsement

EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	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	STEM in Early Childhood	3
ECE 510	Child, Family and Community	3
ECE 522	Foundations of Emergent Literacy	3
	or	
RLP 537	Early Literacy Methods, PreK-3	3

Note: Students are also required to complete 1 SH of additional ECE elective course approved by the Program Chair.

Upon completion of all endorsement requirements, candidates may apply for a State endorsement in early childhood education though NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

Early Childhood Special Education Approval

Students may earn an Early Childhood Special Education approval 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. 17), 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 by completing the ELE professional coursework identified below.

Candidates for a subsequent teaching endorsement should be admitted to NLU if they wish to have their transcripts reviewed and evaluated for the endorsement.

In addition to National College of Education Graduate Admission Requirements (p. 117), program requires:

- Valid and current Illinois Professional Educator License (PEL)
- Faculty review

Endorsement Details:

- Requires 18 SH for completion
- Requires a minimum grade of “C” in all coursework
- Requires passing of the Elementary Education content test (#197-200)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Elementary Education Subsequent Teaching Endorsement

LSE 511	Human Learning and Development in Instructional Contexts	2
CIS 540	Methods of Teaching Social Studies	2 OR 3
MHE 540	Methods for Teaching Elementary Schools Mathematics	2 TO 3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3
RLP 551	Literacy Methods, Grades 1-6	3
SCE 540	Methods of Teaching Science	2 TO 3

Note: CIS 540 and SCE 540 must be taken for 3 SH. Students are also required to complete 1 SH of additional elective course approved by the Program Chair.

Upon completion of all endorsement requirements, candidates may apply for a State endorsement in elementary education through NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

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.

In addition to the National Louis University Graduate Admission Requirements (p. 17), applicants must:

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (20 clinical/observation 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 a passing score on the Illinois Target Language Proficiency Test

- Requires completion of 100 clinical/observation hours or three months of teaching in a bilingual 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. 17), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)
- Complete 100 of clinical/observation hours or three months of teaching experience in an ESL or bilingual education setting (20 clinical/observation 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 clinical/observation hours or three months of teaching in an ESL or bilingual setting

- Note: Candidates may be eligible for federal financial aid. Consult the Financial Aid office for more information.

Required Courses

English as a Second Language 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 Endorsement 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
CIL 540	Early Literacy Development and English Learners	1
CIL 541	Visual Literacy and English Learners	1
CIL 542	Spanish Literacy Development and Biliteracy	1

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. 17), **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 in Special Education	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

Learning Behavior Specialist I (LBS I) Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education, middle grades, or secondary education may add a subsequent teaching endorsement in LBS1 and will be able to teach special education in grades K-21.

In addition to the National Louis University Graduate Admission Requirements (p. 17), **applicants must:**

- Hold a valid Illinois Professional Educator License (PEL)

Endorsement Details:

- Requires 15 SH for completion
- A grade of “C” or better in all coursework is required
- Requires passing of the LBS1 content test (#290)
- Requires completion of SPE 500 or its equivalent
 - Note: SPE 500 may be waived by an Academic Advisor if the candidate holds an IL PEL and/or provide transcribed evidence of successful completion (“C” or better) of an equivalent course.
- Credit for Prior Learning (p. 22) may be accepted for SPE 508 or SPE 509
- Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
	and	
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
	or	

SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
	and	
SPE 507	Methods of Social/Emotional Support	3

Note: SPE 509 is recommended for candidates with a Middle or High School PEL. SPE 508 is recommended for candidates with an Elementary or Early Childhood PEL. It is recommended that candidates complete the literacy course in the grade range not covered by the initial PEL.

Upon completion of all endorsement requirements, candidates may apply for state endorsement in LBS1 though NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Special-Education-Requirements.aspx>

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. 117), candidates must:

- Have a valid Illinois Professional Educator License with LBS I (K 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 547	Assistive Technology for the Universal Design Classroom	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 by satisfying requirements listed below.

Candidates for a subsequent teaching endorsement should be admitted to NLU if they wish to have their transcripts reviewed and evaluated for the endorsement.

In addition to National College of Education Graduate Admission Requirements (p. 117), program requires:

- Valid and current Illinois Professional Educator License (PEL)

Endorsement Requirements:

- 18 SH of college-level content coursework specific to or inclusive of the Middle Grades in the area sought, this includes:
 - Content specific methods coursework
- Middle Grades content area test specific to the content area sought

- A grade of “C” or better in all coursework is required

Upon completion of all endorsement requirements, candidates may apply for a State endorsement in middle grades education through NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

Reading Endorsement (Florida)

The reading sequence of courses at NLU meets the competencies for the Reading Endorsement as required by the Florida Department of Education.

Program Requirements

Pathway Two (Reading Recovery Center at NLU)

Program Details:

- Requires 9 SH for completion
- A grade of “B” or better in all coursework is required with an overall GPA of 3.0
- Undergraduate or transfer courses are not acceptable
- Teacher is employed in the role of Reading Recovery Teacher while enrolled these courses. This is monitored by the Reading Recovery Center faculty at NLU as they verify that the courses have been completed before they issue the credential.

RLL 560A	Teaching Individual Literacy Lessons Practicum I	3
RLL 560B	Teaching Individual Literacy Lessons Practicum II	2
RLL 560C	Teaching Individual Literacy Lessons Practicum III	2
RLL 569	Early Literacy Assessment	2

Pathway One

Program Details:

- Requires 16 SH for completion
- A grade of “B” or better in all coursework is required with an overall GPA of 3.0
- Undergraduate or transfer courses are not acceptable

The Florida competencies met by the sequence of existing reading courses include:

Competency 1: Foundations of Reading Instruction

Competency 2: Application of Research-based Instructional Practices

Competency 3: Foundations of Assessment

Competency 4: Foundations & Applications of Differentiated Instruction

Competency 5: Demonstration of Accomplishment

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 Intervention	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

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 a school with institutional accreditation

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 cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.

- Proof of membership in a professional literacy organization is strongly recommended (monitored by the Reading program faculty in the last two courses in the program)

Required Courses

Reading Specialist

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 Intervention	3
RLR 518	Literacy Leadership and Staff Development	3
RLR 520	Survey of P-12 Youth Literature	3
RLR 541	Teaching Writing	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

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. 17), applicants must:

- Hold a valid Illinois Professional Educator License (PEL)

Program Details:

- Requires 19 SH for completion
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.
- Requires Practicum

- Requires passing of the Reading Teacher Test #222 or Reading Specialist test #221
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Reading Teacher Endorsement

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 Intervention	3
RLR 520	Survey of P-12 Youth Literature	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

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. 90), 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
- Submit a written response to questions provided by the Office of Admissions

Coursework:

- 12 SH OR 22.5 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 - 22.5 SH

EPS 539	Foundations of Behavioral Support	2
EPS 509	Structure and Organization of the Educational System for School Counselors	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
HSC 509	Human Development Theory	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
RLR 585N	Workshop: Reading Literacy Methods for School Support Personnel	0.5

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 an endorsement in secondary education by satisfying requirements listed below.

Candidates for a subsequent teaching endorsement should be admitted to NLU if they wish to have their transcripts reviewed and evaluated for the endorsement.

In addition to National College of Education Graduate Admission Requirements (p. 117), program requires:

- Valid and current Illinois Professional Educator License (PEL)

Endorsement Requirements:

- 18 SH of college-level content coursework specific to the area sought
- Secondary Education content area test specific to the content area sought
- A grade of “C” or better in all coursework is required

Upon completion of all endorsement requirements, candidates may apply for a State endorsement in secondary education through NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

Teacher Leader Endorsement

The Teacher Leadership (p. 175) 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. 17), applicants must:

- Hold valid and current Illinois Professional Educator License (PEL)
- Have a master's degree from a school with institutional accreditation
- 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

Technology Specialist Endorsement

The technology sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Technology Specialist. 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, applicants must:

- Hold a valid Illinois Professional Educator License (PEL)

Program Details:

- Requires 18 SH for completion
- A grade of “C” or better in all coursework is required
- Requires passing of the Technology Specialist Test #223
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Technology Specialist 18SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 532	Visionary Leadership for Digital Learning Contexts	3
LSE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
LSE 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3

Note: LSE 535 must be taken for 3 semester hours.

Upon completion of all endorsement requirements, candidates may apply for state endorsement in Technology Specialist through NLU's entitlement process.

Visit ISBE website for additional information <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

UNDERGRADUATE COLLEGE

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 60).

Admission Requirements

Requirements for admission to the Undergraduate College are the same as those for admission to National Louis University (p. 16). 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. 32) of this catalog.

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 in the Undergraduate College are accredited by the IACBE:

Bachelor of Arts in Business Administration (p. 235)

Bachelor of Science in Management (p. 248)

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.

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. 16) while completing general education and foundation coursework. Students must be fully admitted to the program before beginning their Practicum/Student Teaching experience.

Illinois Teacher Licensure by Entitlement

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

- Early Childhood and Elementary Education (birth-grade 6)
- Early Childhood Education (birth–grade 2)
- Elementary Education (grades 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. The 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 or student success coach 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 or coaches to make sure they meet their requirements in a timely manner.

Please note that the Infant-Toddler Studies, B.A. and Applied Educational Studies, B.A. are non-licensure degree programs.

Teacher Credentials

Teacher licensure programs may meet credential requirements for states other than Illinois. Since specific requirements vary by state, students should obtain information from the state in which they plan to teach. Students may contact the Licensure Officer to look further into transferring the Illinois license into another state.

Students seeking licensure by entitlement will apply through NLU toward the end of their program. Students should not apply directly with the state unless advised to do so by the Licensure Officer.

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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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 ILCS 5/24-5), 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.

Applied Educational Studies, B.A.

The Bachelor of Arts in Applied Educational Studies provides undergraduate students with a solid foundation in education preparation with options to study early care and education administration, infant and toddler care/education, or teaching methods.

Students who pursue this major are interested in working in education adjacent roles such as family specialist, home visitor or social service roles related to serving children and families. Students may also choose this major if they encounter difficulties completing the Early Childhood Education or Elementary Education majors (either due to testing or field experience expectations). Topics in this major include foundations of education, introduction to assessment techniques, culturally relevant and responsive pedagogy, topics in psychology and human services, and working with children and families under stress.

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.

The program is conveniently offered in both fully online and blended formats.

Program Learning Outcomes (PLOs)

At the completion of the Bachelor of Arts in Applied Educational Studies program, students will be able to:

PLO 1. Use current and emerging principles, theories, and knowledge of individual and family development, family functioning and the family system as a foundation to guide all aspects of their work with families.

PLO 2. Apply acquired knowledge of culture, family systems and human development to identify appropriate referral services across the lifespan as the core of their professional practice.

PLO 3. Apply intersection of state standards, policies, and procedures to support the physical health, mental health and safety of the individual and family through the construction of collaborative plans across systems.

PLO 4. Employ a strength-based approach to assessment of family strengths, assets, concerns, priorities, and goals through formal and informal observations and assessments in family service settings.

PLO 5. Use extensive knowledge of family service practices to share resources, coordinate services, and monitor service delivery using a broad range of technologies.

PLO 6. Demonstrate culturally, linguistically and individually appropriate interactions to ensure that family services are responsive to and respectful of each family, individuals, and community strengths.

PLO 7. Demonstrate ethical practices, ideologies, and continuous reflection to enhance professional development and advocacy skills on behalf of the family service and education profession.

Program Details:

- Requires 180 QH including 70 QH of General Education for completion
- There are field hours built into courses across the entire program, taken each term, that candidates must complete. In addition, there is an internship that students must complete at the end of their program.
- Requires the following courses to be completed at NLU: AES 470, EAL 312, EDU 305, HSM 304, HSM 410, PSY 352, PSY 348, and SPE 435.
- A minimum grade of "C" or better in all General Education and elective courses is required
- A minimum grade of "C" or better is required in all undergraduate educator preparation core, major, concentration, and courses leading to a credential
- Demonstrate a 2.0 GPA or greater on a 4.0 scale prior to graduation
- Credit by examination is accepted for elective credit
- Credit for Prior Learning may be accepted for EDU 210 and EDU 305
- Students in this major are eligible to earn the following credentials:
 - Gateways Level 5 ECE credential
 - Gateways Level 2 Infant/Toddler Credential (ITC) (with completion of Infant and Toddler Studies concentration)
 - Gateways Level 1 Illinois Director Credential (IDC) (with completion of Early Care and Education Administration concentration)
 - AIM4Excellence National Director Credential (with completion of Early Care and Education Administration concentration)
 - Gateways Level 5 Family Service Credential (FSC) (see qualifications below)
 - Certified Family Life Educator (CFLE) certification through the National Council on Family Relations (NCFR) (see qualifications below)
- Students interested in applying for the Family Service Credential (FSC) through Gateways to Professional Opportunity must take HSM 306 as an elective course.
 - Students will need to apply for the FSC credential outside of NLU's program.
- Students interested in taking the exam for the Certified Family Life Educator (CFLE)

certification through the National Council on Family Relations (NCFR), must complete PSY 450, HSM 306, and PSY 311 as elective courses. Additional testing, application and fees may apply.

- Students will need to apply for the CFLE credential outside of the program, as well as successfully complete the CFLE exam.
- Candidates may choose one of the following concentrations:
 - Early Care and Education Administration (p. 288)
 - Infant and Toddler Studies
 - Teaching Methods

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and written communications.

Humanities and Fine Arts

Choose two courses from the list below:

HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5
ART 105	Race, Identity and Experience in American Art	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music

performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 105	Math for Educators I	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

The following courses must be completed with a grade of "C" or better:

EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 5 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0
		TO
		2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 300	Educational Foundations for Learning English as an Additional Language	5
EAL 331	Cross Cultural Studies for Working with English Language Learners	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 299	Practicum I Child Development	5
EDU 305	Equity in Education	5

Applied Educational Studies Major - 55 QH

STEM 300	Inquiry and Thinking in STEM for Teachers	5
	or	
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
	and	
AES 470	Internship in Applied Educational Studies	5
EAL 312	Linguistic Considerations for Learning to Read in a New Language	5

EDU 350	Teacher Preparation Curriculum and Assessment	5
HSM 101	Introduction to Human Services	5
HSM 304	Human Development and Human Services in a Multicultural Society	5
HSM 410	Management and Leadership in Human Services	5
PSY 348	Cross-Cultural Communication	5
PSY 352	Children and Families under Stress	5
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing the concentrations listed above.

Early Childhood and Elementary Education, B.A.

The Bachelor of Arts in Early Childhood and Elementary Education provides undergraduate students with a solid foundation in child development, methods of teaching and significant concepts in early childhood and elementary education necessary for supporting the education of students ages birth to grade 6. Students who pursue this major are interested in working in a classroom setting with children, typically preschool aged to 6th grade. Topics in this major include best practices in curriculum, a variety of assessment techniques, culturally relevant pedagogy, methods of teaching in literacy, math, science and social studies, equity-informed practice, and other relevant topics in early childhood and elementary education.

Successful completion of the program enables students in Illinois to apply for a Professional Educator License, endorsed for early childhood (B-2) and elementary education (1-6). Students may also obtain an additional endorsement in either ESL/Bilingual or Special Education upon completion of the associated concentrations.

Program Learning Outcomes (PLOs):

At the completion of the Bachelor of Arts in Early Childhood and Elementary Education program, students will be able to:

PLO 1. Use 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;

PLO 2. 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;

PLO 3. Demonstrate respectful and responsive interactions with students that motivate, support, and advance students' development and learning;

PLO 4. Establish a culture of appropriately high expectations for student learning and behavior and design a classroom environment that supports all students to be successful;

PLO 5. 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;

PLO 6. Use knowledge of human development and learning to interpret a variety of assessments to inform their instruction and provide meaningful feedback;

PLO 7. Use feedback from a variety of stakeholders to develop meaningful professional learning goals and identify appropriate professional activities to continuously improve their practice; and

PLO 8. 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 Bachelor of Arts in Early Childhood and Elementary Education program is a two-step process. In the first step, students are admitted to National Louis University with a preliminary status in the Bachelor of Arts in Early Childhood and Elementary Education program. In the second step, students must be admitted to the licensure program which updates the admission to full status in the Bachelor of Arts in Early Childhood and Elementary Education. Students must be admitted to the licensure program before beginning their Early Childhood and Elementary Education Student Teaching course (ECE/ELE 470).

Full Admission requirements for students

beginning Early Childhood and Elementary Education Major courses:

- Successful completion of EDU 200, EDU 210, EDU 290, and EDU 299 with a grade of "C" or better
- Achieve a GPA of 2.5 or better on all previous coursework, with a grade of "C" or better in all courses
- Creation of account in the Educator Licensure Information System (ELIS)

Program Details:

- Requires 180 QH including 75 QH of General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ECE/ELE 470, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EDU 305, EDU 420, EDU 477, EDU 480, EDU 483, EAL 312, SPE 435, ECE 470 and ELE 470
- Requires completion of field hours built into courses across the entire program. They are mapped to the following Credentials and Endorsements listed below. As such, candidates will be required to complete field hours in at least two of the ECE grade/age range bands (birth to age 3, Pre-K and/or K-2nd grade) and at least one experience in 3rd – 6th grade. Student teaching placements are dependent upon the candidate's previous field experiences. Credentials and Endorsements that ECL graduates may be eligible for (dependent upon concentrations chosen) are as follows:
 - Illinois State Board of Education (ISBE) Early Childhood Education Endorsement.
 - Illinois State Board of Education (ISBE) Elementary Education Endorsement.
 - ISBE ESL/Bilingual Endorsement (for students who choose to pursue the ESL/Bilingual Concentration, a state exam is required for the bilingual endorsement).
 - ISBE ECE Special Education Approval (for students who choose to pursue a Special Education Concentration)
 - ISBE Learning Behavior Specialist 1 (LBS1) Endorsement (for students who choose to pursue the Special Education Concentration and pass the LBS1 Content test).

- Illinois Gateways to Opportunity Level 5 ECE Credential.
- Demonstrate a 2.5 GPA or greater on a 4.0 scale prior to EDU 305 and a 2.75 GPA or greater on a 4.0 scale prior to beginning methods coursework
- Credit for Prior Learning (p. 22) may be accepted for EDU 210 and EDU 305
- Candidates may complete one of the concentrations listed below:
 - ESL/Bilingual Education
 - Special Education

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course that satisfies the area of communications.

Humanities and Fine Arts

ART 105	Race, Identity and Experience in American Art	5
HIS 103	History Across the Globe	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines (as long as Gen Ed licensure requirements are completed with another coursework):

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 105	Math for Educators I	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use courses in the following three general education disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Physical Science:** coursework which covers physical science as long as both chemistry or physics and earth/space science is fulfilled
- **Life Science:** coursework that covers life science

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences as long as the following licensure requirements are met: History, Cultural Geography, Civics and Government, and Economics.

Additional Program Specific General Education Requirements

CAR 214	Creating and Communicating the Professional Brand	5
	and	
GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3
	and	
EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 115	Math for Educators II	5

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 5 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	

BRV 200	Braven Leadership and Career Accelerator	5
Transfer Students - 5 QH		
BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2
	and	
CAR 203	You The Professional	3
Educator Preparation Core - 35 QH		
EAL 300	Educational Foundations for Learning English as an Additional Language	5
EAL 331	Cross Cultural Studies for Working with English Language Learners	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 299	Practicum I Child Development	5
EDU 305	Equity in Education	5
Early Childhood and Elementary Education Major - 60 QH		
EAL 312	Linguistic Considerations for Learning to Read in a New Language	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 420	Practicum II: Professional Practices and Classroom Contexts	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
EDU 483	Inquiry Based Teaching Methods: Science and Social Studies	5
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5

	and	
ECE 470	Early Childhood Education: Student Teaching	10 TO 14
	or	
ELE 470	Elementary Education: Student Teaching	10

Note: ECE 470 must be taken for 10 QH.

ESL/ Bilingual Education Concentration - 15 QH

EAL 305	Methods and Materials for Teaching English as a Second Language	5
EAL 306	Methods and Materials for Teaching Bilingual Education	5
EAL 310	Assessing Students Learning English as an Additional Language	5

Special Education Concentration - 15 QH

SPE 437	Methods for Teaching Students with High Incidence Disabilities	5
SPE 438	Methods for Teaching Students with Low Incidence Disabilities	5
SPE 439	Assessment Practices in Special Education	5

Early Childhood and 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 Licensure Program (see above).
- File, by the designated deadline, the application form for student teaching.
- Submit to the Undergraduate Office of Field Experience 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 Education and/or Elementary Education Content Area Tests prior to EDU 420, per ISBE requirements. Students may move forward with EDU 420 with only one test passed but will not be able to earn the second endorsement until the second test is passed.
- Complete all of the licensure courses except for ECE/ELE 470 (Student Teaching) with a grade of "C" or better.
- Successfully complete necessary program assessments, including the professional disposition assessment.

Graduation and Licensure Requirements:

Completion of the degree requires the following be met:

- All courses leading to licensure must have a grade of "C" or better, except for ECE/ELE 470: Student Teaching.
- Pass ECE/ELE 470: Student Teaching with a "B" or better.
- Have an overall program GPA of 3.0.
- Achieve a satisfactory rating on all field assessments during student teaching demonstrating knowledge, skills and dispositions to teach the early childhood and elementary grades.

Completion of the Professional Educator License, awarded by ISBE, requires the above, as well as the following:

- Earn a passing score on the appropriate content test.
- Earn a passing score on the edTPA.

Early Childhood Education BA

The Undergraduate College Education unit offers two programs in the area of Early Childhood Education:

- Traditional B.A. Early Childhood Education (p. 219)
- Competency- Based B.A. Early Childhood Education (p. 222) is available for students who completed an associate's degree in early childhood education or are currently working in the early childhood education setting

Early Childhood Education, B.A.

The Bachelor of Arts in Early Childhood Education provides undergraduate students with a solid foundation in child development, methods of teaching and significant concepts in ECE necessary for supporting the education of students ages birth to grade 2. Students who pursue this major are interested in working in a classroom setting with children, typically preschool aged to 2nd grade. Topics in this major include best practices in curriculum, a variety of assessment techniques, culturally relevant pedagogy, methods of teaching in literacy, math, science and social studies, equity-informed practice, and other relevant topics in early childhood education.

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).

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs)

At the completion of the Bachelor of Arts in Early Childhood Education program, students will be able to:

PLO1. Use 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; and

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 Bachelor of Arts in Early Childhood Education program is a two-step process. In the first step, students are admitted to National Louis University (p. 16) with a preliminary status in the

Bachelor of Arts in Early Childhood Education program. In the second step, students must be admitted to the licensure program which updates the admission to full status in the Bachelor of Arts in Early Childhood Education. Students must be admitted to the licensure program before beginning their Early Childhood Education Student Teaching course (ECE 470).

Full Admission requirements for students beginning Early Childhood Education Major courses:

- Successful completion of all general education courses with a grade of "C" or better
- Successful completion of EDU 200, EDU 210, EDU 290, and EDU 299 with a grade of "C" or better
- Achieve a GPA of 2.5 or better on all previous coursework, with a grade of "C" or better in all courses
- Creation of account in the Educator Licensure Information System (ELIS)

Program Details:

- Requires 180 QH including 75 QH of General Education (p. 60) for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ECE 470, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EAL 312, ECE 470, EDU 305, EDU 420, EDU 477, EDU 480, EDU 483, and SPE 435.
- Requires completion of field hours built into courses across the entire program, taken each term. They are mapped to the following Credentials and Endorsements:
 - Illinois State Board of Education (ISBE) Early Childhood Education Endorsement.
 - ISBE ESL/Bilingual Endorsement (for students who choose to pursue the ESL/Bilingual Concentration).
 - ISBE Learning Behavior Specialist 1 (LBS1) Endorsement (for students who choose to pursue the Special Education Concentration).
 - ISBE ECE Special Education Approval (for students who choose to pursue the Special Education Concentration).
 - Illinois Gateways to Opportunity Level 5 ECE Credential.

- Illinois Gateways to Opportunity Level 2 Director's Credential (for students who choose to pursue the Early Care and Education Administration Concentration).
- Credit for Prior Learning (p. 22) may be accepted for EDU 210 and EDU 305
- Demonstrate a 2.5 GPA or greater on a 4.0 scale prior to EDU 305 and a 2.75 GPA or greater on a 4.0 scale prior to beginning methods coursework
- Candidates may complete one of the concentrations listed below:
 - ESL/Bilingual (p. 288)
 - Special Education (p. 288)
 - Early Care and Education Administration (p. 288)

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and written communications.

Humanities and Fine Arts

HIS 103	History Across the Globe	5
ART 105	Race, Identity and Experience in American Art	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 105	Math for Educators I	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use courses in the following three general education disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** coursework which covers at least three areas of science; Life, Physical (Chemistry or Physics), and Earth and Space
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences as long as the following licensure requirements are met: History, Cultural Geography, Civics and Government, and Economics.

Program Specific General Education Requirements

The following courses must be completed with a grade of "C" or better:

EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 115	Math for Educators II	5

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 5 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	

BRV 200	Braven Leadership and Career Accelerator	5

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	

CAR 214	Creating and Communicating the Professional Brand	5
	or	

CAR 202	Creating Professional Identity	0 TO 2

	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 300	Educational Foundations for Learning English as an Additional Language	5

EAL 331	Cross Cultural Studies for Working with English Language Learners	5

ECE 334	Language and Early Literacy Development	5

EDU 210	Educational Philosophy- A Historical Account	5

EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5

EDU 299	Practicum I Child Development	5

EDU 305	Equity in Education	5

Early Childhood Education Major- 55 QH

EAL 312	Linguistic Considerations for Learning to Read in a New Language	5

ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5

ECE 470	Early Childhood Education: Student Teaching	10 TO 14

EDU 350	Teacher Preparation Curriculum and Assessment	5

EDU 420	Practicum II: Professional Practices and Classroom Contexts	5

EDU 477	Literacy Teaching Methods	5

EDU 480	Methods of Teaching Mathematics	5

EDU 483	Inquiry Based Teaching Methods: Science and Social Studies	5

SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5

SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5

Note: ECE 470 must be taken for 10 QH. Application to participate in ECE 470 must be made two quarters prior to the quarter of the student teaching experience.

Concentration- 15 QH

See links to concentrations above

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 Licensure Program (see above).
- File, by the designated deadline, the application form for student teaching.
- Submit to the Undergraduate Office of Field Experience 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 Education Content Area Test (206) prior to EDU 420, per ISBE requirements.
- Complete all of the licensure courses except for ECE 470 (Student Teaching) with a grade of "C" or better.
- Successfully complete necessary program assessments, including the professional disposition assessment.

Graduation and Licensure Requirements:

Completion of the degree requires the following be met:

- All courses leading to licensure must have a grade of "C" or better, except for ECE 470: Early Childhood Education Student Teaching.
- Pass ECE 470: Early Childhood Education Student Teaching with a "B" or better.
- Have an overall program GPA of 3.0.
- Achieve a satisfactory rating on all field assessments during student teaching demonstrating knowledge, skills and dispositions to teach the early childhood grades.

Completion of the Professional Educator License, awarded by ISBE, requires the above, as well as the following:

- Earn a passing score on the appropriate content test.
- Earn a passing score on the edTPA.

Early Childhood Education - Competency-Based, B.A.

The B.A. Early Childhood Education, Competency-Based program is ideal for current teachers in community-based early care and education settings and is aligned to multiple in-demand industry credentials, licenses and endorsements. The A.A.S. Degree in ECE will transfer into NLU in its entirety. Student work experience and prior knowledge obtained through previous coursework and experience can be used for Credit for Prior Learning (CPL). The Child Development Associate (CDA), for example, is aligned to the two Level 2 courses within the major. Students may choose to use this Credential for CPL. Proof of Gateways Credential is required at the time of admission (minimally, the ECE Level 2 is required), including others aside from the ECE Credential, such as the Infant-Toddler and/or Illinois Director Credentials. These credentials will be considered equivalent to the corresponding coursework for that particular level, allowing the students to only take coursework that leads to a higher credential.

Program Learning Outcomes

The Program Learning Outcomes for the traditional Competency-Based B.A. in Early Childhood Education are as follows:

- PLO 1. Use 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;
- PLO 2. 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;
- PLO 3. Demonstrate respectful and responsive interactions with students that motivate, support, and advance students' development and learning;
- PLO 4. Establish a culture of appropriately high expectations for student learning and behavior and design a classroom environment that supports all students to be successful;
- PLO 5. 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;

PLO 6. Use knowledge of human development and learning to interpret a variety of assessments to inform their instruction and provide meaningful feedback;

PLO 7. Use feedback from a variety of stakeholders to develop meaningful professional learning goals and identify appropriate professional activities to continuously improve their practice; and

PLO 8. 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 the Undergraduate Admission requirements (p. 211), students must satisfy the following:

- Achieved at least a Level 2 Gateways to Opportunity ECE Credential (documentation required prior to admission);
- Complete a Place Based Site Approval form as a part of their admissions process. This form will verify that they can complete their performance-based field work at their place of employment (for those working in an ECE setting). Students who cannot complete this form because they are not working in the field, will submit a Competency-Based ECE Site Waiver form and will be referred to an Undergraduate Field Experience Specialist to help them secure a long term field placement (with the support of the NLU Career Bridge).

Program Details:

- Requires a total of 180 QH, including the 60 QH of General Education
- All general education, the Competency-Based ECE major, and Learning Journey (minors and concentrations) coursework require a grade of C or better but students who earn their credit through the Competency-Based ECE program must have earned a grade of B or better in order to receive credit for the course (equivalent to score of "competent" or higher for each summative assessment within a course)
- Students in this major who pursue the Competency-Based ECE Licensure Learning Journey (minor) must earn an overall undergraduate GPA of 3.0 prior to graduation. Students who pursue other options, will need to have a 2.5 GPA prior to graduation.

- Students that are admitted into this program who have a 90 QH Associate's Degree with an ECE Level 4 Gateways to Opportunity Credential are able to transfer in their entire degree, placing them at junior status in this program
- Candidates must successfully complete all of the ECE Competency-Based major coursework, that includes all courses leading to the Gateways to Opportunity ECE Level 5 Credential
- The learning journeys available in the Competency-Based ECE program are: ECE Licensure Minor (p. 225), ESL/Bilingual Education Minor (p. 225), Infant and Toddler Studies Minor (p. 225), Early Childhood Administration Concentration (p. 226), and Special Education Concentration (p. 226). A minor or concentration is not required for graduation but 180 QH (additional credit can be obtained through elective credit) must be completed to earn the degree. If a student elects to not have a minor/concentration but requires additional credit for the full 180 QH degree, elective credit may be used.
- Students in this major are eligible to earn the following credentials:
 - Gateways to Opportunity Level 5 ECE credential (with completion of the Competency-Based ECE major);
 - Gateways to Opportunity Level 2, 3, 4 or 5 Infant/Toddler Credential (ITC) (with completion of the Infant -Toddler Studies Competency-Based Learning Journey);
 - State of Illinois Early Intervention/Developmental Therapy Credential (with the completion of the Infant-Toddler Studies Competency-Based Learning Journey);
 - Gateways to Opportunity Level 1 or 2 Illinois Director Credential (IDC) (with completion of Early Care and Education Administration Competency-Based Learning Journey).
- Students in this major are eligible to earn the following endorsements/approvals:
 - Early Childhood Education (ECE) endorsement (with the completion of the Competency-Based ECE Licensure Learning Journey, and passage of the applicable, required, Illinois State Board of Education {ISBE} assessment);
 - ESL/Bilingual Education endorsement (with the completion of the ECE Licensure and ESL/Bilingual Education Competency-Based

Learning Journeys, and passage of the applicable ISBE required language proficiency exam {required only for learners seeking the Bilingual Endorsement});

- Learning Behavior Specialist 1 (LBS1) endorsement (with the completion of the ECE Licensure and Special Education Competency-Based Learning Journeys and passage of the applicable ISBE required assessment);
- ECE Special Education Approval (with the completion of the ECE Licensure and Special Education Competency-Based Learning Journeys).
- The following courses must be taken at NLU:
 - EAL 400CB CB Educational Foundations for Learning English as an Additional Language
 - ECE 327CB CB Integrated Preprimary Methodology in Early Childhood Education
 - ECE 400CB CB Infant/Toddler Mental Health and Trauma-Informed Practice
 - EDU 420CB CB Practicum II: Professional Practices and Classroom Contexts
 - EDU 477CB CB Literacy Teaching Methods
 - EDU 481CB CB Methods of Teaching Science
 - EDU 482CB CB Methods of Teaching Literacy
 - EDU 480CB CB Methods of Teaching Math
 - EDU 353CB CB Teacher Preparation Curriculum & Assessment (K-2)
 - ECE 470CB CB Student Teaching
 - ECE 400CB CB Infant/Toddler Mental Health
- Credit for Prior Learning (CPL) may be accepted for EDU 200CB and EDU 210CB for students holding the Child Development Associate (CDA) credential. CPL is available through Portfolio for EDU 420CB and ECE 470CB.
- Content for the Competency-Based ECE major and Infant-Toddler Competency-Based Learning Journey (minor) through the Gateways to Opportunity Level 4 may be transferred in. Level 5 coursework must be taken at NLU.

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5

ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and written communications.

Humanities and Fine Arts

HIS 103	History Across the Globe	5
ART 105	Race, Identity and Experience in American Art	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 101	Introduction to Mathematical Concepts	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use courses in the following three general education disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** coursework which covers any of these three areas of science; Life, Physical (Chemistry or Physics), and Earth and Space
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences.

Additional General Education Requirements

Note: Students may choose any two courses from the four General Education Fields of Knowledge listed above. Coursework in any general education category or other courses consistent with integrated general education competencies can be used to satisfy the additional general education requirements.

Early Childhood Education Competency-Based Major- 50 QH

EAL 400CB	CB Educational Foundations for Learning English as an Additional Language	5
ECE 327CB	CB Integrated Preprimary Methodology in Early Childhood Education	5
EDU 200CB	CB Applied Educational Psychology	5
EDU 210CB	CB Educational Philosophy: A Historical Approach	5
EDU 290CB	CB Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 299CB	CB Child Development	5
EDU 305CB	CB Equity in Education	5
EDU 352CB	Teacher Preparation Curriculum and Assessment (B-5)	
EDU 420CB	CB Practicum: Professional Practices and Classroom Contexts	5
SPE 401CB	CB Introduction to Special Education and Methods of Teaching Students with Disabilities	5

Note: ECE 327CB and 10 additional hours of upper-level major coursework must be completed at NLU. The remaining ECE major course requirements may be completed through equivalent transfer credit or, depending on the student's Gateway to Opportunity Level credential attained, met per demonstrated proficiency (see below for details). Credit hours for courses waived based on the student proficiency will be satisfied with the program electives from any education discipline to meet the number of hours required for the major.

EDU 200CB and 210CB requirement can be met with the Gateways Level 2 ECE Credential
 EDU 290CB and 305CB requirement can be met with the Gateways Level 3 ECE Credential
 EDU 299CB and 352CB requirement can be met with the Gateways Level 4 ECE Credential

ECE Competency-Based Minors

ECE Licensure Learning Journey Minor - 35 QH

ECE 470CB	CB Early Childhood Education Student Teaching	10
EDU 353CB	CB Teacher Preparation Curriculum & Assessment (K-2)	5
EDU 477CB	CB Literacy Teaching Methods	5
EDU 480CB	CB Methods of Teaching Math	5
EDU 481CB	CB Methods of Teaching Science	5
EDU 482CB	CB Methods of Teaching Social Studies	5

Note: These are a Gateway to Opportunity Level 5 courses that must be completed at NLU. These courses contain the competencies required for an Illinois Professional Educator License (PEL) with an ECE endorsement.

ESL/Bilingual Education Learning Journey Minor - 25 QH

EAL 405CB	CB Methods and Materials for Teaching English as a Second Language	5
EAL 406CB	CB Methods and Materials for Teaching Bilingual Education	5
EAL 410CB	CB Assessment of ESL and Bilingual Education Students	5
EAL 412CB	CB Reading in a New Language: Linguistic Considerations	5
EAL 431CB	CB Cross Cultural Education	5

Note: These courses contain the competencies required for the ESL and/or Bilingual Endorsements in the state of Illinois (NOTE: Students must attain the Professional Educator License in order to receive these Endorsements). These may be transferred from a recognized accredited institution.

Infant Toddler Studies Learning Journey Minor - 30 QH

ECE 301CB	CB Understanding Infants and Toddlers	5
ECE 302CB	CB Health, Safety and Wellness in Infant/Toddler Environments	5
ECE 321CB	CB Curriculum and Assessment in Infant/Toddler Settings	5
ECE 341CB	CB Early Intervention & Screening for Infants & Toddlers	5
ECE 324CB	CB Culturally Responsive Infant/Toddler Settings	5
ECE 400CB	CB Infant/Toddler Mental Health & Trauma-Informed Practice	5

Note: These courses contain the competencies required for the Gateways to Opportunity Levels 2 – 5

Infant/Toddler Credential. The following courses in this minor may be accepted in transfer or depending on the student's Gateway to Opportunity Level credential, accepted based on the demonstrated proficiency. Students that have the Level 2 Credential do not have to complete: ECE 301CB and ECE 302CB; Level 3: ECE 321CB and ECE 341CB; and Level 4: ECE 342CB. ECE 400CB must be taken at NLU.

ECE Competency-Based Concentrations

ECE Administration Learning Journey Concentration - 20 QH

ECE 303CB	CB The Early Care & Education Administrator as Advocate	5
ECE 311CB	CB Administration I: Leadership Strategies and Staff Development	5
ECE 312CB	CB Administration II: Managing Center Operations and Finance	5
ECE 313CB	CB Administration III: Implementing and Evaluating the Program	5

Note: These are Gateways to Opportunity Level 1, 2, or 3 (depending upon the student's previous work experience) Credential courses. ECE 311CB, ECE 312CB, and ECE 313CB are taken through the McCormick Center for Early Childhood Development. These may also be transferred from a recognized accredited institution, but the student will not be eligible for the AIM4Excellence National Director Credential (administered by the McCormick Center for Early Childhood Leadership).

Special Education Learning Journey Concentration 20 QH

SPE 437CB	CB Methods for Teaching Students with High Incidence Disabilities	5
SPE 438CB	CB Methods for Teaching Students with Low Incidence Disabilities	5
SPE 439CB	CB Assessment Practices in Special Education	5
SPE 440CB	CB Equity, Advocacy, and Collaboration in Special Education	5

Note: These courses contain the competencies required for the Learning Behavior Specialist 1 (LBS1) Endorsement and the ECE Special Education Approval in the state of Illinois. (NOTE: Students must attain the Professional Educator License in order to receive these Endorsements/Approvals). These courses may be transferred from a recognized accredited institution.

Early Childhood Education, Post Baccalaureate

The Post Baccalaureate non-degree program is designed to allow students with a bachelor's degree in Early Childhood Education or a related field to obtain the Illinois Professional Educator License with an Early Childhood Endorsement (Birth – Grade 2). This program is intended for students with an education background who wish to get licensed in Early Childhood Education. Since the program coursework mirrors that of the B.A. in Early Childhood Education program at NLU, 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 includes a full year of classroom experience in two approved early childhood setting, PreK- Grade 2.

The program is offered fully online or in a blended format.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

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 B.A. program in Early Childhood Education or related field
- 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 81 QH for completion
- Credit for Prior Learning (p. 22) may be accepted for EDU 210
- 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 completion of all Professional Sequence courses at NLU

ECE Post Baccalaureate Non-Degree Program Early Childhood Foundational Courses

EAL 300	Educational Foundations for Learning English as an Additional Language	5
ECE 200	Early Childhood Learning, Growth & Development	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
ECE 334	Language and Early Literacy Development	5
EDU 200	Applied Educational Psychology	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 300	Teacher Education Practicum I	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5
Early Childhood Professional Sequence Courses		
ECE 470	Early Childhood Education: Student Teaching	10 TO 14
EDU 400	Teacher Education Practicum II	5 OR 6
EDU 410	Teacher Education Practicum III	5 OR 6
EDU 478	Literacy Methods I	5
EDU 480	Methods of Teaching Mathematics	5
EDU 481	Methods of Teaching Science	3
EDU 482	Methods of Teaching Social Studies	2 TO 3

Note: ECE 470 must be taken for 10 quarter hours.

Early Childhood Education Student Teaching Requirements

Candidates must:

- Pass the Early Childhood Education (ECE) Content Test (206) prior to beginning of Student Teaching
- Pass the edTPA which is completed and submitted during the student teaching experience as a requirement for licensure in the state of Illinois and completion of the program
- Provide evidence (through professional disposition assessment) of emotional stability, adequate personality adjustment, competency, timeliness and responsibility for work in the field of education

- Submit to their advisor a completed Field Experience Application (with all required documents) prior to registering for any courses with field experience hours required

Elementary Education, B.A.

The Bachelor of Arts in Elementary Education provides undergraduate students with a solid foundation in child development, methods of teaching and significant concepts in ELE necessary for supporting the education of students in grades 1-6. Students who pursue this major are interested in working in a classroom setting with children. Topics in this major include best practices in curriculum, a variety of assessment techniques, culturally relevant pedagogy, methods of teaching in literacy, math, science and social studies, equity-informed practice, and other relevant topics in Elementary Education.

The Bachelor of Arts in Elementary Education is offered in two formats; a fully online and blended program.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

At the completion of the Bachelor of Arts in Elementary Education program, students will be able to:

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. 16) with a preliminary status. In the second step, students must be admitted to the licensure program which updates the admission to full status in the B.A. Elementary Education program. Students must be admitted to the licensure program before beginning their Elementary Education Student Teaching course (ELE 470).

Full Admission requirements for students beginning Elementary Education licensure program:

- Successful completion of all general education courses with a grade of "C" or better
- Successful completion of EDU 200, EDU 210, EDU 290, and EDU 299 with a grade of "C" or better
- Achieve a GPA of 2.5 or better on all previous coursework, with grade of "C" or better in all courses
- Creation of account in the Educator Licensure Information System (ELIS)

Program Details:

- Requires 180 QH including 75 QH of General Education (p. 60) for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ELE 470, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EAL 312, EDU 305, EDU 420, EDU 477, EDU 480, EDU 483, ELE 470, and SPE 435

- Requires completion of field hours built into courses across the entire program, taken each term. They are mapped to the following ISBE Credentials and Endorsements:
 - Illinois State Board of Education (ISBE) Elementary Education Endorsement;
 - ISBE ESL/Bilingual Endorsement (for students who choose to pursue the ESL/Bilingual Concentration);
 - ISBE Learning Behavior Specialist 1 (LBS1) Endorsement (for students who choose to pursue the Special Education Concentration).
- Credit for Prior Learning (p. 22) may be accepted for EDU 210 and EDU 305
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.
- Demonstrate a 2.5 GPA or greater on a 4.0 scale prior to EDU 305 and a 2.75 GPA or greater on a 4.0 scale prior to beginning methods coursework
- Candidates may complete one of the concentrations listed below:
 - ESL/Bilingual Education (p. 288)
 - Special Education (p. 288)

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and written communications.

Humanities and Fine Arts

HIS 103	History Across the Globe	5
ART 105	Race, Identity and Experience in American Art	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 105	Math for Educators I	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use courses in the following three general education disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** coursework which covers at least three areas of science; Life, Physical (Chemistry or Physics), and Earth and Space
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences as long as the following licensure requirements are met: History, Cultural Geography, Civics and Government, and Economics.

Program Specific General Education Requirements

The following courses must be completed with a grade of "C" or better:

EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 115	Math for Educators II	5

Additional General Education Requirements

GEN 103	Student Success Seminar	5

or

GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 5 QH

CAR 214	Creating and Communicating the Professional Brand	5
or		
BRV 200	Braven Leadership and Career Accelerator	5

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
or		
CAR 214	Creating and Communicating the Professional Brand	5
or		
CAR 202	Creating Professional Identity	0 TO 2
and		
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 300	Educational Foundations for Learning English as an Additional Language	5
EAL 331	Cross Cultural Studies for Working with English Language Learners	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 299	Practicum I Child Development	5
EDU 305	Equity in Education	5

Elementary Education Major - 55 QH

EAL 312	Linguistic Considerations for Learning to Read in a New Language	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 420	Practicum II: Professional Practices and Classroom Contexts	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5

EDU 483	Inquiry Based Teaching Methods: Science and Social Studies	5
ELE 470	Elementary Education: Student Teaching	10
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5
SPE 435	Autism-Spectrum Disorders and Characteristics of Children With Disabilities	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5

Concentration- 15 QH

See links to concentrations 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 Licensure Program (see above).
- File, by the designated deadline, the application form for student teaching.
- Submit to the Undergraduate Office of Field Experience 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 (305) prior to EDU 420, per ISBE requirements.
- Complete all of the licensure courses except for ELE 470 (Student Teaching) with a grade of "C" or better.
- Successfully complete necessary program assessments, including the professional disposition assessment.

Graduation and Licensure Requirements:

Completion of the degree requires the following be met:

- All courses leading to licensure must have a grade of C or better, except for ELE 470: Elementary Education Student Teaching.
- Pass ELE 470: Elementary Education Student Teaching with a B or better.
- Have an overall program GPA of 3.0.

- Achieve a satisfactory rating on all field assessments during student teaching demonstrating knowledge, skills and dispositions to teach the elementary grades.

Completion of the Professional Educator License, awarded by ISBE, requires the above, as well as the following:

- Earn a passing score on the appropriate content test.
- Earn a passing score on the edTPA.

Infant-Toddler Studies, B.A.

The undergraduate major in Infant-Toddler Studies provides undergraduate students with a solid foundation in early childhood development and significant concepts necessary for supporting healthy infant and toddler growth, learning, and development from prenatal to age three. Students who pursue this major are interested in working in a variety of settings that support best practices for children and families prenatal to age three. Topics in this major include best practices in curriculum, early intervention, assessment, culturally relevant pedagogy, infant mental health, trauma-informed practice, and other relevant topics necessary for supporting infants, toddlers, and families across a wide spectrum of programs, communities, and funding streams.

Candidates who complete the program will be eligible to earn a credential in Early Intervention in Illinois as well as the currently entitled Gateways to Opportunity Level 5 Early Childhood Education and Infant/Toddler credentials.

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)

At the completion of B.A. in Infant-Toddler Studies, students will be able to:

- PLO-1 Demonstrate competency in using knowledge of learners, content and pedagogical knowledge of the critical years of birth to five to inform their planning in the learning environment;
- PLO-2 Demonstrate competency in creating healthy and safe active learning environments that support individual and collaborative learning, encourage positive social interactions and identity for children ages birth to five;
- PLO-3 Demonstrate competency in using a variety of instructional strategies, connect concepts and different perspectives to build on children's (birth to

five) critical stages of development;

PLO-4 Demonstrate competency in observing and assessing children ages birth to five with a focus on using data to inform children's learning and their own teaching to inform future planning and possible early intervention strategies;

PLO-5 Demonstrate competency in modifying curriculum and instruction based on the needs of children to provide culturally relevant and responsive developmentally appropriate curricula and programming for children ages birth to five;

PLO-6 Demonstrate competency in collaborating with diverse families, using knowledge and understanding of individual contexts to plan for and support the development and learning for children ages birth to five;

PLO-7 Demonstrate competency in reflective practice, professionalism, leadership and advocacy to further advance the field of early care and education; and

PLO-8 Demonstrate competency in promoting healthy social and emotional development and mental wellness from prenatal stages of development through three years of age.

Program Details:

- Requires 180 QH including 70 QH of General Education (p. 60) for completion
- There are field hours built into courses across the entire program, taken each term, that candidates must complete. They are mapped to the following Credentials:
 - Illinois Gateways to Opportunity Level 5 ECE Credential.
 - Illinois Gateways to Opportunity Level 5 Infant-Toddler Credential.
 - Illinois Gateways to Opportunity Level 2 Director's Credential (for those completing the Early Care and Education Administration concentration).
 - Illinois Department of Human Services' Early Intervention Specialist Developmental Therapist Credential. Note: The Infant-Toddler Studies major includes all content and field hours necessary for each of these credentials (except for the Director's Credential, which requires the Early Care and Education Administration concentration coursework). Candidates will need to pursue each of these credentials independently and may need to apply and pay a fee for each of them separate from their degree program.

- Requires completion of 35 QH of the ITS major to be completed at NLU: ECE 303, ECE 321, ECE 341, ECE 342, ECE 400, and ECE 480
- A minimum grade of "C" or better in all General Education and elective courses is required
- A minimum grade of "C" or better in all courses in the Educator Preparation Core is required including ITS major and chosen concentration
- A minimum GPA of 2.0 is required prior to taking ECE 400
- Credit by examination is accepted for elective credit
- Credit for Prior Learning (p. 22) may be accepted for EDU 210 and EDU 305
- Candidates may choose one of the following concentrations:
 - Early Care and Education Administration (p. 288)
 - Preschool Teaching and Learning (p. 288)
 - General Psychology (p. 290)
 - Social Services (p. 294)

Required Courses

General Education Requirements

Communications

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and written communications.

Humanities and Fine Arts

Choose two courses from the list below:

HIS 103	History Across the Globe	5
PHI 107	Ethics, Logic and Critical Inquiry	5
ART 105	Race, Identity and Experience in American Art	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

MTH 105	Math for Educators I	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

The following courses must be completed with a grade of "C" or better:

EDU 200	Applied Educational Psychology	5

EDU 220	Children's Literature for Educators	5
Additional General Education Requirements		
GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 5 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 300	Educational Foundations for Learning English as an Additional Language	5
EAL 331	Cross Cultural Studies for Working with English Language Learners	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Professionalism and Ethical Engagement with Children, Families and the Community	5
EDU 299	Practicum I Child Development	5
EDU 305	Equity in Education	5

Infant -Toddler Studies Major - 55 QH

ECE 301	Understanding Infants & Toddlers	5
ECE 302	Health, Safety and Wellness in Infant/Toddler Environments	5
ECE 303	Issues, Trends and Leadership in Early Childhood Education	5

ECE 321	Curriculum and Assessment, Infant/Toddler Settings	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
ECE 341	Early Intervention and Screening for Infants & Toddlers	5
ECE 342	Culturally Responsive Infant/Toddler Settings	5
ECE 400	Infant/Toddler Mental Health and Trauma Informed Practice	5
ECE 480	Internship in Infant/Toddler Studies	10
EDU 350	Teacher Preparation Curriculum and Assessment	5

Concentration- 15 QH

See links to concentrations above

Communication and Media, B.A.

The undergraduate program in Communication and Media prepares students to achieve success in the field of professional communication and media. The Communication and Media program provides the skill sets necessary for working in the following areas of contemporary communications: organizational communication, public relations, social media, digital media management, podcasting, copy-writing, community relations and activism, nonprofit communications, business writing, persuasive writing, conflict management, creative writing, public speaking, journalism, and presentation. The Communication and Media program also provides a foundation for graduate studies in Communication, Media Studies, Marketing, Business, Writing, Behavioral Science, and Public Relations.

The program is offered in both fully-online and blended formats.

Program Learning Outcomes (PLOs)

At the completion of the program, students will be able to:

PLO-1. Demonstrate competence in effective oral, written, visual, and digital communication skills necessary in a world of professional communication.

PLO-2. Create media content for digital and material platforms to demonstrate creativity and effectiveness to purpose.

PLO-3. Conduct research and evaluate information by methods appropriate to the communication and media professions in which they work.

PLO-4. Determine and execute legal, ethical, and professional communication practices.

PLO-5. Employ competencies in strategies and skills for constructing, thinking critically, and delivering effective messages across multiple forms of media and communications channels.

PLO-6. Integrate practical skills in a constantly changing social, political, economic, and technological society in order to maintain theoretical foundations.

PLO-7. Construct techniques for success in a global communication and media 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 201
- Credit for Prior Learning may be accepted for general education, elective credit and as determined appropriate by the faculty, toward major requirements
- Students may complete any minor or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5

ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
GEN 210	Think Global-Perspectives from the Field	3 TO 5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5

Note: The courses above must be completed with a grade of "C" or better.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students

CAR 214	Creating and Communicating the Professional Brand	5
	or	

BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0
		TO
		2
	and	
CAR 203	You The Professional	3

Gateway Courses

COM 105	Introduction to Communication	5
MES 104	Evolution of Mass Media	5

Core Courses

CAR 490	Internship Practicum	5
COM 200	The Influence of Culture on Communication	5
COM 204	Multigenerational Workforce Communication	5
COM 206	Professional Writing	5
COM 307	Civic and Community Communications	5
COM 406	Public Relations in Contemporary Society	5
MES 205	Social Media Networking	5
MES 207	Contemporary Media Communications	5
MES 310	Sound Essentials: Podcasting	5
MES 410	Video Essentials	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor or concentration in consultation with your Academic Advisor.

Business Administration, B.A.

The undergraduate major in Business Administration prepares students with the tools and resources needed to solve challenging business problems in a new way. The major provides students with a solid foundation in subjects including accounting, finance, marketing, human resources management, operations and project management, and leadership.

The major is currently classified as a comprehensive baccalaureate program, subject to the general education degree requirements for comprehensive baccalaureate programs; and is offered in the blended format during the day and evening as well as fully online.

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. 60) for completion
- Credit for Prior Learning (p. 22) is accepted for general education and elective credit
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.
- Requires completion of all major and minor courses with a grade of "C" or better

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

ECO 200 Macroeconomics for Today's Professional 5

Note: MTH 102 and ECO 200 is required if not completed as part of the General Education requirements.

Additional General Education Requirements

GEN 103 Student Success Seminar 5
or
GEN 203 NLU & You: Tools & Strategies for Student Success 3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students

CAR 214 Creating and Communicating the Professional Brand 5
or
BRV 200 Braven Leadership and Career Accelerator 5
and
CAR 295 Career Service Learning 5
CAR 218 Internship Application Workshop 0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students

BRV 200 Braven Leadership and Career Accelerator 5
or
CAR 214 Creating and Communicating the Professional Brand 5
or
CAR 202 Creating Professional Identity 0
TO
2
and
CAR 203 You The Professional 3

Business Administration Major Requirements - 65 QH

Gateway Course

BUS 101 Principles of Business 5

Business Administration Core Courses

ACC 201 Principles of Financial Accounting 5
and
ACC 202 Principles of Managerial Accounting 5
or

PJM 454 Project Management and 5

BUS 350 Legal & Ethical Decision Making in Business 5

BUS 400 Operations and Strategic Management 5

BUS 430 Management and Leadership and 5

BUS 431 Professional Communication for Managers 5

or
COM 206 Professional Writing 5

and

BUS 450 Data Analysis for Managers 5

FIN 444 Finance and Accounting Concepts for Managers 5

HRM 400 Human Resource Management 5

MIS 103 Introduction to Software Applications 5

MKT 300 Principles of Marketing 5

Internship Course

CAR 490 Internship Practicum 5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

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.

This program is conveniently offered in both; fully online and blended formats.

Students applying to the B.S. in Computer Science and Information Systems program are subject to the Undergraduate Admission Requirements (p. 16).

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 (p. 60) for completion
- Requires a minimum grade of “C” in the program major and concentration courses
- Credit for Prior Learning (p. 22) 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:
 - Analytics
 - App and Software Development
 - Cybersecurity
 - Network and Information Security
 - Web Development
- Students may also complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5

ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

Note: MTH 102 must be completed with a grade of "C" or better.

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education

competencies. These courses may not be needed if student is completing the program specific general education requirements listed above.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2
	and	
CAR 203	You The Professional	3

Computer Science and Information Systems Major Requirements - 60QH

Gateway Course

MIS 103	Introduction to Software Applications	5
	or	
CSS 200	Introduction to Information Systems	5

Note: MIS 103 is a designated Gateway course for students enrolled in a blended program only. Transfer students may substitute MIS 103 with any

non-required major elective course in the area of computer science and information systems. CSS 200 is a designated Gateway course for students enrolled in an online program only.

Core Courses

MIS 103	Introduction to Software Applications	5
	or	
CSS 200	Introduction to Information Systems	5
	and	
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
CSS 433	Developing and Managing Databases	5
MIS 437	Data Mining and Warehousing	5

Note: Students in the blended program are required to complete CSS 200 as part of their Core courses and additional CSS Major elective course. Students in the online program are required to complete MIS 103 as part of their Core courses and MIS 437.

Capstone Course

CSS 492	Internship in Computer Science and Information Systems	2 TO 5

Note: CSS 492 must be taken for 5 quarter hours and completed at NLU.

Analytics Concentration - 15QH

CSS 401	Systems for Cloud Computing and Big Data	5
CSS 402	Advanced Studies in Analytics	5
MIS 437	Data Mining and Warehousing	5

App and Software Development Concentration - 15 QH

Requires CSS 301 as a concentration pre-requisite.

CSS 303	User Interface Development	5
CSS 304	Application Development	5
CSS 403	Advanced Studies in Application Development	5

Cybersecurity Concentration - 15QH

CSS 400	Advanced Studies in Information Security	5
CSS 406	Network Security	5
CSS 407	CyberOps	5

Network and Information Security Concentration - 15QH

Requires CSS 210 as a concentration pre-requisite.

CSS 302	Information Security	5
CSS 400	Advanced Studies in Information Security	5
CSS 405	Connecting Networks	5

Web Development Concentration - 15QH

Requires CSS 301 as a concentration pre-requisite.

CSS 303	User Interface Development	5
CSS 404	Advanced Studies in Web Development	5
MIS 424	Managing and Developing Websites	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

Criminal Justice, B.A.

The Bachelor of Arts in Criminal Justice prepares students to work in fields addressing the effects of criminality on individuals, communities and society. The bachelor's degree in Criminal Justice equips graduates to serve in law enforcement, courts or corrections systems, work with children and families in Human Services settings, and work in related private industries.

The program is conveniently offered in both online only and face-to-face formats.

Program Learning Outcomes (PLOs)

At the completion of the B.A. in Criminal Justice program, students will be able to:

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.

PLO5. Apply Criminal Justice theory and skills in the professional environment.

Program Details:

- Requires 180 QH including 60 QH of General Education (p. 60) for completion
- Requires a minimum grade of “C” in Core courses
- Credit for Prior Learning (p. 22) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Student may complete a concentration in Social Services (p. 294) or Criminal Justice Administration (p. 289)
- Students may also complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5

HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies. These courses may not be needed if student is completing the program specific general education requirements listed above.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5

CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2
	and	
CAR 203	You The Professional	3

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 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
CAR 490	Internship Practicum	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

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. 16)

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. 60) for completion
- Requires a minimum grade of "C" in Human Services requirements
- Credit for Prior Learning (p. 22) 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. 22) toward the major requirements
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music

performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics,

geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies. These courses may not be needed if student is completing the program specific general education requirements listed above.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 15 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0

TO
2

	and	
CAR 203	You The Professional	3
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

Note: HSM 493 must be taken at NLU.

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 any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

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. 16)

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. 60) 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. 22) 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. 22) toward the major requirements
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema

studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

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

courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies. These courses may not be needed if student is completing the program specific general education requirements listed above.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 15 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5

	or	
CAR 202	Creating Professional Identity	0 TO 2

	and	
CAR 203	You The Professional	3

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
PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 330	Social Psychology	5
PSY 425	Mental Health	5

Developmental Psychology

Choose one Developmental Psychology course from the list below:

PSY 201	Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 203	Psychology of Development in the Infant/Toddler Years	5
PSY 315	Lifespan Development	5

Capstone Course

HSM 499	Seminar in Human Services/Psychology	5

Note: HSM 499 must be taken at NLU.

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

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. Students will demonstrate the ability to analyze a strategy and predict its impact on an organization.

Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 60), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit for Prior Learning (p. 22) is accepted for MKT 458, BUS 430, general education, elective credit, and as determined appropriate by the faculty, toward other program major requirements
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

- Qualified students may also complete Education Minor (p. 258) which serves as an Advanced Pathway to the M.A.T. degree and teacher licensure in Elementary Education

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5

General Education Electives

This area may be satisfied by two courses in any general education category listed above or other courses consistent with integrated general education competencies. These courses may not be needed if student is completing the program specific general education requirements listed above.

Additional General Education Requirements

GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: Students transferring in less than 90 QH are required to complete GEN 203.

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.

Psychology, B.A.

The undergraduate major in Psychology prepares students to use psychological concepts and theories, and provides a foundation for working in community or business settings, as well as graduate study. Students may apply their knowledge to a number of settings, including community and private mental health centers and the business sector. Students completing the Psychology major, as well as all other degree requirements inclusive of 180 quarter hours, are eligible for the award of the Bachelor of Arts (B.A. degree).

The program is conveniently offered in both online only and blended formats.

Program Learning Outcomes (PLOs)

At the completion of the B.A. in Psychology program, students will be able to:

PLO1. Describe, compare, and contrast major psychological theories as applied to human behavior.

PLO2. Apply psychological research process and theoretical frameworks.

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. 60) for completion
- Requires a minimum grade of “C” in the program core courses and PSY 101 (taken as part of the General Education requirements)
- Credit for Prior Learning (p. 22) is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students may complete any minor (p. 256) or concentration (p. 289) that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology,

microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation

• **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics, geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

MTH 102	Statistical Foundations	5
PSY 101	Introduction to Psychology	5

Note: PSY 101 must be completed with a grade of "C" or better.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2

	and	
CAR 203	You The Professional	3

Program Core - 60 QH

PSY 305	Memory and Cognition	5
	or	
PSY 401	Psychology of Learning	5
	and	
PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5
PSY 311	Introduction to Community Psychology	5
PSY 315	Lifespan Development	5
PSY 330	Social Psychology	5
PSY 348	Cross-Cultural Communication	5
PSY 350	Culture and Self	5
PSY 402	Research Methods	5
PSY 425	Mental Health	5
PSY 450	Human Sexuality	5
	and	
CAR 490	Internship Practicum	5
	or	
PSY 499	Psychology Seminar	5

Note: HSM 400 may be used in lieu of PSY 402.

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 256) or concentration (p. 289) in consultation with your Academic Advisor.

Social Work BSW

The Social Work major combines theory and practical application of social work practices to real-world scenarios. Students gain the professional skills necessary to succeed in a career in social work by applying skills and demonstration of the social work core competencies and practice behaviors throughout their courses.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Emphasis is on competency-based practice, immediate application within the field, and supporting and preparing students for the workplace. The Social Work major courses explore the theory and applications of human behavior and development, practice across micro-mezzo-macro systems, social welfare policies and services settings, social justice advocacy and program evaluation.

Students gain knowledge and experience in social work processes, collaborative problem-solving, direct practice, advocacy and community organizing that leverages the strengths and capacities of individuals, families, groups, organizations and communities. Social Work professionals support multiple levels of human and community well-being through providing direct services, and engaging in policy advocacy, social justice activism, community and organizational development, administration, and evaluation.

The growing profession of Social Work provides numerous opportunities for meaningful employment and graduate education pathways after completion of the degree. Graduates will be prepared to join the workforce or continue on to a graduate degree in Social Work, Public Health, Public Policy, Public Administration, Law, or other related fields. The intention is to prepare students for generalist social work while providing opportunities to concentrate in inter-disciplinary practice areas (community organizing, trauma prevention and intervention, community mental health, etc.) as a value-add to the students.

Program Learning Outcomes (PLOs)

The Social Work program learning outcomes (PLOs) are taken directly from CSWE's Core Competencies and Practice Behaviors within the 2015 Educational

Policy and Accreditation Standards (EPAS) and are listed below.

At the completion of Bachelor in Social Work, students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice PLO-4. Engage in Practice-informed Research and Research-informed Practice PLO-5. Engage in Policy Practice
4. Engage with Individuals, Families, Groups, Organizations, and Communities
5. Assess Individuals, Families, Groups, Organizations, and Communities
6. Intervene with Individuals, Families, Groups, Organizations, and Communities
7. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Admissions Requirements:

Admission to the Bachelor of Social Work program is a two-step process. In the first step, students are admitted to National Louis University with a preliminary status in the Bachelor of Social Work program. In the second step, students must complete the below requirements to be formally admitted to the program which updates the admission to full status in the Bachelor of Social Work. Students must be fully admitted to the program before beginning their Social Work Field Practicum I course (SWK 491).

Full Admission requirements:

- Successful completion of all general education courses, including GEN 103 and MTH 102
- Successful completion of SOC 101, PSY 101, HIS 102, and MTH 102 with a grade of "C" or better
- Successful completion of SWK 200 with a grade of "C" or better
- Achieve a GPA of 2.0 or better on all previous coursework

Program Details:

- Requires 180 QH including 60 QH of General Education for completion
- Credit for Prior Learning is accepted for general education and elective credit
- Transfer credit of upper-level courses is permitted with the stipulation that Social Work core courses must be taken at a Council on Social Work

Education (CSWE) accredited Social Work degree program; upper-level courses from an unaccredited Social Work or related degree program would otherwise count as electives

- Students may complete any minor or concentration that is not in the same area of study as their program major. Students must consult with their Academic Advisor to select a minor or concentration that best fits their career and personal goals.

Required Courses

General Education Requirements

Communications

The following courses are recommended:

ENG 101	Beginning English Composition	5
ENG 201	Intermediate English	5
ENG 203	Effective Speaking for the Undergraduate	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines: academic writing, oral communications, and any course in the area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

ART 105	Race, Identity and Experience in American Art	5
ART 106	Race, Identity and Experience in American Art I	2
ART 107	Race, Identity and Experience in American Art II	3
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 two general education courses in the following disciplines:

- **Humanities:** foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities and fine arts, interdisciplinary humanities and social sciences
- **Fine Arts:** visual arts (including art history, art appreciation, and studio arts, such as drawing, painting, digital art, or film), film and cinema studies, and performing arts (including music appreciation, music theory, and music

performance, theatre appreciation and performance, and dance)

Mathematics and Natural Sciences

Choose three courses from the list below (one must be math and one must be a natural science):

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science with Lab	5
SCI 225	Human Impact on Environment	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any three general education courses in the following disciplines:

- **Mathematics:** college-level and not developmental in nature
- **Natural Sciences:** physics, chemistry, earth science, astronomy, geology, physical geography, biology, human anatomy and physiology, microbiology, genetics, botany and zoology; and interdisciplinary fields such as environmental science, and ecology and conservation
- **Mathematics or Natural Sciences**

Social and Behavioral Sciences

Choose two courses from the list below:

ECO 200	Macroeconomics for Today's Professional	5
HIS 102	Civics and American Government	5
HIS 212	Think Global: Movements in US History and its Impact on Society and School	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SOC 204	Contemporary Chicago	5
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any two general education courses in the area of Social and Behavioral Sciences in the following disciplines: anthropology, economics,

geography, history, human geography, political science, psychology, sociology, interdisciplinary social/behavioral science, interdisciplinary humanities and social and behavioral science.

Program Specific General Education Requirements

HIS 102	Civics and American Government	5
MTH 102	Statistical Foundations	5
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5

Note: All of the above courses must be completed with a grade of "C" or better.

Additional General Education Requirements

GEN 103	Student Success Seminar	5
	or	
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Career Development Requirements

First-time Daytime Students - 15 QH

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 295	Career Service Learning	5
CAR 218	Internship Application Workshop	0

Note: CAR 218 may be waived for students who have an internship accepted in Handshake prior to Winter term of the junior year.

Transfer Students - 5 QH

BRV 200	Braven Leadership and Career Accelerator	5
	or	
CAR 214	Creating and Communicating the Professional Brand	5
	or	
CAR 202	Creating Professional Identity	0 TO 2
	and	
CAR 203	You The Professional	3

Major Requirements

Gateway Course - 5 QH

SWK 200	Introduction to Social Work and Social Justice	5

Core Courses - 40 QH

SWK 301	Human Behavior in the Social Environment I	5
SWK 302	Human Behavior in the Social Environment II	5
SWK 303	Cultural Diversity and Social Justice	5
SWK 304	Social Work Practice I: Individuals and Families	5
SWK 305	Social Work Practice II: Groups	5
SWK 306	Social Work Practice III: Organizations and Communities	5
SWK 401	Introduction to Social Work Research	5
SWK 402	Social Policy Analysis	5

Field Education - 15 QH

SWK 491	Field Education and Seminar I	5
SWK 492	Field Education and Seminar II	5
SWK 493	Field Education and Seminar I	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any **minor** or **concentration** in consultation with your Academic Advisor.

Field Education Requirements

Admission to and continuance in field work are contingent on the following actions.

Candidates must:

- Be fully admitted into the Social Work Program (see above).
- File, by the designated deadline, the completed application form for field education.
- Submit to the Field Experience Director, or designee, required documentation based on field site (e.g., results of criminal background check, confidential disclosure statement, and acknowledgement of Mandated Reporter status form).
- Completion of Social Work Practice I: Individuals and Families (SWK 304), and Social Work Practice II: Groups (SWK 305) courses with a grade of C or better.
- Registration in Social Work Practice III: Organizations and Communities (SWK 306)

concurrently with Field Practicum & Seminar I (SWK 491).

- Successfully complete necessary program assessments, including the field competency review.

Graduation and Licensure Requirements:

Completion of the degree requires the following be met:

- Successful demonstration of the CSWE Core competencies in alignment with Social Work curriculum and Field Seminar and Practicum III (SWK 493).
- A grade of C or higher in all Social Work major courses.
- A grade of C or higher in the following general education courses: SOC 101, PSY 101, HIS 102, and MTH 102.
- Overall GPA of 2.0 or higher.

The Licensed Social Worker, awarded by Illinois Department of Financial and Professional Regulation (IDFPR), requires the above, as well as the following:

- Must have a certification of graduation from a baccalaureate degree program of social work approved by IDFPR.
- Verification of completion of 3 years of supervised professional experience.
- Must file an application for licensure with IDFPR on forms provided by IDFPR.
- Must successfully pass License Social Work (LSW) Exam.

MINORS

Undergraduate Minors

Communication Minor

Minor Details:

- Requires 30 QH
- Requires a minimum grade of “C” for each course in the minor
- 15 QH must be taken at NLU

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Applied Communications Minor - 30 QH

COM 105	Introduction to Communication	5
COM 200	The Influence of Culture on Communication	5
COM 204	Multigenerational Workforce Communication	5
COM 206	Professional Writing	5
COM 307	Civic and Community Communications	5
COM 406	Public Relations in Contemporary Society	5

Business Administration Minor

The Business Administration minor offers undergraduate students not majoring in business an opportunity to expand their knowledge and skill base in business and financial concepts along with operational workplace functions. Students will be introduced to a broad base of foundational knowledge in business practices which can be applied across all professional settings. The minor is designed to add marketable skills to increased students' employability upon graduation.

This minor is offered fully online or in blended format.

Program Learning Outcomes (PLOs)

At the completion of the Business Administration minor, students will be able to:

1. Identify, collect, and analyze financial, economic, market, and operational data, and present recommendations for managerial action.

2. Identify and analyze global environments and diverse teams within a business and the opportunities associated with them.
3. Devise strategic, innovative solutions for organizational challenges to include leveraging company operations in a market-driven economy.

Minor Details:

- Requires 30 QH for completion
- 15 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Business Administration Minor

BUS 101	Principles of Business	5
ACC 201	Principles of Financial Accounting	5
BUS 400	Operations and Strategic Management	5
MKT 300	Principles of Marketing and	5
BUS 430	Management and Leadership or	5
HRM 400	Human Resource Management and	5
FIN 444	Finance and Accounting Concepts for Managers or	5
MIS 103	Introduction to Software Applications or	5
MIS 436	Technology Applications in Management or	5
PJM 454	Project Management	5

Note: BUS 101 is the Business Administration Minor pre-requisite.

Computer Science and Information Systems Minor

The Computer Science and Information Systems minor allows non-CSIS major students to enhance their degree through computing. This minor combines theory and practical application of information systems to real-world scenarios. Students gain the skills necessary to implement computing and information technology in their chosen field. Students will be better prepared to work with computer science and information systems professionals.

This minor is offered in fully online or blended formats.

Program Learning Outcomes (PLOs)

At the completion of the Computer Science and Information Systems minor, students will be able to:

1. Identify, explain, analyze, and apply fundamental computer information systems concepts such as hardware, networking, software, programming, security, and data management.
2. Use software tools and techniques such as application programming, web development, database development, information systems security development, and analysis techniques.
3. Evaluate and suggest improvements to the security of information technology in an organization.
4. Explain and analyze the role of computer science and information systems in diverse, globally distributed work-teams and organizations.
5. Devise and plan the delivery of strategic, innovative technological solutions for organizational challenges.
6. Use best practices and tools for own career advancement and in mentoring others.

Minor Details:

- Requires 30 QH for completion
- 15 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor
- MIS 103 or MIS 436 is required as the minor pre-requisite

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Computer Science and Information Systems Minor

Students choose six courses from the list below:

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 433	Developing and Managing Databases	5

Note: Other upper level CSS/ MIS courses may be accepted at the Program Chair's discretion.

Criminal Justice Minor

Criminal Justice minor 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. Students will learn the foundational theories why people commit crimes the effects of criminal behavior on society, and how crime is being addressed and ameliorated in communities today.

Criminal Justice minor is conveniently offered in both online-only and face-to-face formats.

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
- 15 QH must be taken at NLU

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Core Courses

CSJ 106	Law Enforcement	5
	or	
CSJ 107	Criminal Justice System	5
	and	
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 listed below or two other courses under advisement:

CSJ 209	Constitutional Law and Criminal Justice	5
CSJ 210	Community Policing	5
CSJ 215	Juvenile Justice Systems	5
CSJ 235	Introduction to Forensic Science	5
CSJ 353	Criminal Investigations	5
CSJ 354	Sociology of Deviant Behavior for Criminal Justice Professionals	5

Education Minor (Advanced Standing Minor that can be applied toward GR degree)

The Education Minor will broaden students' knowledge and skill sets in the area of Education. Students will understand how context of learning influences the way in which teachers support student learning. Students will learn how to plan, implement and reflect on teaching. The coursework will prepare students to make decisions that consider schools, families and communities in diverse contexts. This will build their critical thinking skills, communication skills in a multicultural environment and support their understanding of learning thereby helping them become better learners.

This Minor serves as an Advanced Pathway to the M.A.T. degree and teacher licensure in Elementary Education. The Advanced Pathway to the M.A.T. provides a route to teacher licensure for students who are in the process of completing a B.A. degree that does not lead to licensure. Specifically, the Advanced Pathway will serve transfer students and or degree completion students, who have not already completed early education courses. The Advanced Pathway allows these undergraduate students to begin graduate coursework towards licensure and the M.A.T., while completing their B.A. degree.

The Minor is offered in a blended and fully online formats.

Program Learning Outcomes (PLOs)

At the completion of the Education Minor:

1. The candidate demonstrates understanding of how learners grow and develop, and designs and

implements developmentally appropriate and challenging learning experiences.

2. The candidate uses understanding of individual needs, differences and diverse cultures and communities to ensure an inclusive learning environment.
3. 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.
4. 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.
5. The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world issues.
6. The candidate uses multiple methods of assessment to monitor learner progress, guide decision-making and to engage learners in their own growth.
7. 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.
8. 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.
9. The candidate engages in ongoing professional learning and uses evidence to evaluate their practice and adapts practice to meet the needs of each learner.
10. 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.

Minor Details:

- Requires 25 QH for completion
- Requires a minimum grade of "B" for each course in the Minor
- Requires completion of the following General Education coursework determined by transcript evaluation prior to the beginning of the Education

Minor courses:

- 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
- Qualified candidates may apply up to 25 QH of the Education Minor toward M.A.T. in Elementary Education

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses**Education Minor - 25 QH**

CIL 431	Cross Cultural Education	5
ELE 400	Elementary Education Practicum I: Teaching and Learning in Diverse Settings	5
ELE 445	Methods for Teaching Arts Education	2
ELE 447	Methods for Teaching Health and Physical Education	2
EPS 411	Human Learning and Development in Instructional Contexts	3
FND 410	Social Justice Perspectives on the History and Philosophy of American Education	3
MHE 442	Mathematics for Elementary and Middle School Teachers	5

Advanced standing requirements:

Students completing the advanced standing courses in the Education minor are eligible to have these courses applied to degree requirements both in their current undergraduate program and, upon meeting eligibility criteria and acceptance, to the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Arts in Teaching in Elementary Education (M.A.T.) (p. 146) program. To be eligible, students must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

English Minor

The English minor allows students to supplement their major with an interdisciplinary investigation into English, literature, and advanced topics in

composition. The English minor offers various schema that students can use to interpret their worlds and to articulate their understandings rooted in their unique narratives and perspectives. This minor is designed to create a model of inquiry-based and experiential learning in English as we apply best practices in rigorous interpretive and analytic writing instruction within the Undergraduate College.

The English minor is offered in fully online and blended 10-week formats.

Program Learning Outcomes (PLOs):

PLO 1. Write with clarity across a variety of audiences to effectively promote the message.

PLO 2. Integrate diverse perspectives and contexts in written and oral communication in order to demonstrate an awareness of "rhetorical situations" and a diversity of language conventions.

PLO 3. Critically respond to a diverse body of texts utilizing active reading and rhetorical analysis.

PLO 4. Investigate how culture, race, and equity impact communication in order to adapt messages, language use, and expressions for audience understanding and appreciation.

PLO 5. Identify and apply appropriate information sources, research strategies, and writing processes to support all messaging and oral and written communication.

PLO 6. Analyze the challenges of communication in different social and communication contexts and defend the importance of inclusive and multilingual communication in a functioning democratic and diverse society.

Minor Details:

- Requires 30 QH
- 15 QH must be taken at NLU
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses**English Minor - 30 QH**

Choose 30 QH from the list of English courses below:

ENG 300	American Literature to 1865	5
ENG 301	Advanced English Composition	5
ENG 310	American Literature 1865 - Present	5

ENG 320	Latinx Literature	5
ENG 330	British Literature	5
ENG 340	Literature of the Black Diaspora	5
ENG 425	Literary Criticism and Analysis	5

Entrepreneurship Minor

The minor in Entrepreneurship will introduce students to the processes and activities that are needed in a small business and provide opportunities to apply these in real world situations. The coursework will prepare students to use an entrepreneurial mindset in developing a sound business model and launching it into practice as students will build their own small business.

This minor is offered in a blended format.

Program Learning Outcomes (PLOs)

At the completion of the Entrepreneurship minor, students will be able to:

1. Identify the primary elements and functions within a small business or start-up business venture.
2. Apply the primary elements in demonstrating the entrepreneurial mindset.
3. Design and build financial models for use in small business and start-up business ventures

Minor Details:

- Requires 30 QH for completion
- 15 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Core Courses

ENT 295	Introduction to Entrepreneurship	5
ENT 300	Entrepreneurial Finance	5
ENT 330	Family-Owned Enterprises	5
ENT 499	Entrepreneurship Lab Practicum	5

Note: ENT 295 is the Entrepreneurship minor pre-requisite. For students where CSS 200 is required for their major, MKT 410 or MKT 324 will fulfill the 5 QH needed to complete the minor.

Electives

Students choose two courses from the list below:

CSS 200	Introduction to Information Systems	5
CSS 304	Application Development	5
MKT 324	Small Business Marketing	5
MKT 410	Market Research for Design and Innovation	5

Human Services Minor

This minor will broaden students' knowledge and skill sets in the area of Human Services. Students will learn how to best interact and assist individuals, families and communities in need of services. The coursework will prepare students to build effective communication skills in a multicultural environment using tools such as conflict resolution and community service and assessment.

This minor is delivered in an online format.

Program Learning Outcomes (PLOs)

At the completion of the Human Services minor, students will be able to:

1. Summarize the historical development of human services.
2. Explain the dynamics of interaction within and among human systems including individual, interpersonal, group, family, organizational, community, and societal.
3. Identify and analyze the scope of conditions that promote or inhibit human functioning.
4. Obtain, organize, analyze, evaluate, present, and utilize information while using appropriate technology.
5. Identify and apply appropriate practices for providing direct services and interventions to clients and client groups.
6. Develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

Minor Details:

- Requires 30 QH for completion
- 15 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Core Courses

HSM 101	Introduction to Human Services	5
HSM 102	Principles and Practices of Group Process	5

Additional Courses

Students choose four courses from the list below:

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 410	Management and Leadership in Human Services	5
HSM 415	Strategies of Community Intervention	5

Humanities Minor

The Humanities minor allows students to supplement their major with an interdisciplinary investigation into enduring human questions, the artistic expressions and intellectual artifacts that seek to answer them, and the rich histories and cultures in which those answers have been developed and celebrated. The Humanities minor offers various schema that students can use to interpret their world and to begin to articulate their own understandings rooted in their own unique narratives and perspectives. This minor is designed to create a model of inquiry-based and experiential learning in the humanities as we apply best practices in rigorous interpretive and analytic writing instruction within the Undergraduate College. It will also serve as a venue for meaningful connections and opportunities for students in the city of Chicago and surrounding areas.

Program Learning Outcomes (PLOs)

Upon completion of their *Humanities* minor, students will have engaged in a preparation to:

1. Synthesize competencies in the major subfields of the humanities (Specialized Knowledge)
2. Interpret and evaluate complex texts from the major subfields of the humanities (Specialized Knowledge)

3. Practice and refine oral and written dialogue around humanities topics and themes (Intellectual Skills -- Communicative Fluency)
4. Conduct and evaluate research in interdisciplinary scholarship (Intellectual Skills -- Use of Information Resources)
5. Critically analyze artistic productions in context and synthesize the relationship between art and the human condition (Applied and Collaborative Learning)
6. Evaluate knowledge of how marginalized groups resist oppression through humanistic endeavors (Intellectual Skills -- Ethical Reasoning, Civic and Global Learning)
7. Apply themes from the humanities and programmatic experiences to professional goals and/or further studies (Professional Skills)

Minor Details:

- Requires 30 QH for completion
- Requires completion of 15 QH at NLU
- Requires a grade of "C" or better in all courses in the Minor

Required Courses

Humanities Minor

HUM 305	Art and Power	5
HUM 306	A People's History of Chicago	5
HUM 490	Independent Study in the Humanities	5
Choose 15 QH from below		
HUM 307	Digital Humanities and Storytelling	5
HUM 308	Mass Incarceration	5
HUM 309	Grind, Hustle, and Flow: The Ways We Work	5
HUM 311	In Search of the Meaning of Life	5

Legal Technology Minor

Students completing the Legal Technology minor will be introduced to a broad base of foundational knowledge in legal documentation and analysis for discovery, which can be applied across all legal settings.

The new minor is designed to provide a pathway between higher education and the growing legal technology sector.

Program Learning Outcomes (PLOs)

Students will develop skills to master the following:

PLO-1 Collect, process, codify, and analyze extensive/complex data so as to generate insights, inform consequential decisions, and recommend changes for clients and managers alike.

PLO-2 Identify situational challenges that impede progress internally (and with clients) and develop multiple solutions that can directly address, mitigate, or solve the problem.

PLO-3 Prospect, qualify, and categorize prospective clients and analyze/develop value propositions that support sales teams in securing new deals.

PLO-4 Identify and demonstrate ways of working across lines of difference and leading teams through an inclusive and equitable lens.

PLO-5 Design ways of engaging with various clients and prospects to build mutual understanding, meet diverse needs, and tailor solutions based on unique context.

PLO-6 Disseminate, practice, and translate leadership/management mindsets, behaviors, and skills to inform decision making, meet goals, and increase value for others.

PLO-7 Develop new techniques for setting goals, backward planning, and managing complex projects with various constraints (time, resources, personnel, external environment).

PLO-8 Implement strategies for influencing others to achieve outcomes using different forms and mediums.

PLO-9 Synthesize and create new techniques for improving performance quickly and generating insights from failure, obstacles, and challenges.

PLO-10 Define and implement new frameworks and strategies to secure job placement.

Minor Details:

- Requires 30 QH for completion
- 15 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor

Required Courses**Legal Technology Courses**

LGT 200	Business Foundations in Legal Technology	5
LGT 201	Data and Systems	5

LGT 202	Data and Systems II	5
LGT 203	Communications and Influence	5
LGT 204	Strategy and Solutioning	5
LGT 205	Operational Excellence	5

Marketing Minor

By minoring in Marketing, students will acquire the knowledge and skill sets necessary to influence target audiences across channels, such as online, print, face-to-face, audio, and video. Marketing is a rich field, and by minoring in Marketing, undergraduates will be better prepared for careers that support all types of organizations, including nonprofits, startups, Fortune 500 companies, advertising agencies, and more. Students will study event marketing, digital marketing, market research, social media campaigns, small business marketing, marketing for nonprofits, and more. Upon completion of the Marketing minor, students will graduate with a portfolio of polished marketing pieces and a wealth of new experiences, demonstrating career preparedness and industry know-how.

This minor is offered fully online or in blended format.

Program Learning Outcomes (PLOs)

At the completion of the Marketing minor, students will be able to:

1. Identify target markets and audiences for customized marketing campaigns.
2. Differentiate for-profit, non-profit, B2B, and B2C marketing approaches.
3. Design and execute marketing campaigns across a variety of platforms.
4. Generate and explain campaign analytics to measure service or product movement.
5. Recognize the most contemporary trends, including social media, and digital advertising.

Minor Details:

- Requires 30 QH for completion
- 20 QH must be completed at NLU
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses**Marketing Minor**

MKT 300	Principles of Marketing	5
MKT 315	Marketing for Nonprofits	5
MKT 316	Event Marketing	5
MKT 324	Small Business Marketing	5
MKT 405	Digital Marketing and Advertising	5
MKT 410	Market Research for Design and Innovation	5

Note: For students where MKT 300 is required for their major and the pre-requisite is fulfilled, COM 104 will fulfill the 5 QH needed to complete the minor.

Mathematics Minor

The Mathematics minor allows students to supplement their major with an investigation into Mathematics. The Mathematics minor offers skills and knowledge of mathematical theories and concepts intrinsic to the development of higher order thinking in the discipline of math. This minor is designed to create a model of inquiry-based and experiential learning in Mathematics as we apply best practices in rigorous computational, analytic, and problem-solving instruction within the Undergraduate College.

The Math minor is offered in fully online and blended 10-week formats.

Program Learning Outcomes (PLOs):

PLO 1. Apply major mathematical concepts, procedures, and knowledge to a variety of contexts, situations and real-world problems.

PLO 2. Demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual).

PLO 3. Organize mathematical reasoning and use the language of mathematics to express mathematical reasoning precisely, both orally and in writing to multiple audiences, to make connections to different mathematical branches and related disciplines.

PLO 4. Demonstrate knowledge of reasoning and mathematical thinking in abstract terms, construct coherent and correct proofs to articulate appropriate and valid arguments for their mathematical thinking.

Program Details:

- Requires 30 QH for completion
- Requires 15 QH to be completed at NLU
- Requires minimum grade of “C” for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Mathematics Minor - 30 QH

Choose 30 QH from the list of Mathematics courses listed below:

MTH 103	Precalculus/Integrated Math Concepts	5
MTH 211	Calculus and Analytic Geometry I	5
MTH 212	Calculus and Analytic Geometry II	5
MTH 214	Multivariable Calculus	5
MTH 215	Calculus and Analytic Geometry III	5
MTH 308	Exploratory Probability and Statistics	5
MTH 315	The History of Mathematics: A Problem-Solving Approach	5
MTH 410	Linear Algebra	5
MTH 420	Discrete Mathematics	5
MTH 440	Abstract Algebra	5

Psychology Minor

The minor in psychology prepares students to use psychological concepts and theories within their major and provides a foundation for working in community or business settings

Minor Details:

- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- 15 QH must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor
- Requires completion of PSY 101 or equivalent course as a pre-requisite for the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Developmental Psychology

PSY 315	Lifespan Development	5

Social Psychology

PSY 330	Social Psychology	5

Personality Psychology

PSY 306	Theories of Personality	5
or		

PSY 307 Abnormal Psychology 5

Note: Students may choose another personality psychology course in consultation with their Academic Advisor.

Cognitive Psychology

PSY 305 Memory and Cognition 5
or

PSY 401 Psychology of Learning 5

Note: Students may choose another cognitive psychology course in consultation with their Academic Advisor.

Sociocultural Psychology

PSY 350 Culture and Self 5
and

PSY 348 Cross-Cultural Communication 5
or

PSY 352 Children and Families under Stress 5

Note: Students may choose another sociocultural psychology course in consultation with their Academic Advisor.

Psychology/ Human Services Minor

Minor Details:

- Requires 30 QH for completion
- Requires 15 QH of coursework to be completed at NLU
- Requires a minimum grade of “C” for each course in the minor

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Psychology/ Human Services Minor

HSM 101 Introduction to Human Services 5

HSM 202 Crisis Intervention Principles and Practices 5

HSM 203 Family Intervention Principles and Practices 5

PSY 202 Psychology of Middle Childhood and Adolescence 5

PSY 315 Lifespan Development 5

PSY 352 Children and Families under Stress 5

Science Minor

In the Science minor 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
- 15 QH must be taken at NLU of which 10 QH must be upper level
- 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

Note: The same courses may not be used to satisfy the minor and program major requirements.

Required Courses

Science Electives - 30 QH

Choose 30 QH of Science (p. 472) courses

Note: SCI 225 does not count toward the science electives.

Social Work Minor

The Social Work Minor will broaden students' knowledge and skill sets in the area of Social Work values, theories, practice principles and their use on micro, mezzo and macro system levels in diverse settings. Students will learn and engage in social work processes, collaborative problem-solving, direct practice, advocacy and community organizing that leverages the strengths and capacities of individuals, families, groups, organizations and communities. Students will have the opportunity to take courses focused in either providing direct services or engaging in advocacy and policy practice.

This minor is offered in a fully online and blended formats.

Program Learning Outcomes (PLOs)

At the completion of Direct Practice Social Work minor, students will be able to:

PLO-1. Demonstrate Ethical and Professional Behavior

PLO-2. Engage Diversity and Difference in Practice

PLO-3. Advance Human Rights and Social, Economic, and Environmental Justice

PLO-6. Engage with Individuals, Families, Groups, Organizations, and Communities

SWK 402

Social Policy Analysis

5

PLO-7. Assess Individuals, Families, Groups, Organizations, and Communities

At the completion of Advocacy and Policy Social Work minor, students will be able to:

PLO-1. Demonstrate Ethical and Professional Behavior

PLO-2. Engage Diversity and Difference in Practice

PLO-3. Advance Human Rights and Social, Economic, and Environmental Justice

PLO-6. Engage with Individuals, Families, Groups, Organizations, and Communities

PLO-7. Assess Individuals, Families, Groups, Organizations, and Communities

Social Work Minor Details:

- Requires 30 QH for completion
- Requires completion of one of the tracks:
 - Direct Practice, or
 - Advocacy and Policy
- Requires completion of 15 QH at NLU. transfer credit can be applied toward the minor from the Social Work program accredited through CSWE
- Requires completion of all courses in the minor with a grade of "C" or better

Required Courses - 30 QH

Core Courses - 20 QH

SWK 200	Introduction to Social Work and Social Justice	5
SWK 301	Human Behavior in the Social Environment I	5
SWK 302	Human Behavior in the Social Environment II	5
SWK 303	Cultural Diversity and Social Justice	5

Direct Practice - 10 QH

SWK 304	Social Work Practice I: Individuals and Families	5
SWK 305	Social Work Practice II: Groups	5

Advocacy and Policy - 10 QH

SWK 306	Social Work Practice III: Organizations and Communities	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 Education

Concentration Requirements

Required Courses - 18 SH

ECE 504	Human Development: Infancy and Childhood	3
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 507	STEM in Early Childhood	3
ECE 510	Child, Family and Community	3

EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting and	2
ECE 522	Foundations of Emergent Literacy or	3
RLP 537	Early Literacy Methods, PreK-3	3

Note: Students are also required to complete 1 SH of additional ECE elective course approved by the Program Chair.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois subsequent endorsement in Early Childhood Education. Visit the Illinois State Board of Education for more details.

Early Childhood Special Education

Concentration Requirements

Early Childhood Special Education Approval 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
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.

Elementary Education

Concentration Requirements

Required Courses - 18 SH

CIS 540	Methods of Teaching Social Studies	2 OR 3
LSE 511	Human Learning and Development in Instructional Contexts	2
MHE 540	Methods for Teaching Elementary Schools Mathematics	2 TO 3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3
RLP 551	Literacy Methods, Grades 1-6	3
SCE 540	Methods of Teaching Science	2 TO 3

Note: CIS 540 and SCE 540 must be taken for 3 SH. Students are also required to complete 1 SH of additional elective course approved by the Program Chair.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois subsequent endorsement in Elementary 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
CIL 540	Early Literacy Development and English Learners	1
CIL 541	Visual Literacy and English Learners	1
CIL 542	Spanish Literacy Development and Bilingual	1

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 - 18 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3
	and	
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	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

- Requires 15SH for completion
- Credit for Prior Learning (p. 22) may be accepted for SPE 508 or SPE 509

Required Courses - 15 SH

SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
	and	
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
	or	
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
	and	
SPE 507	Methods of Social/Emotional Support	3

Note: Requires completion of SPE 500 or its equivalent. SPE 500 may be waived by an Academic Advisor with faculty approval if the candidate holds an IL PEL and provides transcribed evidence of successful completion ("C" or better) of an equivalent course. SPE 509 is recommended for candidates with a Middle or High School PEL. SPE 508 is recommended for candidates with an Elementary or Early Childhood PEL. It is recommended that candidates complete the literacy course in the grade range not covered by the initial PEL.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Learning Behavior Specialist (LBS1). Visit the Illinois State Board of Education for more details.

Learning Behavior Specialist II - Curriculum Adaptation Specialist

LBS II Curriculum Adaptation Specialist endorsement is available to candidates holding an active Illinois PEL with the LBS I endorsement.

Concentration Requirements

Required Courses - 12 SH

SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 555	Differentiated Instruction in the Least Restrictive Environment	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 588A	LBS II Contextual Applications	1 TO 3

Note: SPE 588A must be taken for 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in LBS II - Curriculum Adaptation Specialist. Visit the Illinois State Board of Education for more details.

Learning Behavior Specialist II - Transition Specialist

LBS II Transition Specialist endorsement is available to candidates holding an active Illinois PEL with the LBS I endorsement.

Concentration Requirements

Required Courses - 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 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in LBS II - Transition Specialist. Visit the Illinois State Board of Education for more details.

Mathematics Education

Concentration Requirements

Required Courses - 18 SH

MHE 501	Number Concepts & Operations for Teachers	3
	and any five of the following courses	
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
MHE 541	Advanced Methods for Teaching Middle School Mathematics	3
	or	

MGE 514	Methods of Teaching Middle Grades Mathematics	3

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 complete MHE 541 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. 206) program.

Reading Teacher

Program Details:

- Requires 19 SH for completion
- Requires a practicum
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.

Concentration Requirements

Required Courses - 19 SH

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 Intervention	3
RLR 520	Survey of P-12 Youth Literature	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

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: Candidates are required to have a master's degree conferred at the time of the application for endorsement entitlement. The above 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.

Technology Specialist

Concentration Requirements

Required Courses 18SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 532	Visionary Leadership for Digital Learning Contexts	3
LSE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
LSE 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3

Note: TIE 535 must be taken for 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Technology Specialist. 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.

Learning Sciences Education Concentrations

Early Childhood Education

Concentration Requirements

Required Courses - 18 SH

ECE 504	Human Development: Infancy and Childhood	3
ECE 503	Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
ECE 507	STEM in Early Childhood	3
ECE 510	Child, Family and Community	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
	and	
ECE 522	Foundations of Emergent Literacy	3
	or	
RLP 537	Early Literacy Methods, PreK-3	3

Note: Students are also required to complete 1 SH of additional ECE elective course approved by the Program Chair.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois subsequent endorsement in Early Childhood Education. Visit the **Illinois State Board of Education** for more details.

Early Childhood Special Education

Concentration Requirements

Early Childhood Special Education Approval 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
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.

Elementary Education

Concentration Requirements

Required Courses - 18 SH

CIS 540	Methods of Teaching Social Studies	2	OR	3
LSE 511	Human Learning and Development in Instructional Contexts	2		
MHE 540	Methods for Teaching Elementary Schools Mathematics	2	TO	3
RLP 550	Teaching Reading Comprehension and Content Area Literacy, Grades 1-6	3		
RLP 551	Literacy Methods, Grades 1-6	3		
SCE 540	Methods of Teaching Science	2	TO	3

Note: CIS 540 and SCE 540 must be taken for 3 SH. Students are also required to complete 1 SH of additional elective course approved by the Program Chair.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois subsequent endorsement in Elementary 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
CIL 540	Early Literacy Development and English Learners	1
CIL 541	Visual Literacy and English Learners	1
CIL 542	Spanish Literacy Development and Biliteracy	1

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 - 18 SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
CIL 510	Assessment of ESL and Bilingual Education Students	3
CIL 531	Cross Cultural Education	3
	and	
CIL 501	Introduction to Linguistics for TESOL	3
	or	
CIL 512	Literacy in a New Language: Linguistic Considerations	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

- Requires 15SH for completion
- Credit for Prior Learning (p. 22) may be accepted for SPE 508 or SPE 509

Required Courses - 15 SH

SPE 501	Educational and Diagnostic Assessment in Special Education	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3
	and	
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
	or	
SPE 508	Methods of Instruction: Literacy Across the Curriculum for Diverse Learners	3
	and	
SPE 507	Methods of Social/Emotional Support	3

Note: Requires completion of SPE 500 or its equivalent. SPE 500 may be waived by an Academic Advisor with faculty approval if the candidate holds an IL PEL and provides transcribed evidence of

successful completion ("C" or better) of an equivalent course. SPE 509 is recommended for candidates with a Middle or High School PEL. SPE 508 is recommended for candidates with an Elementary or Early Childhood PEL. It is recommended that candidates complete the literacy course in the grade range not covered by the initial PEL.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Learning Behavior Specialist (LBS1). Visit the Illinois State Board of Education for more details.

Learning Behavior Specialist II - Curriculum Adaptation Specialist

LBS II Curriculum Adaptation Specialist endorsement is available to candidates holding an active Illinois PEL with the LBS I endorsement.

Concentration Requirements

Required Courses - 12 SH

SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 555	Differentiated Instruction in the Least Restrictive Environment	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 588B	LBS II Contextual Applications	1 TO 3

Note: SPE 588B must be taken for 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in LBS II - Curriculum Adaptation Specialist. Visit the Illinois State Board of Education for more details.

Learning Behavior Specialist II - Transition Specialist

LBS II Transition Specialist endorsement is available to candidates holding an active Illinois PEL with the LBS I endorsement.

Concentration Requirements

Required Courses - 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 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in LBS II - Transition Specialist. Visit the Illinois State Board of Education for more details.

Mathematics Education

Concentration Requirements

Required Courses - 18 SH

MHE 501	Number Concepts & Operations for Teachers	3
	and any five of the following courses	
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
MHE 541	Advanced Methods for Teaching Middle School Mathematics	3
	or	
MGE 514	Methods of Teaching Middle Grades Mathematics	3

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 complete MHE 541 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. 206) program.

Reading Teacher

Program Details:

- Requires 19 SH for completion
- Requires a practicum
- Students cannot receive more than one grade of "C" or below in any Reading courses (RLR, RLL, RLW prefix). Students who earn a second grade of "C" or below must receive approval from Reading program faculty to have the opportunity to retake a course. If Reading program faculty deny the request, students will have the option to petition the Academic Policies Committee for the chance to retake the course or continue in the program with more than one "C" grade.

Concentration Requirements

Required Courses - 19 SH

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 Intervention	3
RLL 520	Survey of Youth Literature, PreK-12	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

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.

Technology Specialist

Concentration Requirements

Required Courses 18SH

LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 532	Visionary Leadership for Digital Learning Contexts	3
LSE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
LSE 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3

Note: LSE 535 must be taken for 3 SH.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Technology Specialist. 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

DTE 503 Prototyping and User Testing 3

Community Psychology

Requirements

Required Courses - 9 SH

LAP 605	Principles of Community Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	or	
	and/or	
LAP 615	Community Organizing	3
	and/or	
LAP 665	Advanced Theoretical Foundations of Community Psychology	3
	and/or	

Fundamentals of Design Thinking

The Fundamentals of Design Thinking Concentration is an introduction to design thinking and emphasizes a human-centered approach to innovation. The curriculum will encourage students to develop a deep understanding of users, think broadly about problems, and recognize the value in the contributions of others. In addition, the curriculum is focused on a cohesive design process that blends analytical skills, collaboration, problem solving skills, and creative thinking to develop solutions and opportunities for new business ideas.

The Fundamentals of Design Thinking Concentration is designed for graduate students who want to learn about the design thinking process to enhance their creativity and learn how to implement and apply a human-centered approach to innovation. The concentration will be available to all business graduate students enrolled in the following graduate programs: Business Administration, Health Services Administration, and Public Administration.

Concentration Details:

- Requires 9 SH for completion
- Requires a grade of "C" or above in all courses

Requirements

Required Courses - 9 SH

DTE 501	Innovation through Empathy	3
DTE 502	Ideation and Communication	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	3
	and	
HRM 513	Total Rewards	3
	or	
HRM 520	Performance Analysis and Measurement	3
	or	
HRM 521	Talent Acquisition and Retention	3
	and	
OBD 515	Training and Development	3
	or	
OBD 533	Organizational Effectiveness and Development	3
	or	
OBD 550	Culture of Learning Organizations	3
	or	
OBD 551	Diversity and Inclusion in the Organizational Culture	3

Human Services Management

Required Courses

Human Services Management - 12 SH

HSM 500	Human Services Management: Principles and Practices	3
HSM 520	Interventions and Direct Services in Human Services	3
HSM 530	Professional Communication in Human Services	3
HSM 589	Human Services Management Laboratory	3

Note: Students must take one of the Gateway courses (PPA 500 or RES 510) before taking HSM 500. Student completing Human Services Management Concentration are required to complete HSM 589 instead of PPA 592.

Nonprofit Management

Requirements

Required Courses - 9 SH

MGT 534	Nonprofit Organization, Governance, and Management	3
MGT 535	Strategic Fundraising and Philanthropy	3
LAP 655	Grant Writing Focused on Community Needs	3
MBA 503	Leadership & Organizational Behavior	3
MBA 506	Ethical and Legal Issues	3
MBA 522	Strategic Marketing and Storytelling	3
MBA 526	Project Management	3
MBA 532	Technology and Leadership	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	3
LAP 526	Psychology of Organizational Leadership	3
MBA 503	Leadership & Organizational Behavior	3
OBD 515	Training and Development	3
OBD 550	Culture of Learning Organizations	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 (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.
2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.
5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 school with institutional accreditation 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 34 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 - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – Biological Science Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 510	Methods of Teaching Biological Sciences at the Secondary Level	3
SEC 581A	Secondary Education Practicum	3

SEC 590A	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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 one of the following courses	2 TO 3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 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 or	3
RLR 541	Teaching Writing and	3
RLR 520	Survey of P-12 Youth Literature or	3
RLR 502	Teaching Comprehension and Content Area Reading or	3
SPE 501	Educational and Diagnostic Assessment in Special Education and	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 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
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2

RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 510	Methods of Teaching Biological Sciences at the Secondary Level	3
SEC 581A	Secondary Education Practicum	3
SEC 590A	Student Teaching Seminar	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 their degree.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590A (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., English/Language Arts Concentration (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.
2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.
5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.
7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 34 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 - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – English Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 512	Methods of Teaching English at the Secondary Level	3
SEC 581B	Secondary Education Practicum	3
SEC 590B	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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 one of the following courses	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 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
	or	
RLR 541	Teaching Writing	3
	and	
RLR 520	Survey of P-12 Youth Literature	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment in Special Education	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 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
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 512	Methods of Teaching English at the Secondary Level	3
SEC 581B	Secondary Education Practicum	3
SEC 590B	Student Teaching Seminar	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 their 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 (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., World Language Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a world language who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education/ World Language (grades PK to 12) with a designation in a specific language. Visit Licensure and Endorsement at NLU for more details.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.
2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.
5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.
7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117) applicants must:

- Choose a world 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 world language designation coursework
- Have 32 semester hours of coursework in world language designation (12 semester hours of upper division courses must be completed with a grade of "B" or better)
- Pass the ACTFL world language oral proficiency exam (advanced-low)

In addition, the World Language endorsement requires that candidates fulfill all of the following areas in the designated language:

- Pass the appropriate world language content-area 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 34 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 - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – World Language Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 522	Methods of Teaching Classical Languages (Latin) K-12	3
	or	
SEC 524	Methods of Teaching World Languages K-12	3
	and	
SEC 581F	Secondary Education Practicum	3
SEC 590F	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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 one of the following courses	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 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
	or	
RLR 541	Teaching Writing	3
	and	
RLR 520	Survey of P-12 Youth Literature	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment in Special Education	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 must be taken for 3 semester hours.

The following courses are required for licensure:

FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 522	Methods of Teaching Classical Languages (Latin) K-12	3
	or	
SEC 524	Methods of Teaching World Languages K-12	3
	and	
SEC 581F	Secondary Education Practicum	3
SEC 590F	Student Teaching Seminar	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 their 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 (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.

2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.
5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.
7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 34 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

MAT Core - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – Mathematics Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	3
SEC 581C	Secondary Education Practicum	3
SEC 590C	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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
	and one of the following courses	TO 3
MGE 509	Integrated Curriculum in the Middle Grades	1
		TO 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
	or	
RLR 541	Teaching Writing	3
	and	
RLR 520	Survey of P-12 Youth Literature	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment in Special Education	3
	and	
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 must be taken for 3 semester hours.

The following courses are required for licensure:

FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	3
SEC 581C	Secondary Education Practicum	3
SEC 590C	Student Teaching Seminar	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 their 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 (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.
2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.
7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117), 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 school with institutional accreditation (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 34 SH for completion
- Requires student teaching. Student teachers spend a minimum of 11 weeks in the classroom at an assigned school.

MAT Core - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – Physical Science Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 516	Methods for Teaching Physical Science at the Secondary Level	3
SEC 581D	Secondary Education Practicum	3
SEC 590D	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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 one of the following courses	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 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
	or	
RLR 541	Teaching Writing	3
	and	
RLR 520	Survey of P-12 Youth Literature	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment in Special Education	3
	and	

SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 must be taken for 3 semester hours.

The following courses are required for licensure:

FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 516	Methods for Teaching Physical Science at the Secondary Level	3
SEC 581D	Secondary Education Practicum	3
SEC 590D	Student Teaching Seminar	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 their 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 (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.

For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes (PLOs):

1. Develop and practice a philosophy of education based on self-reflection.
2. Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the diverse needs of all learners.
3. Develop instructional practices that facilitate higher-order thinking and depth of student understanding.
4. Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.
5. Provide ongoing, meaningful performance feedback to enhance student learning.
6. Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.
7. Exhibit a clear understanding of the roles and responsibilities of being a teacher.

In addition to National College of Education Graduate Admissions Requirements (p. 117), applicants must:

- Complete coursework for the initial endorsement (Economics, Geography, History, Political Science, Psychology, or Sociology/Anthropology) which requires 18 SH of coursework in a single Social Studies content area. Candidates with less than 18

SH of completed Social Studies coursework at the time of admission will be automatically entered into History endorsement.

- Have a major in a Social Studies field (Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology) OR or at least 24 SH of Social Studies coursework, 18 SH of which is concentrated in the area of the initial endorsement area. Required Social Studies coursework outside of the initial endorsement is listed in the below. All coursework applied must be from accredited schools (12 SH of upper division courses must be completed with a grade of "B" or better).
- Have a grade point average of 3.0 or better in designation course work
- Have a grade of "C" or better in all coursework applied to endorsements
- Pass the Content test in either History (#246) or Geography (#245)

In addition, the Social Studies endorsement requires:

- At least one course in each of the additional areas listed below (excluding the area of designation):
 - Economics
 - Geography
 - Political Science
 - Psychology/Sociology/Anthropology
 - History (U.S. History and World History is recommended)
 - A course with a Non-Western focus is also recommended

Program Details:

- Requires 34 SH for completion
- Requires passing score on the content specific exam (Economics, Political Science, Psychology or Sociology/Anthropology) before registering for SEC 581E Secondary Education 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

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
LSE 511	Human Learning and Development in Instructional Contexts	2

Secondary Education – Social Studies Requirements - 24 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 518	Methods of Teaching Social Studies at the Secondary Level	3
SEC 581E	Secondary Education Practicum	3
SEC 590E	Student Teaching Seminar	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

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 one of the following courses	
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 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
	or	
RLR 541	Teaching Writing	3
	and	
RLR 520	Survey of P-12 Youth Literature	3
	or	
RLR 502	Teaching Comprehension and Content Area Reading	3
	or	
SPE 501	Educational and Diagnostic Assessment in Special Education	3
	and	

SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3

Note: If selected, MGE 501 and MGE 509 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
FND 510	Social Justice Perspectives on the History and Philosophy of American Education	2
RLP 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
SEC 502	Introduction to Teaching at the Secondary Level	3
SEC 518	Methods of Teaching Social Studies at the Secondary Level	3
SEC 581E	Secondary Education Practicum	3
SEC 590E	Student Teaching Seminar	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 Education Concentrations

Early Care and Education Administration Concentration

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration

Note: Students interested in obtaining the AIM4Excellence National Director Credential, will need to take the below listed courses specifically, either through the ECE program or the McCormick Center for Early Childhood Leadership at NLU.

Required Courses

Early Care and Administration Concentration - 15 QH

ECE 311	Administration I: Leadership Strategies and Staff Development	1 TO 5
ECE 312	Administration II: Managing Center Operations and Finance	1 TO 5
ECE 313	Administration III: Implementing and Evaluating the Program	1 TO 5

ESL/Bilingual Education Concentration

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration

Required Courses

ESL/Bilingual Education Concentration 15 QH

EAL 305	Methods and Materials for Teaching English as a Second Language	5
EAL 306	Methods and Materials for Teaching Bilingual Education	5

EAL 310	Assessing Students Learning English as an Additional Language	5

Infant and Toddler Studies Concentration

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration

Required Courses

Infant and Toddler Studies Concentration 15 QH

ECE 301	Understanding Infants & Toddlers	5
ECE 302	Health, Safety and Wellness in Infant/Toddler Environments	5
ECE 342	Culturally Responsive Infant/Toddler Settings	5

ECE Licensure Learning Journey Minor - 35 QH

Infant-Toddler Studies Learning Journey Minor - 30 SH

ECE Administration Learning Journey Concentration - 20 QH

ESL/Bilingual Education Learning Journey Minor - 25 QH

Special Education Learning Journey Concentration - 20 QH

Competency Based Minors

Competency Based Concentrations

Preschool Teaching and Learning

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration

Required Courses

Preschool Teaching and Learning Concentration 15 QH

EDU 480	Methods of Teaching Mathematics	5
EDU 483	Inquiry Based Teaching Methods: Science and Social Studies	5
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5

Special Education Concentration

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration as long as the transfer course covers specific content addressed in the concentration course

Required Courses

Special Education Concentration 15 QH

SPE 437	Methods for Teaching Students with High Incidence Disabilities	5
SPE 438	Methods for Teaching Students with Low Incidence Disabilities	5
SPE 439	Assessment Practices in Special Education	5

Note: Students seeking a Learning Behavior Specialist (LBS1) endorsement should take all courses in the concentration to fulfill the endorsement requirements.

Teaching Methods Concentration

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Allows transfer of all courses in the concentration

Required Courses

Teaching Methods Concentration 15 QH

EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
EDU 483	Inquiry Based Teaching Methods: Science and Social Studies	5

Undergraduate Concentrations

Aging Studies Concentration

The Aging Studies 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

Criminal Justice Administration Concentration

The Criminal Justice Administration concentration prepare students for administrative roles in the field of Criminal Justice. Students interested in or currently in the police profession can elect to enroll in courses specific to this area.

This concentration is conveniently offered in fully online or blended formats.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- A minimum of 5 QH must be taken at NLU

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses 15 QH

Criminal Justice Administration Concentration

Students are required to complete CSJ 356 and then select courses from the list below or other courses under advisement:

CSJ 356	Criminal Justice Administration and	5
CSJ 210	Community Policing	5
CSJ 211	Police Organization	5
CSJ 215	Juvenile Justice Systems	5
CSJ 357	Probation and Parole	5
CSJ 465	Human Resources Development in Criminal Justice	5
CSJ 466	Comparative Criminal Justice Systems	5

Entrepreneurship Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

Concentration Details:

- Requires 20 QH for completion
- Requires a minimum grade of “C” for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

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

Advanced standing requirements:

Students completing the advanced standing 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. 98) program with concentration in Entrepreneurship, to the requirements of M.B.A. in Entrepreneurship, or other graduate programs where unrestricted electives are available, such as M.S. in Human Resource Management and Development (p. 95) with the Program Chair approval. To be eligible, students must complete all advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

General Psychology Concentration

This concentration is conveniently offered in fully online or blended formats.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Allows transfer of all courses in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses 15 QH

General Psychology Concentration

Students choose 15 QH from the courses listed below:

PSY 302	Psychology of Negotiations	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 310	Introduction to Industrial and Organizational Psychology	5
PSY 311	Introduction to Community Psychology	5
PSY 315	Lifespan Development	5
PSY 317	The Psychology of Happiness	5
PSY 325	Psychology of Play and Therapeutic Applications	5
PSY 330	Social Psychology	5
PSY 350	Culture and Self	5
PSY 351	Psychology of Language and Identity	5
PSY 352	Children and Families under Stress	5
PSY 401	Psychology of Learning	5
PSY 490	Independent Study in Psychology	2 TO 5
PSY 495	Special Topics in Psychology	2 TO 5

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

Health Services Administration Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

The concentration courses in Health Services Administration allow students to acquire skills and competencies in research methodology and writing, healthcare business operations, and project management application. The concentration helps students identify and develop the requisite skills to engage in, research, writing, healthcare business operations, and project management.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Core Courses

RES 410	Research Methodology and Writing	5
MHA 401	Leadership in Health Services Administration	5
MHA 405	Health Care Origins, Policies and Trends	5

Advanced standing requirements:

Students completing the advanced standing courses in the Health Services Administration 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 the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Health Services Administration (M.H.A.) (p. 94) program. To be eligible, students must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

Human Resource Management Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

Concentration Details:

- Requires 20 QH for completion
- 15 QH must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Concentration Core Courses

HRM 441	Employment Law and Regulations and	5
HRM 413	Total Rewards	5
	or	
HRM 420	Performance Analysis and Measurement	5
	or	
HRM 421	Talent Acquisition and Retention and	5
OBD 415	Training and Development	5
	or	
OBD 433	Organizational Effectiveness and Development	5
	or	
OBD 450	Culture of Learning Organization	5
	or	
OBD 451	Diversity and Inclusion in the Organizational Culture	5

Gateway Course

HRM 400	Human Resource Management	5

Note: Students in B.A. in Business Administration program are required to complete OBD 432 in lieu of HRM 400.

Advanced standing requirements:

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. 95)
- M.S. in Industrial and Organizational Psychology (p. 96)
- Dual-degree program in Human Resource Management M.S. and Industrial and Organizational Psychology M.S. (p. 295)

- M.B.A. in Human Resource Management (p. 98)
Students should contact their Academic Advisor for details as certain rules apply.

Human Services Management Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

The Human Services Management concentration curriculum will focus on the role of a human service manager, facilitating both internal and external information exchange, in addition to federal and state initiatives' impact on human service agency practices. Students completing a HSM concentration course will enrich their experience with a set of career-enhancing skills that will help them be more effective managers and impactful in a for-profit, nonprofit, or government agency.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below

Required Courses

Human Services Management - 15 QH

HSM 401	Principles and Practices	5
HSM 421	Interventions and Direct Services in Human Services	5
HSM 430	Professional Communication in Human Services	5

Advanced standing requirements:

Students completing the advanced standing courses in the Human Services 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 the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Public Administration (M.P.A.) (p. 101) program. To be eligible, students

must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

Leadership Concentration

This concentration is offered in both face-to-face and online-only formats.

Concentration Details:

- Requires 15 QH for completion
- Transfer credit may be considered for any courses in the concentration
- Requires a minimum grade of "C" for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

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.

Concentration Details:

- Requires a minimum of 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Transfer credit may be considered for any courses in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses

Leadership Foundations Concentration 15 QH

CAR 214	Creating and Communicating the Professional Brand	5
or		
BRV 200	Braven Leadership and Career Accelerator	5

	and	
CAR 295	Career Service Learning	5
MGT 223	Career Leadership	5

Long Term Care Administration Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

The Long-Term Care Administration concentration provides students enrolled in the B.S. in Health Care Leadership, B.S. in Management, B.A. in Applied Behavioral Sciences, B.A. in Human Services, or the B.A. in Business Administration programs with additional training related to the administration of long-term care facilities in which both medical and non-medical care is provided to individuals with chronic illnesses and disabilities.

Coursework in the concentration is also aligned with the content of the Nursing Home Administrators (NHA) Licensing Examination administered by the National Association of Long Term Care Administrator Boards (NAB), including resident-centered care and quality of life, human resources, finance, environment, and leadership and management of long-term care facilities.

Students interested in pursuing a profession that requires a license or certification are encouraged to research all eligibility requirements for licensure or certification, as requirements vary by state and are subject to change.

This concentration is available in a fully online and blended formats.

Concentration Details:

- Requires 20 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Credit for Prior Learning (p. 22) may be accepted toward all courses in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Long Term Care Administration - 20 QH

LTC 450	Long-Term Care Administration Overview and Introduction to Life Safety	5
LTC 470	Financial Management & Governance of Long-Term Care Facilities	5
LTC 480	Resident Services Management and Quality Care	5
LTC 490		5

Advanced standing requirements:

Students completing the advanced standing courses in the Long-Term Care Administration 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 the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Health Services Administration (M.H.A.) (p. 94) program. To be eligible, students must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

Public Health Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

Concentration Details:

- Requires 20 QH for completion
- Requires a minimum grade of “C” for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Public Health - 20 QH

MPH 400	Public Health Systems	5
MPH 401	Environmental Health	5
MPH 402	Applied Epidemiology	5
MPH 450	Health Promotion	5

Advanced standing requirements:

Students completing the advanced standing courses in the Public Health 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 the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Health Services Administration (M.H.A.) (p. 94) program. To be eligible, students must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

Public Policy Concentration (Advanced Standing Concentration that can be applied toward GR degrees)

The concentration courses in Public Policy allow students to acquire skills and competencies in policy making, implementation, analysis, and social change. The concentration helps students identify and develop the requisite skills to engage in, shape and administer public governance in addition to applying research design and methodology to public policy issues. Students completing the concentration will enrich their undergraduate experience with a set of career enhancing skills that will help them be more effective leaders and impactful in a for-profit, nonprofit, or government agency.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration

Note: The same courses may not be used to satisfy the concentration and program major requirements.

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Gateway Course

RES 410	Research Methodology and Writing	5

Core Courses

Select two courses from the list below:

PPA 405	Urban Community Development	5
PPA 410	Urban Inequality and Social Change	5
PPA 420	International Dimensions of Public Policy	5
PPA 432	Gender, Race, and Culture in the Public Sector	5

Advanced standing requirements:

Students completing the advanced standing courses in the Public Policy 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 the specifically designed NLU graduate program. This concentration serves as an advanced pathway to the Master of Public Administration (M.P.A.) (p. 101) program with a concentration in Public Policy. To be eligible, students must complete the advanced standing courses at NLU. Students should contact their Academic Advisor for details as certain rules apply.

Social Services Concentration

The Social Services concentration introduces students to the human services component of criminal justice and related fields. This concentration will prepare students to work in an advocacy role helping people in the criminal justice system or impacted by others in the system.

This concentration is conveniently offered in fully online or blended formats.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- A minimum of 5 QH must be taken at NLU
- Credit for Prior Learning (p. 22) is accepted for CSJ 215

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses 15 QH

Social Services Concentration

Student are required to complete [HSM 202](#) or [CSJ 215](#) and then select courses from the list below or other courses under advisement:

HSM 202	Crisis Intervention Principles and Practices	5
	or	
CSJ 215	Juvenile Justice Systems	5
	and	
HSM 306	Legal Issues in Human Services	5
HSM 407	Violence and Aggression in the Family	5
HSM 417	Child Abuse and Neglect	5
PSY 306	Theories of Personality	5
PSY 307	Abnormal Psychology	5

COURSE OPTIONS

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 school with institutional accreditation.
- 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 54 SH for completion

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.

Graduate Psychology Electives

Courses

LAP 502	Psychological Assessment II--Intellectual Assessment	3
LAP 503	Psychological Assessment III--Personality Assessment	3
LAP 520	Biological Bases of Behavior	3

LAP 526	Psychology of Organizational Leadership	3	LSE 500	Introduction to the Learning Sciences and Technology	3
LAP 546	Assessment of Organizations	3	LSE 505	Data Literacy	3
Strategic Educational Leadership Certificate and M.Ed. Electives			LSE 520	Introduction to Design-based Research	3
			LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
Elective Options			TIE 525	Designing Digital Age Learning Environments	3
			Diversity, Equity and Inclusion		
Leadership Theory and Practice			CIL 531	Cross Cultural Education	3
BUS 576	Entrepreneurship, Creativity, and Innovation	3	EDL 523	Navigating School and Special Education Law	2
BUS 577	Small Business Management	3	EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
BUS 598	Entrepreneurship Laboratory	3	LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
DTE 500	Strength-Based Leadership	3	OBD 551	Diversity and Inclusion in the Organizational Culture	3
DTE 501	Innovation through Empathy	3	PPA 532	Gender, Race, and Culture in the Public Sector	3
DTE 502	Ideation and Communication	3	Resource Use in Education		
ECE 521	Writing and Effective Communication for Early Childhood Education Administrators	1	ECE 510	Child, Family and Community	3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2	ECE 515	Financial and Legal Aspects of Early Child Care Management	3
ECE 540	Grant Writing and Fundraising for Early Childhood Programs	2	ECE 525	Strategies for Supervision and Staff Development	.5 TO 3
ECE 544	Early Childhood Environments: Design and Facilities Management	2	ECE 542	Public Relations and Marketing of Early Childhood Programs	2
EDL 512	Communication and Technological Skills for Education Leaders	3	EDL 521	Building School Community Partnerships	2
EDL 522	Leading Student-Centered Schools	2	HRM 521	Talent Acquisition and Retention	3
EPS 526	Organizational Theory, Group Dynamics and Leadership Applications	.5 TO 3	HRM 541	Employment Law and Regulations	3
OBD 515	Training and Development	3	TIE 512	Using Technologies to Support Student Thinking	3
OBD 533	Organizational Effectiveness and Development	3	Other (Teaching and Learning)		
OBD 550	Culture of Learning Organizations	3	EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
PJM 520	Project Management Applications	3	EPS 541	Cognition and Instruction	2
TIE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3	LSE 540	Social Emotional Learning in Cultural Contexts	3
Curriculum Design and Data Fluency			TIE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
ESR 504	Assessment and Curriculum Differentiation in Early Childhood Settings	2	TIE 542	Digital Tools for Teaching, Learning and Assessment	3
ESR 505	Educational Inquiry and Assessment	3	Note: Additional 500- and 600-level courses may be accepted with faculty advisor approval.		
HRM 520	Performance Analysis and Measurement	3			

Strategic Educational Leadership Ed.S. and Ed.D. Electives

Elective Options

Leadership Theory and Practice

EDL 605	Leading Change	3
EDL 622	Developing Curriculum and Evaluating Programs	3
EDL 624	Improving Instruction through Professional Development and Evaluation	3
EDL 690	Educational Leadership Internship	1 TO 8
HED 620	Leadership and Governance in Higher Education	3
HED 634	Quality Assurance in Higher Education	3
OBD 650	Culture of Learning Organizations	3

Curriculum Design and Data Fluency

CCD 604	Data Analysis, Interpretation, and Presentation	3
EDL 628	Analyzing and Using Data for Systemic Improvement	3
EDL 632	Utilizing Data to Inform Decision Making	3
ESR 616	Mixed Methods Design	3
ESR 618	Interpretive and Critical Research Design	3
HED 651	Data-driven Decision Making in Education	3
RES 640	Survey Research and Intro to Statistical Software	3

Diversity, Equity and Inclusion

CCD 630	Education in a Global World	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
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

Resource Use in Education

CCD 625	Critical Policy Analysis	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
HED 600	Higher Education in the United States	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

Other (Teaching and Learning)

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
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 690	Seminar: Special Topics in Education	1 TO 3
CES 649	Teaching in Higher Education	3
EDL 626	Leading Instruction to Advance Student Learning	3
HED 632	Student Development Theory	3
HED 695	Special Topics in Higher Education	1 TO 6
PTIL 601	Instructional Design in Higher Education	3

Note: Additional 500- and 600-level courses in ECA, ECE, EDL, CIC, CIL or other elective topics may be accepted with dissertation chair approval.

OTHER PROGRAMS OF STUDY

Accelerate U

Accelerate U is a new division of the National Louis University dedicated to workforce training for local, upwardly-mobile jobs and careers. The Accelerate U team works closely with employer partners to build affordable academic and training pathways that:

1. Lead to an short-term, industry-recognized credential,
2. Bridge to an in-demand job,
3. Focus on technical and professional skill development,
4. Include NLU coaching, wraparound supports, and career counseling, and
5. Allow participants to earn college credits that can build to a bachelor's degree.

Medical Assistant, Baccalaureate Certificate

The primary purpose of the Medical Assistant program is to prepare students to work as a certified Medical Assistant in a physician's office, hospital, outpatient clinic, lab or insurance company. It is designed to provide the skills necessary to perform as a clinical medical assistant and to increase marketability by also providing administrative certification. This busy professional can go from the front office, answering the phone and completing insurance forms, to assisting the doctor by performing clinical tasks such as taking vitals, drawing blood or performing an EKG.

Health care professions require a high degree of honesty and integrity. Students are expected to conduct themselves in the classroom as they would in the place of employment. Because knowledge gained in the classroom, lab, or externship directly impacts the student's future ability to safely provide patient care, all breaches of ethical behavior are considered extremely serious.

Students who successfully complete the program will be prepared and able to sit for the certified Medical Assistant (RMA) certification exam.

Program Learning Outcomes and Competencies:

- Explain the values and ethics of a medical assistant providing healthcare to diverse populations.

- Demonstrate healthcare office procedures that include scheduling, bookkeeping, billing and payment collection, and preparing medical records and charts according to best practices of medical office management.
- Apply new knowledge to the use and interpretation of medical terms in their proper contexts.
- Demonstrate the use of therapeutic communication with patients/clients across the lifespan.
- Perform and document all specified clinical medical assistant skills, including but not limited to vital signs, venipuncture and EKG, according to current hospital and ambulatory care center standards.
- Differentiate between types of medications and administration routes.
- Describe the professional development responsibilities and lifelong learning opportunities of a Medical Assistant.

In addition to the Undergraduate Admissions (p. 16) requirements, applicants must:

- Complete successful interview with members of the program Admissions Committee

Program Details:

- Requires 30 QH for completion
- Requires completion of all courses at NLU
- Requires a minimum grade of "C" or better in all coursework prior to enrolling in MEDA 140 Clinical Practicum
- Requires successful completion of the practicum training totaling 160 practicum hours
- Requires a min GPA of 2.0 for gradation

Required Courses

Medical Assistant Certificate

MEDA 100	Administrative Medical Assisting	6
MEDA 110	Clinical Medical Assisting	6
MEDA 120	Anatomy, Physiology, and ECG	6
MEDA 130	Clinical Laboratory	4
MEDA 140	Clinical Practicum	6

CAR 202	Creating Professional Identity	0 TO 2

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.

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.

Course Sequences

1st Year:

PAC 101A (F,W,S) Problem Solving
 PAC 105A (F, W, S) Social Skills: Interpersonal Skills
 PAC 110A (F, W, S) Goal Setting 1
 PAC 115A (F, W, S) Employment Seminar 1
 PAC 116A (F, W, S) Employment Experience 1
 PAC 120A (F, W, S) Technology 1
 PAC 125A (F, W, S) Health & Wellness 1
 PAC 130A (F, W, S) Money Management 1
 PAC 135A (F, W, S) Independent Living Skills 1
 PAC 140A (F, W, S) Student Life 1

2nd Year:

PAC 150B (F, W, S) Disability Awareness
 PAC 110B (F, W, S) Goal Setting 2
 PAC 115B (F, W, S) Employment Seminar 2
 PAC 116B (F, W, S) Employment Experience 2
 PAC 120B (F, W, S) Technology 2
 PAC 125B (F, W, S) Health & Wellness 2
 PAC 130B (F, W, S) Money Management 2
 PAC 135B (F, W, S) Independent Living Skills 2
 PAC 140B (F,W,S) Student Life 2

3rd Year:

PAC 110C (F, W, S) Goal Setting 3
 PAC 115C (F, W, S) Employment Seminar 3
 PAC 116C (F, W, S) Employment Experience 3
 PAC 125C (F, W, S) Health & Wellness 3
 PAC 130C (F, W, S) Money Management 3
 PAC 135C (F, W, S) Independent Living Skills 3
 PAC 140C (F,W,S) Student Life 3

Electives:

PAC 105 Social Thinking
 PAC 145 Assertiveness Training
 PAC 162 Food Handlers Certification
 PAC 163 Independent-Interdependent Living Skills
 PAC 164 CPR / First Aid
 PAC 165 Business Application

PAC 168 Animal Care - Dogs
 PAC 169 Animal Care - Cats
 PAC 167 Childcare Health and Safety
 PAC 161 Photovoice
 PAC 160 Expressive Arts
 PAC 166 Payment Processing & Customer Service

Certificate Tracks:

Students select a Certificate Track based on their internship placements and elective courses. Track certification requires at least 500 internship hours and 700 internship hours for honors certification.

- Childcare
- Eldercare
- Business Administration
- Food Service
- Animal Caretaker
- Retail Operations
- Healthcare Operations

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.

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/>.

COURSE DESCRIPTIONS

Numbering System

100–299 Lower division undergraduate courses

Course with these numbers are for undergraduate students (mainly freshman and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300–399 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 (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. 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

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

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. 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 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

AES - Applied Educational Studies

AES 470 - Internship in Applied Educational Studies (5)

This course is designed to provide Applied Education Studies majors with a culminating 100-hour internship in the field of Family Support/Family Services. Placements may be in social service agencies, child care programs or other organizations providing support to the families of young children. Student career goals and path of study will be taken into consideration when finalizing internship placements. One-hundred hours of field work are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

ART - Art

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 and gaining a visual art vocabulary. 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 students the opportunity to explore art and context and is grounded in multiple guiding questions: How do historical, social, political and personal contexts impact art? How does art connect to our lives and what can it achieve? How can art and identity function together? What is the relationship between art and power? How can an art exhibition be a form of artistic activism? Through

these guiding questions, students analyze, interpret and evaluate various work of art and learn more about the context in which they were created. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Fine Arts Humanities.

ART 105 - Race, Identity and Experience in American Art (5)

This course examines the ways in which race and ethnicity are expressed, reflected, and constructed through the Visual Arts in the United States. Students will describe, analyze, interpret and evaluate works of art by Native American, Black, Asian American, and Latinx artists in order to strengthen their understanding of identity, authenticity, impersonation, commodification, stereotypes, and cultural appropriation. In addition, the course will reinforce how the voice, experience, and strength of oppressed communities can be elevated through the Visual Arts as an integral part of US culture. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Fine Arts.

ART 106 - Race, Identity and Experience in American Art I (2)

In this course, students will describe, analyze, interpret and evaluate works of art by Native American, Black, Asian American, and Latinx artists in order to strengthen their understanding of how identity can impact the way they engage with art. In addition, students will learn and apply the language of formal analysis while also investigating how European standards influence our taste and expectations in American art. The course will reinforce how the voice, experience, and strength of oppressed communities can be elevated through the Visual Arts as an integral part of US culture. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Fine Arts.

ART 107 - Race, Identity and Experience in American Art II (3)

This course examines the ways in which race and ethnicity are expressed, reflected, and constructed through the Visual Arts in the United States. Students will analyze works by Native American, Black, Asian American, and Latinx artists in order to strengthen their understanding of identity, stereotypes, and cultural appropriation. In addition, the course will reinforce how the voice, experience, and strength of oppressed communities can be elevated through the Visual Arts as an integral

integral part of US culture. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Fine Arts.

BDA Business Data Analytics

BDA 500 - Introduction to Business and Data Analytics (3)

Students explore the fundamentals of the business analytics process and concepts from a business and managerial perspective. Emphasis includes the influence of data analytics and big data within the organization and its strategic plan, associated analytics techniques, and business applications. Pre-requisite(s): Graduate standing or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 502 - Statistics for Business Data Analytics (3)

In this course, students learn fundamental statistical methodologies useful in business analytics focused on collecting, analyzing, interpreting, and visualizing data for organizational decision-making. Students will be introduced to the data analysis process and critical tenets of structured thinking for data analytics. This course will focus on statistics for descriptive analytics. Prerequisite(s): BDA500 and RES510; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 505 - Security and Ethics for Business Data Analytics (3)

This course examines security, privacy, and ethical implications in business data analytics. Students address challenges in the data life cycle from data collection to data analysis. Students explore the associated consequences of misuse of information, equity in representation (data), and review legal and ethical policies in various industries and business settings in an ever-changing environment. Prerequisite(s): BDA500, RES510, and BDA502; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 506 - Big Data Management and Databases (3)

This course introduces students to relational database concepts, data warehousing, data management, the rise of big data, data mining, and modeling tools. Students will be exposed to various applicable systems and data analysis tools, enabling them to effectively manage and apply actionable strategic insight and decisions garnered from data. Prerequisite(s): BDA500, RES510, and BDA502; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 507 - Data-Driven Decisions and Strategy (3)

In this case/scenario-based course, students utilize datasets to apply a variety of tools managers need to make decisions and create strategies based on actual data within an organization or industry.

Prerequisite(s): BDA500, RES510, and BDA502; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 508 - Predictive Analytics and Forecasting (3)

This course augments the Statistics for Business Data Analytics (BDA502). Students learn the fundamentals of predictive and prescriptive analytics in decision-making. Students explore predictive analytics and forecasting in practice in various contexts and industries. Prerequisite(s): BDA500, RES510, BDA502, BDA505, BDA506, BDA507, BDA509, BDA510, and BDA511; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 509 - Data Visualization and Communication in Business Analytics (3)

This course teaches students to utilize industry-relevant data visualization tools, communicate actionable insights, and deliver compelling narratives to organizational or industry stakeholders. Students will utilize real-world data sets applicable to their visualization and communication assignments. Prerequisite(s): BDA500, RES510, and BDA502; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 510 - Emerging Topics in Business Data Analytics I (3)

Students explore business data analytics from a managerial perspective to understand data's influence on an organization's activities related to business intelligence decision-making, human resource management, and operations analytics by examining real-world cases. Topics will include data warehousing, data integration, business intelligence, data mining, and visualization to convey results and strategies to various audiences. Students will learn about using business data analytics to predict and model outcomes to optimize an organization's value chain across functional areas during uncertainty in an ever-changing global environment. Prerequisite(s): BDA500, RES510, BDA502, BDA505, BDA506, BDA507, and BDA509; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 511 - Emerging Topics in Business Data Analytics II (3)

Students explore business data analytics from a managerial perspective to understand Big Data's influence on an organization's activity in emerging industry sectors such as Health Care,

Banking/Finance, and Marketing/Services. Students learn how data-informed strategies to create a competitive advantage and enhance the return on investment (ROI) in an industry, sector, or organization. Students are introduced to emerging data collection strategies, tools, and techniques currently used to develop actionable insights focused on informing organizational goals and delivering value. Prerequisite(s): BDA500, RES510, BDA502, BDA505, BDA506, BDA507, and BDA509; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BDA 550 - Business Analytics Capstone (3)

This is the final course in the Master of Science in Business Data Analytics (MSBDA) program. Students develop a comprehensive assignment demonstrating mastery of the (MSBDA) program learning outcomes and integrate all facets of business data analytics by applying lessons learned in a real-world project. Prerequisite(s): BDA500, RES510, BDA502, BDA505, BDA506, BDA507, BDA509, BDA510, BDA511, and BDA508; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

BEV - Beverage

BEV 201 - Introduction to Beer, Wines and Spirits (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 methodical sensory approach that analyzes and assesses the characteristics of each drink. *Course Fee Applies 4 quarter hours

Distribution: KC:Kendall Course.

BPA - Baking and Pastry

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

Distribution: KC:Kendall Course.

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. Pre-requisite(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. Pre-requisite(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. Pre-requisite(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. 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

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. Pre-requisite(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 350 - Legal & Ethical Decision Making in Business (5)

This course introduces students to the legal aspects of starting and managing an entrepreneurial venture. In addition, it enhances the student's awareness of corresponding ethical issues that often occur concurrent with the legal issues. Students will discover how selected moral reasoning theories can be used to develop an ethical business mindset. Students will apply legal and ethical principles to

choosing an ownership structure; raising capital; complying with workplace regulations; protecting intellectual property; and hiring employees. Students will apply legal and ethical principles through the use of case studies and simulated business scenarios. Pre-requisite(s): BUS 101 or receive the approval of the Department Chair. Co-requisite(s): None. 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 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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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 503 - Leadership and Organizational Behavior (3)**BUS 506 - Ethics in the Workplace (3)****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

BUS 599 - Integrative Experience (Capstone) (3)

The course is an integrative project focused on theoretical and practical aspects of organizational leadership and the integration of the material covered

throughout the MSOL program. In a session-long project, students demonstrate analytical capacity in determining a course of action that contributes to the organization's financial and operational success while concurrently meeting the goals of the discipline and/or work unit in an ethical and professional manner. Pre-requisite(s): Admission to the School of Business and Management and completion of: LAP 526, PPA 503, MBA 503, MBA 508, MBA 506, OBD 550, OBD 544, OBD 551, and BUS 576. Co-requisite(s): Admission to the College of Professional Studies and Advancement. 3 semester hours

CAP - Curriculum-Advocacy-Policy

CAP 600 - Curriculum Theory: Historical, Philosophical, and Political Issues (3)

This course examines the historical, philosophical, and political contexts that have been shaping curriculum theories and studies in the United States from 1890-1970. Students explore the changing and broadening concepts of curriculum. They examine the interest groups and ideologies that have been at the center of historical struggle for control. The course draws upon the works of influential curriculum scholars, capturing central and often contentious debates among them about the aims, directions, and goals of education. Students deliberate on perennial questions: What knowledge is of most worth? Whose interests are served? Who controls the distribution and assessment of knowledge? Pre-requisite(s): Admission to the NCE doctoral program. 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 socio-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 program(s) 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. Models and examples of curriculum development, including the curriculums in which the students participate are explored, and the pedagogical, social, and political influences upon curriculum planning, including contemporary influences such as standards and common core, are investigated. Participants will consider practical problem educators face in making curricular decisions, as they devise renewed curriculum taking and develop material related to their own work environment. Pre-requisite(s): Admission to the NCE Doctoral Studies 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 498 - Senior Culinary Project (4)

In this second of a two-course sequence, senior culinary students write and present their final project including supporting documentation such as a back-of-house operations plan, financial plan, market analysis, etc. Students will prepare a business plan brief as well as a complete and thorough back-of-house operations plan. Students will prepare a tasting of their menu by presenting 3 courses to faculty and guest judges. The goal of (CAPK 498) is to operationalize the proposals by fleshing out the management, service, operational, marketing, finance, and ethical issues associated with implementation. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): completion of part 1 of the Capstone program, HOS 480. As well as, the core requirements of the Culinary BA program. Co-requisite(s): None. 4 quarter hours

CAR - Career Development

CAR 202 - Creating Professional Identity (0 TO 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. 0 to 2 quarter hours

Distribution: GenEd-Other.

CAR 203 - You The Professional (3)

You the Professional is a foundational career course, designed to help students position themselves for critical, career-building opportunities during college and for sustainable employment after graduation. This course helps students develop their professional network, using LinkedIn and informational interviewing to effectively identify and pursue opportunities and connections. Students will identify their next career-accelerating opportunity such as an internship, job, or specific chance to upskill. Students will then learn to deconstruct a job post, identifying how their skills align to the requirements of a given position and how to tailor key professional artifacts such as the resume and cover letter to a specific professional opportunity. Finally, they will learn and apply successful interviewing strategies to increase both skill and confidence in navigating the job application process. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Other.

CAR 214 - Creating and Communicating the Professional Brand (5)

Creating and Communicating the Professional Brand is designed to help UGC students position themselves for critical, career-building opportunities during their junior and senior year and strong first jobs after graduation. In this course, participants develop a clear pathway from major to career, set concrete goals, and develop a job portfolio that communicates their unique assets and professional brand, including critical artifacts for employment such as a LinkedIn Profile, resume, and cover letter. Students learn to communicate their brands through the skills of successful networking and interviewing. They are additionally challenged to identify career-accelerating experiences while in college and to develop their existent networks. Pre-requisite(s): None. Co-requisite(s): None. 5 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 hour

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

CAR 295 - Career Service Learning (5)

Career Service learning is a hybrid course that is designed to guide students to solve an actionable problem for a local nonprofit. Career and Service Learning as a hybrid will promote student growth and development while meaningfully assisting a partner organization to improve their services. This course creates a meaningful experiential learning opportunity for students as they assess the needs of their partner organization, create an actionable plan for support, and engage in strategic problem solving, service, and reflection. However, the course also provides a vehicle for civic engagement and an opportunity for partner organizations to benefit from student talent. In this course, students will build critical employment skills, observe organizational culture and leadership, expand their knowledge base of professional opportunities in the nonprofit sector, and obtain a deeper understanding of the issues and the communities that the nonprofits serve. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

CAR 490 - Internship Practicum (5)

The interdisciplinary 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 structured experiences and must complete a coursework per quarter credit hour earned. The equates to 150 quarter hours in total for this course with a minimum of 100 internship hours completed within the term. Pre-requisite(s): Students may enroll in CAR 490 after completing 90 QH or following their Sophomore year and meet the following criteria: Have completed CAR 214 CAR 217 or BRV 200 BRV201 or CAR 202 & CAR 203; Secure an internship which meets all institutional requirements; Submit all required paperwork and if needed, obtain background checks prior to beginning the course; and Receive the approval of the Career Bridge and Receive the approval of the Career Bridge and Department Chair. 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 (3)

This is the first of two courses that are designed to strengthen students' growth as scholars and to assist their goal setting for their doctoral work. This seminar offers students opportunities to develop scholarly habits of mind and facilitates interactions with organizations of their scholarly community(s). In addition, students explore 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. Through selected readings, discussions, and writings, support emergent scholars and nurture scholarship, develop their unique scholarly voice. Pre-requisite(s): Admission to the EDD in Teaching and Learning or permission of the instructor. Co-requisite(s): None. 3 semester hours

CCD 607 - Scholarly Habits of Mind II (2 OR 3)

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 or 3 semester hours

CCD 615 - Sociology of Education (3)

This course engages students in a critical examination of how educational outcomes are influenced by individual experiences with social institutions such as public schools. Students explore a myriad of scholarly materials related to the intersections of race, disability, language, culture, social class, and gender to unpack how identity markers inform experience and thereby effect educational outcomes. Using an intersectional lens, students dissect the connections between identity markers, race/ethnicity inequality, and educational opportunity in relation to issues such as the school to prison pipeline, discipline, culturally sustaining pedagogy, funds of knowledge, grit and student success, assessments, curriculum development, and disproportionality in special education. 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 - Education in a Global World (3)

This course offers a comparative view of education in select countries from various regions of the world: Africa, Asia, Australia/Oceania, Central America and the Caribbean, Europe, North America, and South America. This course examines the educational foundations within specific countries and regions outside of the United States. As such it examines the political-economy, the history, philosophies, and sociology of education with respect to national and regional contexts. This course will also explore indigenous knowledge and education, and their roles with respect to contemporary educational policies and practices. Pre-requisite(s): Admission to the EDD Teaching and Learning or permission of the instructor. Co-requisite(s): None. 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 (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 699DX - (0)

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 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

CCD 699GX - Dissertation Continuation: Content Specialization Research (0)

This course provides the means for doctoral candidates in the Ed.D. in Teaching and Learning with a major in Postsecondary Teaching and Instructional Leadership 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): CCD 699G. Co-requisite(s): None. 0 semester hours

CES - Counselor Ed and Supervision

CES 620 - Foundations of Mindfulness (3)

This course will introduce students to mindfulness, its clinical applications, and its health and relationship benefits. Learn what mindfulness is, its connections to contemporary psychological perspectives, and its role in improving the therapy relationship. Understand the underpinnings of mindfulness in neuroscience. Students will be encouraged to develop their own practice as a part of self-care and professional development as clinicians. Students will also begin to learn how to choose, teach, and integrate evidence-based mindfulness interventions for clients with anxiety, depression, psychophysiological disorders, and more. Pre-requisites(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

CES 623 - Death and Dying (3)

This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

CES 628 - Crisis and Trauma Counseling with Special Populations (3)

This course builds upon the foundational knowledge of PC6803 by addressing the specific needs of special populations related to crisis and trauma work. Crisis

and Trauma counseling is explored from the perspective of working with special populations and their unique experiences and needs. Populations such as the military, sexual abuse survivors, LGBT populations, children and youth, natural disaster survivors and people with acquired disabilities are addressed. Students engage in learning activities training them to assess, to adapt theories and models, to formulate customized treatment plans to address the needs of traumatized special populations. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

CES 630 - Treatment of Sexual Dysfunctions (3)

This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

CES 635 - Geriatric Neuropsychology and Assessment (3)

With the aging of the population, the ability to diagnosis and treat neuropsychological disorders in the elderly is increasingly crucial in clinical practice. This course reviews the neurological conditions commonly found in the geriatric population. The student will be introduced to commonly employed assessment instruments and given the introductory knowledge needed to write integrative reports. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

CES 646 - Ethics and Professional Development (3)

(Formerly C 7464) This course provides an advanced exploration of the ethical, legal, and professional issues associated with counseling practice, clinical supervision, and counselor preparation training. Ethical issues are first reviewed and extended into a practical study of current demands and obligations for counseling, consultation, teaching and supervision of students and practitioners. The application of ethical standards, professional liability practices, and risk management techniques to these various roles are addressed. In addition, the professional development of the counselor educator and counselor supervisor is addressed. Topics will also include theories and skills of leadership, advocacy models, and current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. Pre-requisite(s):None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

CES 649 - Teaching in Higher Education (3)

This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate

instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

CES 652 - Advanced Theory and Practice in Counselor Education and Supervision (3)

This course is designed for doctoral level counseling for advanced study of traditional, contemporary, and emergent theories in counseling as well as family systems theory. It goes beyond basic counseling theory and practice to consider the psychotherapeutic process in depth. Theories will be presented and analyzed to promote greater understanding of theoretically based case-conceptualization and application of research based interventions from the perspective of a clinician, supervisor, and counselor educator. Relevant research on integrative psychotherapy and emerging approaches will also be considered. 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

Distribution: Argosy Courses.

CES 677 - Curricular Design & Program Assessment in Higher Education (3)

To provide the knowledge, skills, perspectives, and reflective practice you will need to effectively develop curriculum and course design, and to conduct program evaluation related to counseling and counselor education. Accordingly, you will read the writings of current authors, present findings and reflections from those readings, participate in a program evaluation related to counseling or counselor education, and demonstrate knowledge through writing, participation in activities, and assessments.

Distribution: Argosy Courses.

CES 680A - Program Residency I (0)

A required in-person residency experience focusing on student engagement and deep interaction in

applying learning concepts. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

CES 680B - Program Residency II (0)

A required in-person residency experience focusing on student engagement and deep interaction in applying learning concepts. Pre-requisite(s): None. Co-requisite(s): None. 0 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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 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 supports M.Ed. and Ed.S. candidates pursuing concentrations in Curriculum & Instruction with Advanced Professional Specializations (CIAPS) program, organizing a formative mid-program examination of candidates' academic progress. The course prompts candidates to evaluate growth in knowledge and competencies after taking CIC 501 and courses in their selected Advanced Professional Specializations. As a mid-program experience, CIC 555 provides a platform for candidates to: (1) synthesize gains in content knowledge across courses; (2) analyze educator and learner dispositions in comparison to classroom realities; (3) elaborate on their evolving professional identities; and (4) engage in case study analysis involving educator ethics. Pre-requisite(s): CIC 501. Co-requisite(s): None. 1 semester hour

CIC 585AF - WS/Learning Environments and Instructional Delivery I (0)

This workshop is designed for early career teachers as they develop more effective learning environments and instructional delivery strategies. Candidates will

focus on themes that support their growth as classroom teachers. Themes include classroom procedures, building relationships with students, communicating with parents, proactive management strategies, and developing, understanding, and delivering consequences. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hour

CIC 585AG - WS/Learning Environments and Instructional Delivery II (0)

This workshop is designed for early career teachers as they develop more effective learning environments and instructional delivery strategies. Candidates will focus on themes that support their growth as classroom teachers. Themes include elements of lesson opening and closing, modeling and questioning effectively, formative assessment, giving effective praise, teacher stress, professional relationships and working with parents. Pre-requisite(s): CIC 585AF. Co-requisite(s): None. 0 semester hour

CIC 585AH - WS/Learning Environments and Instructional Delivery III (1)

This workshop is designed for early career teachers as they develop more effective learning environments and instructional delivery strategies. Candidates will focus on themes that support their growth as classroom teachers. Themes include the differentiation and identifying student profiles, interest, and readiness. Pre-requisite(s): CIC 585AF and CIC 585AG. Co-requisite(s): None. 1 semester hour

CIC 585AJ - Workshop: Media Literacy in the PreK-12 and College Classroom (1)

Children, teens, and young adults spend hours every day exposed to media. But they often lack a fundamental understanding of the nature of media and how it impacts them. People who are media literate are often more active, ethically aware citizens. Teachers and professors don't have room in their schedules to add modules teaching media literacy; but what if they could weave media literacy into their lessons? In this workshop, educators will learn about five elements of media literacy, how media impacts their students, and, using their own lesson plans, explore integration of media literacy into their classrooms. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

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 Bilingual Education

CIL 431 - Cross Cultural Education (5)

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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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 advance and constrain equitable educational opportunities for linguistically and culturally diverse students in schools. The course considers local, state, and federal policies outlining appropriate school services for English language learners. Cognitive and sociocultural theories of Second Language Acquisition (SLA) and bi/multilingualism are analyzed for their pedagogical implications. Specific program models including dual language immersion 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 500 - Foundations of ESL and Bilingual Education (3)

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that advance and constrain equitable educational opportunities for linguistically and culturally diverse students in schools. The course considers local, state, and federal policies outlining appropriate school services for English language learners. Cognitive and sociocultural theories of Second Language Acquisition (SLA) and bi/multilingualism are analyzed for their pedagogical implications. Specific program models including dual language immersion 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 to teach language and content in English as a Second Language settings. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language and supporting students' bilingualism. Candidates explore 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 multimodal resources is also discussed. Assigned course requirements include the completion of 20 clinical 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 delve into the field of family literacy with emergent bilingual learners, focusing on the foundational concepts of multimodality, multiliteracies, transnational literacies, and culturally sustaining approaches. Major topics include exploring literacy practices, incorporating funds of knowledge and funds of identity to plan strategies for home-school literacy partnerships, building

community-based partnerships, and using technology to welcome and build upon family and community literacies in schools. Course includes 20 clinical hours. Pre-requisite(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. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 540 - Early Literacy Development and English Learners (1)

The course will study and analyze paths to early and emergent English literacy by children speaking first languages other than English, with focus on Spanish-speaking children. Differences and similarities between literacy acquisition and learning by native speakers and English language learners will be studied through the lenses of phonological awareness, phonics skills, vocabulary acquisition, early decoding, and early writing, with native language considered an asset, not deficit. Best practices will be highlighted and demonstrated. Assigned course requirements include the completion of seven observational/clinical hours. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

CIL 541 - Visual Literacy and English Learners (1)

The course will explore what visual literacy is and why visual literacy is critical to support and empower English learners (students whose first language is other than English). Effective visual literacy strategies will be highlighted and demonstrated. Ways to apply design principles to create visual materials to enhance literacy development will be studied. Visual resources for teaching and learning will be shared. Assigned course requirements include the completion of seven observational/clinical hours. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

CIL 542 - Spanish Literacy Development and Biliteracy (1)

The purpose of this course is to develop a biliteracy and translanguaging lens to reading and writing pedagogy by providing exposure to research and theory on Spanish literacy development, biliteracy, and translanguaging. Candidates explore linguistic and sociocultural elements of reading in Spanish to develop a framework for creating pedagogical practices to support literacy instruction for emergent bilingual learners. Candidates have opportunities to increase their knowledge of academic Spanish by reading, listening, and writing in Spanish. Knowledge of Spanish is helpful but not required. Assigned course requirements include the completion of seven observation/clinical hours. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

CIS - Social Studies Education

CIS 540 - Methods of Teaching Social Studies (2 OR 3)

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to plan, develop, and understand effective social studies instruction for producing desired student outcomes. The course includes study of; inquiry-based learning, use of primary and secondary source materials, critical thinking, social understanding in a pluralistic democracy, active learning approaches, assessment practices, uses of technology, diverse source materials, and supporting diverse learning communities. Pre-requisite(s): Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director. Co-requisite(s): None. 2-3 semester hours

COM-Communications

COM 104 - Evolution of Mass Media (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): None. Co-requisite(s): None. 5 quarter hours

COM 105 - Introduction to Communication (5)

In this course, students explore key components of applied communications, such as social media, communications planning, multicultural communications, multigenerational communications, conflict management communications, writing press releases, and more. Students build their foundational skills in writing and synthesizing assigned materials into discussions—written and verbal. This course promotes engaging conversations as well as challenging, applicable writing tasks and papers, including a final research project. Students exercise their critical thinking skills as they explore communications in its many forms. This is a gateway course into the B.A. in Applied Communications program and Applied Communications minor, offering students a snapshot of the subjects they will

study in their upcoming courses. Pre-requisite(s): ENG 101 and ENG 201 with a grade of a C or better or equivalent as determined by advisor. Co-requisite(s): None. 5 quarter hours

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 Writing (5)

This course is designed to enhance students' writing abilities by studying English language fundamentals and mechanics; written tone and business etiquette; communications planning and proposal writing; persuasive presentations; and executive writing support. Students will construct the skills needed to succeed in delivering effective workplace communications with a focus on accuracy, voice, process, and presentation. Pre-requisite(s): COM 104, COM 105 or by permission of chair or designate. Co-requisite(s): None. 5 quarter hours

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

COM 307 - Civic and Community Communications (5)

This course introduces students to applied communications in society with a combined focus on interpersonal relations within students' communities and broader relations across civic issues and entities. In this course students examine the human condition through different lenses, and communicate through

spoken, visual, and written discourse to address societal topics that impact diverse communities. Pre-requisite(s): COM 104, COM 105 and COM 200. Co-requisite(s): COM 200 may be taken during the same quarter as this course. 5 quarter hours

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 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 499 - Senior Portfolio in Communications (5)

This is the senior portfolio course in the Communications 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 network and professional memberships. Pre-requisite(s): COM 104, COM 105, COM 200, COM 204, COM 205, COM 206, COM 207, COM 306, and COM 307; 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. 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. 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 subcultures, ethics, corruption and civil liability. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

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

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

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

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

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

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

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

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

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 100 - Computational Thinking and Technical Writing (5)

This course will introduce students to computational and critical thinking to solve problems along with technical writing to design effective technical documents for both written and digital media. Students will explore the pillars of computation

thinking: decomposition, pattern recognition, pattern generalization and abstraction, and algorithm design. Students will also practice writing for professional settings and focus on types of documents necessary to make decisions and take action. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

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 of 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 405 - Connecting Networks (5)

This course covers the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network

requirements. By the end of this course, students will be able: configure and troubleshoot network devices; resolve common issues with data link protocols; resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks; implement virtual private network (VPN) operations in a complex network. The course includes activities using Packet Tracer, hands-on lab work, and a wide array of assessment types and tools. Pre-requisite(s): CSS 400. Co-requisite(s): None. 5 quarter hours

CSS 406 - Network Security (5)

This course prepares students for protecting data from theft, damage, or disruption from a variety of sources. Students will develop the skills needed to design, implement and support security for network devices and ensure their integrity. Pre-requisite(s): CSS 210 and CSS 400. Co-requisite(s): None. 5 quarter hours

CSS 407 - CyberOps (5)

This course covers how to monitor, detect, and respond to cybersecurity threats, as outlined in the National Institute of Standards and Technology (NIST) Cybersecurity Framework. This course focuses on security concepts, security monitoring, host-based analysis, network intrusion analysis, and security policies procedures. This course also aligns with the National Initiative for Cybersecurity Workforce Framework to support consistent communication language for cybersecurity education, training, and workforce development. Pre-requisite(s): CSS 400. Co-requisite(s): None. 5 quarter hours

CSS 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): None. 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 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. 1 quarter hour

Distribution: KC:Kendall Course.

CUL 255 - Off-Premise Catering (3)

This course exposes students to the world of off-premise catering. The lifecycle 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. Pre-requisite(s): None Co-requisite(s): None. 3 quarter hours

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. 4 quarter hours

CUL 325 - Food Service Public Relations (5)

This course is about presenting your business to the media and the public through building relations through digital and print channels. The course will address media relations, addressing customer inquiries, creating branded events through media, crisis communication and managing your social platforms. Pre-requisite(s): None, Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

CUL 345 - Wines, Spirits, and Food Affinities (3)

BEV 201 INTRODUCTION TO WINES, BEERS, AND SPIRITS (4)* This foundation course introduces the student to the world of beverages examining their history, production methods, style, and how they are merchandised. It explores the factor -s necessary to building and sustaining a profitable beverage program. Students learn to evaluate beverages using a sensory

approach to analyze and assess the characteristics of each drink. This course leads to eligibility to register for the Le Vin Gourmand (LVG) Sommelier level I examination. *Course fees applies This course replaces CUL 345 in previous curricula.

Distribution: KC:Kendall Course.

CUL 360 - Food Wellness Trends (4)

As consumer needs rapidly evolve, food companies must re-imagine the way foods are grown, prepared, delivered and ultimately brought to the table. This course explores how current culinary and diet trends affect the food industry. The class will focus on nutrition and diet trends, health concerns and controversies. This course will also examine gluten-free, paleo, ketogenic, flexitarian, vegetarian and plant-based diets, as well as, mindfulness and the "Blue Zones". Pre-requisite(s): KCUL 136. Co-requisite(s): None, 4 quarter hours

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. require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 4 quarter hours

CUL 390 - Cooking for Dietary Needs (4)

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. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None, Co-requisite(s): None. 4 quarter hours

Distribution: KC:Kendall Course.

CUL 400 - Professional Development (1)

The course prepares students for career advancement and uses career-focused workshops. The course uses workshops and guest speakers to address topics such as goal setting, marketing oneself, negotiation, interviewing, management, and assessment skills. Pre-requisite(s): KCUL 175, KBPA 170. Co-requisite(s): None. 1 quarter hour

CUL 410 - Flavor Theory (3)

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. 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

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 will develop product prototypes during the course, which are presented to food manufacturing executives at the conclusion of the course. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite: None. Co-requisite(s): None. 4 quarter hours

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. 2 quarter hours

Distribution: KC:Kendall Course.

CUL 485 - Plant Based Forward Cooking (4)

This course presents how plant based diets can be part of a chef repertoire to accommodate an ever changing and diverse population eating habit. This course will focus on nutrition, health concerns and benefits, controversies, acceptance and lifestyle choice among others. Students learn strategies and techniques to address lifestyle choice in alternate diets, as well as, skills in framing and articulating ideas through a Plant- Based culinary driven format. In addition, the course offers strategies in preparing Plant-based cuisine with an emphasis on plate presentations and design to reflect a professional restaurant operation. Pre-requisite(s): KCUL 120. Co-requisite(s): None. 4 quarter hours

CUL 95 - Sixth or Sevnth Block Practical Exam (0)

Sixth or Sevnth Block Practical Exam

Distribution: KC:Kendall Course.

DBA - Doctorate in Business Administration

DBA 620 - Holistic Management in Organizations (3)

This course integrates theory and practice to comprehend and resolve organizational management problems. Students analyze the structural, human, political, and symbolic frameworks that help leaders and managers to address a variety of organizational challenges successfully. Through a holistic approach, students examine leadership and management success and failure across various organizational settings and learn to create a balanced model for strategic decision making to attain organizational objectives. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 622 - Managing Global Challenges (3)

This course provides an in-depth review of research and practice relevant to rapidly evolving global challenges faced by businesses. Students assess domestic and international social, political, and economic landscapes as well as the impact of technology on the global business environment. The effect of differing values and cultures is evaluated in cross-cultural communication and business operations. Students identify trends in globalization and recommend decision-making strategies to turn global business challenges into opportunities while taking into account the needs of diverse stakeholders ethically and responsibly. Relevant research results are used to approach global business leadership, collaboration, and workforce development in the context of socially responsible multinational corporations. Pre-requisite(s): Admission to School of Business and Information Technology DBA Program. Co-requisite(s): None. 3 semester hours

DBA 624 - Marketing Strategy and Management (3)

This course provides an overview of contemporary marketing strategies aimed at attracting, retaining, and serving customers. Students examine a variety of principles, theories, and practice relevant to marketing management, including trends in Internet marketing, social media, and data mining. Students explore product features including service offerings, pricing, promotion, and distribution. They also examine consumer psychology, analyzing impact of conscious and non-conscious consumer goals, motivations, emotions, attention, and perception in the consumer decision-making process. Pre-

requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 626 - Corporate and Global Finance (3)

This course provides an in-depth examination of financial and economic concepts and tools that business leaders and managers apply to make effective financial decisions. Topics include domestic and global financial and monetary markets, assessment of an organization's financial position, financial planning, capital budgeting, risk management and cost of capital. Students recommend ethical financial decision-making strategies applicable to global businesses. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 628 - Advanced Operations Management (3)

This course focuses on research and practices related to operations management to assess standard and innovative practices in manufacturing and service sectors. The course provides conceptual and practical application frameworks of management as well as analytical tools for the management of operations. Students assess and apply strategies focused on improving operational efficiency through cost reductions, increased capital efficiencies, and integration of modern technologies in business operations. Relevant research and ethical considerations are included in decision-making. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 630 - Strategy Formulation, Implementation and Evaluation (3)

This course integrates learning drawn from a wide range of disciplines in the DBA program. It explores theory, research, and practice in global corporate and business strategies, providing students with the opportunity to gain an in-depth understanding of strategy formulation, implementation, and evaluation for optimal business results. Students develop critical and conceptual thinking skills by analyzing the interplay of industry structure, competitive environments and related advantage, organizational structure and resources, talent development, and uncertainties in a global environment. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 632 - Innovation and Entrepreneurship (3)

This course examines, through an interdisciplinary approach, the processes that foster innovation and allow individuals to transform their ideas into lucrative business opportunities. Students analyze the empirical research of the innovation- based strategies as a source of competitive advantage to

identify best practices in designing and running a successful business initiative. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 650 - Organizational Behavior (3)

This course analyzes the individual, interpersonal, and collective processes and behaviors in organizations, using an interdisciplinary approach. Students review theory, research, and practice in organizational behavior to assess situations in organizations and address contemporary managerial issues. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 652 - Management Science (3)

This course provides an in-depth presentation of the tools and techniques of management science as applied to business problems. The focus of the course is on analyzing the research of the practical value of models run by experts to provide information for managerial dashboards. Students evaluate decision support models applicable to various functional areas to increase operational efficiency. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 654 - Organizational Development and Change Management (3)

This course addresses planned change efforts in organizations, to support strategy and its implementation. Students research theories and models related to change and plan for organizational initiatives aimed at increasing business competitiveness. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 656 - Strategic Team Management (3)

This course covers research on principles and models that help organizations to scale their human talent globally. It addresses talent management strategy from planning to development. Students learn how to develop and implement effective talent management systems within a multicultural organization. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

DBA 696 - Doctoral Research I (3)

DBA 697 - Doctoral Research II (3)

DBA 698 - Doctoral Research III (3)

DBA 699 - Doctoral Research IV (3)

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 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

Distribution: Argosy Courses.

DTE-Design-Thinking-Entrepreneurship**DTE 500 - Strength-Based Leadership (3)**

In this course, students will identify and make best use of their own leadership strengths to become more effective leaders. The course will also address the benefits of a strength-based mindset relative to women's entrepreneurship, team performance, personal development, and diversity and inclusion efforts. Students will learn to apply a strength based leadership approach in developing entrepreneurial ventures to optimize business outcomes and team engagement. Equipped with this knowledge, students will be able to invest in their own personal strengths and the strengths of their team to overcome barriers in women's entrepreneurship and enhance business results and team performance. Pre-requisite(s): Admission into the MS Design Thinking and Entrepreneurship Program or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 501 - Innovation through Empathy (3)

In this course, students will have a foundational overview of the design thinking process, its steps, and how it can be used to see problems as opportunities for creative solutions. Emphasis will be placed on the first two steps of the design thinking process: Empathy and Define. Students will gather valuable insights on the humans they are designing for through identification of users, empathy interviews, observations, and experiences. Equipped with this understanding, students will generate problem statements, provide focus, and frame the challenges they hope to solve. Pre-requisite(s): Admission into the MS Design Thinking and Entrepreneurship Program; Admission into the Certificate or Concentration in Fundamentals of Design Thinking or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 502 - Ideation and Communication (3)

This course introduces the concept generation stage of the design thinking process, Ideation. Students will utilize the research and user needs from the Empathize and Define stages to develop innovative solutions to identified problems. It examines ideation practices by exploring creativity techniques, tools, and mindsets to step beyond obvious solutions. Equipped with this understanding, students will be able to generate large quantities of ideas, refine, select and effectively communicate potential solutions. Pre-requisite(s): Completions DTE 500 and DTE 501; or permission of Program Chair or designate. Students enrolled in the Certificate or

Concentration in Fundamentals of Design Thinking are not required to complete DTE 500. Co-requisite(s): None. 3 semester hours

DTE 503 - Prototyping and User Testing (3)

Creating prototypes and testing them with users are both critical components of the design thinking process that go hand-in-hand. In this course, students will bring their ideas to form through the exploration of various prototyping methods and strategies. Students will share prototypes with potential users to observe and test solutions in order gather crucial feedback to further their concept generation, iteration, and refinement process. Pre-requisite(s): Completion DTE 500, DTE 501 and DTE 502 or permission of Program Chair or designate. Students enrolled in the Certificate or Concentration in Fundamentals of Design Thinking are not required to complete DTE 500. Co-requisite(s): None. 3 semester hours

DTE 504 - Influencing Behavior through Storytelling (3)

From the first stories told thousands and thousands of years ago, to a 140-character tweet, storytelling has the power to influence human behavior. In this course, students will explore both the art and science of storytelling by tapping into empathy and the human experience. This course offers a deeper understanding of why story matters, practice in human-centered story design and delivery methods, as well as ways to apply storytelling to influence an audience. Pre-requisite(s): Completion DTE 515 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 505 - Entrepreneurial Management and Finance (3)

This course introduces students to the major activities and concepts in entrepreneurship to successfully manage a female-owned small business. The course will also address how gender influences entrepreneurship, innovation, and small business and how to overcome these gender-related barriers. Students will learn the major areas of small business operations such as human resource management, recruiting, financial statements, sources of capital, partnerships, legal setup, sales, and customer service. Equipped with this knowledge, students will create a draft diverse business model canvas they will use throughout the program to assist with the launch of their company, product, or service. Pre-requisite(s): DTE 500, DTE 501 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 506 - Design Strategy Studio (3)

In this design thinking capstone course, students will learn about consulting practices, approaches, and methods and how to use design thinking for strategic

initiatives. Topics will include fundamentals of consulting, various phases of consulting, addressing client resistance, planning for client meetings, understanding the root cause, and how design thinking can be used to enhance consulting practices and support strategy. Students will apply all their design thinking acumen from the DTE program and will learn new design thinking approaches to support their final group work participating in a client engagement. Pre-requisite(s): DTE 515, DTE 520, DTE 504; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 510 - Cultivating a Culture of Innovation (3)

Innovation is no longer just a 'nice-to-have', but rather plays a crucial role in the success and growth of leaders and organizations. In this course, students will explore pathways to creating, leading, and sustaining a culture of innovation. Throughout the course students will examine and apply techniques to foster a creative and collaborative work environment, investigate barriers to innovation, and develop plans for embedding a culture of change into any organization. Students will also examine leadership theories that foster innovation and aspects of organizational behavior. Pre-requisite(s): DTE 500 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 515 - Comprehension Exam in Design Thinking and Entrepreneurship (3)

Students will complete a comprehensive exam course to demonstrate the knowledge in design thinking and entrepreneurship they have learned through the mid-point of the MS Design Thinking and Entrepreneurship program. Throughout the course, students will prepare for a two-part exam which will be completed in the final week of the course. The first part of the exam will include a business model canvas pitch to a panel of judges and in the second part of the exam students will collaborate in teams to identify innovative solutions to a design brief. Topics pitch and presentation development, using the design thinking process to empathize with consumers, implement various brainstorming techniques to create ideas, build rapid prototypes, and communicate solution and process to panel of judges. Pre-requisite(s): DTE 500, DTE 501, DTE 505, DTE 502, DTE 510, DTE 503 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 520 - Fundamentals of Effective Sales Strategy (3)

This course is designed to introduce students to sales strategy and influencing consumer decision making through effective selling techniques and storytelling. Students will also discuss sales and market strategies for women-owned businesses and leadership theories

that can be applied to enhance selling ideas to external and internal stakeholders and customers. Other topics include ethics in sales, trust-based selling, strategic prospecting, and creating a sales dialogue. Equipped with this knowledge and using their diverse business model canvases, students will create an effective sales strategy and sales pitch for their product or service ideas. Pre-requisite(s): DTE 500, DTE 501, DTE 505, DTE 502, DTE 510, DTE 503, and DTE 515; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

DTE 525 - Venture Creation Capstone (3)

EAL - English Additional Language

EAL 300 - Educational Foundations for Learning English as an Additional Language (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): None. Co-requisite(s): None. 5 quarter hours

EAL 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, including the SIOP model, 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, course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): EAL 300 and EAL 331. Co-requisite(s): None. 5 quarter hours

EAL 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. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): EAL 300 and EAL 331. Co-requisite(s): None. 5 quarter hours

EAL 310 - Assessing Students Learning English as an Additional Language (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. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): EAL 300 and EAL 331. Co-requisite(s): None. 5 quarter hours

EAL 312 - Linguistic Considerations for Learning to Read in a New Language (5)

This course will look at the processes of reading, writing and communicating in a first language (L1) and new language (referred to as second language, or L2). We will look at both theoretical and pedagogical issues around developing second language reading, writing and communication skills in various ESL teaching settings. In addition, we will discuss the synergy between reading and writing skills and how they can be developed in a second language, along with communication strategies for ELL students. Current theories in L1 and L2 acquisition, bilingualism and literacy will be explored for their relevance and contribution to academic achievement. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): EAL 300 and EAL 331. Co-requisite(s): None. 5 quarter hours

EAL 331 - Cross Cultural Studies for Working with English Language Learners (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 processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Participants explore the behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Assigned course requirements include the completion of 20 clinical/observation hours. Pre-requisite(s): EAL 300. Co-requisite(s): None. 5 quarter hours

EAL 400 - Educational Foundations for Learning English as an Additional Language (5)**EAL 400CB - CB Educational Foundations for Learning English as an Additional Language (5)****EAL 405 - Methods and Materials for Teaching English as a Second Language (5)****EAL 405CB - CB Methods and Materials for Teaching English as a Second Language (5)****EAL 406 - Methods and Materials for Teaching Bilingual Education (5)****EAL 406CB - CB Methods and Materials for Teaching Bilingual Education (5)****EAL 410 - Assessment of ESL and Bilingual Education Students (5)****EAL 410CB - CB Assessment of ESL and Bilingual Education Students (5)****EAL 412 - Reading in a New Language: Linguistic Considerations (5)****EAL 412CB - CB Reading in a New Language: Linguistic Considerations (5)****EAL 431 - Cross Cultural Education (5)****EAL 431CB - CB Cross Cultural Education (5)****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, with an emphasis on the first three years. 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 field experience hours are required in an infant/toddler setting for this class Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

ECE 301 - Understanding Infants & Toddlers (5)

Students will gain an in-depth understanding of development and learning of children from prenatal to age three. This course will look at brain development during these critical ages/stages of development. Biological and environmental risk factors that can impact development will also be explored, including health/safety/nutrition considerations. Pre-requisite(s): ECE 200. Co-requisite(s): None. 5 quarter hours

ECE 301CB - CB Understanding Infants and Toddlers (5)**ECE 302 - Health, Safety and Wellness in Infant/Toddler Environments (5)**

This course provides students with both theory and application practices around creating a healthy and safe environment for infants and toddlers. Students will explore the role of the teacher in the learning environment that promotes wellness which include relationship-based care models of practice. Concepts around the application and usages of therapeutic play will also be explored. Pre-requisite(s): ECE 200 and ECE 301. Co-requisite(s): None. 5 quarter hours

ECE 302CB - CB Health, Safety and Wellness in Infant/Toddler Environments (5)**ECE 303 - Issues, Trends and Leadership in Early Childhood Education (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 5 quarter hours

ECE 303CB - CB The Early Care & Education Administrator as Advocate (5)**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 311CB - CB Administration I: Leadership Strategies and Staff Development (5)

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 312CB - CB Administration II: Managing Center Operations and Finance (5)

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 313CB - CB Administration III: Implementing and Evaluating the Program (5)

ECE 321 - Curriculum and Assessment, Infant/Toddler Settings (5)

This course is an intensive investigation into curriculum and program design for infant and toddler settings. Special attention will be paid to cultural, individual, and developmentally responsive curricular strategies for typical and atypical children. Foundational assessment strategies, including observation methods and organizational approaches to gain knowledge of young children, and their familial and social contexts are also included. There will be a special focus on evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers. Twenty hours of field work are required for this course. Pre-requisite(s): ECE 200 and ECE 301. Co-requisite(s): None. 5 quarter hours

ECE 321CB - CB Curriculum and Assessment in Infant/Toddler Settings (5)

ECE 324 - Integrated Preprimary Methodology in Early Childhood Education (5)

Students in this course will apply theory, materials, and the Illinois State Board of Education Early Learning Standards for teaching language arts, literacy, art, music/movement, math, science, social studies, health, and safety to instructional methods for children ages three to five. Play and the active and constructive nature of learning will be emphasized. An integrated unit, addressing all content areas, will be developed. Students will also examine the implications of planning an integrated methodology with ELL children and those that have special needs. Fifty field experience hours in a preschool classroom are required for this course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

ECE 327CB - CB Integrated Preprimary Methodology in Early Childhood Education (5)

ECE 334 - Language and Early Literacy 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. Twenty five hours in an appropriate setting are required for this

class. Pre-requisite(s): EDU 300. 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 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. 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 200 and ECE 301. Co-requisite(s): None. 5 quarter hours

ECE 341CB - CB Early Intervention & Screening for Infants & Toddlers (5)

ECE 342 - Culturally Responsive Infant/Toddler Settings (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 200 and ECE 301. Co-requisite(s): None. 5 quarter hours

ECE 324CB - CB Culturally Responsive Infant/ Toddler Settings (5)

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 400 - Infant/Toddler Mental Health and Trauma Informed Practice (5)

This course provides students with an overview of infant/child mental health, including an investigation into its importance in the overall well-being and development of a child as well as how social and emotional development impact the trajectory of development. Trauma informed practice is an underlying theme in this course as well as the role of attachment and trusting relationships with caregivers, teachers and other adults, particularly as they impact healthy responses and overall health and development of the young child. Twenty-five hours of field work are required for this course. Pre-requisite(s): ECE 200 and ECE 301. Co-requisite(s): None. 5 quarter hours

ECE 400CB - CB Infant/Toddler Mental Health & Trauma-Informed Practice (5)

ECE 452 - Gateways to Opportunity Level 5 Competencies (1 TO 5)

This course is designed for Undergraduate Educator Preparation majors that have previously obtained a Gateways to Opportunity Level 4 ECE Credential. Packaged in one course, the Level 5 competencies are needed for an Early Childhood Educator to obtain a Level 5 Credential, once a Bachelor's Degree is completed. Competencies included cover content in Human Growth and Development, Health, Safety, and Well-Being, Interactions, Relationships, and Environments, Observation and Assessment, Curriculum or Program Design, Family and Community Relationships, and Personal and Professional Development. Field hours and/or a secure place of employment with children ages birth-to-five is required for this course. Pre-requisite(s): Students must have a Gateways to Opportunity Level 4 ECE Credential (or have demonstrated competencies in all of the Level 2-4 competencies) prior to taking this course. Co-requisite(s): None. 1-5 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. Pre-requisite(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 470CB - CB Early Childhood Education Student Teaching (10)

ECE 470X - (0)

ECE 480 - Internship in Infant/Toddler Studies (10)

This course is a culminating experience for students in the Early Childhood Practice program. Through an internship experience, students will demonstrate an internship experience, students will demonstrate frameworks that the ECP program is aligned to. The purpose of this internship will be for students to work in an infant/toddler setting of their choice and exhibit high levels of quality work and competency through a master project that demonstrates their learning and development over the entire program. One-hundred hours of field work are required for this course. Pre-requisite(s): ECE 200, ECE 301, ECE 302, ECE 321, ECE 334, ECE 400, ECE 341 and ECE 342. Co-requisite(s): None. 10 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 - STEM in Early Childhood (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 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 522 - Foundations of Emergent Literacy (3)

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): Admission to the Early Childhood MAT program. Co-requisite(s): None. 3 semester hours

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 526 - Methods of Developing Mathematical Mindsets in Early Childhood (3)

This course focuses on early mathematical content and concepts that are relevant to young children during the first eight years of life. The course is designed to teach candidates and practicing teachers effective strategies to recognize and promote mathematical development and learning in all young children. Candidates and practicing teachers will

explore what early mathematics looks like in early years and learn specific ways to facilitate young children's mathematical mindsets. By developing growth mindset in mathematics and reasoning and problem solving in the areas of number and operations, algebra, geometry, measurement, and data analysis, candidates and practicing teachers will be able to identify opportunities for early mathematics learning throughout the curriculum, build positive early mathematics' mindsets and identities, observe and assess young children's developing mathematical knowledge, plan experiences that focus on specific math concepts, and use a variety of strategies and materials to promote children's interests and abilities in mathematics. Pre-requisite(s): Admission to the Early Childhood Education MAT program or consent of MAT Program Director. Co-requisite(s) None. 3 semester hours

ECE 527 - 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. .5-3 semester hours

ECE 538 - The Early Childhood Administrator: Individual and Organizational Perspectives (2)

This course will examine key issues in adult development and job socialization as they relate to the early childhood practitioner within the context of his/her workplace or other professional settings. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, leadership practices, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. Prerequisite(s): None. 2 semester hours

ECE 540 - Grant Writing and Fundraising for Early Childhood Programs (2)

This course will examine grantswriting and fundraising as an integral part of an organization's

strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals fail to get funded. Field experiences will provide an opportunity for students will gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program. 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 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 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 theory and practice with field experience and methods courses. ECE580 is the first in two consecutive terms of integrated coursework 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. This course is a requirement for all ECE MAT candidates seeking an early childhood endorsement. 50 hours of field experience is required in an ECE accredited setting. Pre-requisite(s): FDN 503, EPS 500A, FND 502,, at least one pre-primary methods course. Co-requisite(s): None. 3 semester hours

ECE 580FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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 588 - Early Childhood Residency Seminar (1 TO 11)

The course is delivered as a four-term seminar, Summer through Spring terms, to create a connection between educational theory and content with field experience and instructional practice. The course is offered as part of the Early Childhood Residency Program for candidates working as teacher assistants in preprimary or primary grade level classrooms. 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) and math content for the Early Childhood years. Candidates meet in a weekly seminar over the four terms to engage in topics related to curriculum, assessment and instruction for young learners while simultaneously analyzing high-leverage practices and diverse and inclusive classroom environments to broaden their professional knowledge. Students must take this course for 2SH in the first term, (summer) and then 3 SH for the next three terms (fall, winter, spring) for a total of 11SH throughout the residency

year. Pre-requisite(s): Passing grade in all previous residency year. Co-requisite(s): None. 1-11 semester hours

ECE 588FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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 in Early Childhood Education (5)

Students in this course complete a full-day experience student teaching in K-3 level 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. Pre-requisite(s): All coursework must be completed before student teaching. Passage of the ECE Content Test (#107) 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. FND 503, EPS 500A, FND 502, ECE 580 and at least one pre-primary methods course. Co-requisite(s): None. 5 semester hours

ECE 590FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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 591FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

ECE 594 - Independent Study/Early Childhood Education (1 TO 3)

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. 1-3 semester hours

ECO - Economics**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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Other GenEd-Social Science.

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 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. Pre-requisite(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. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

EDL 517 - Leadership Concepts and Applications in Education (2)

EDL 517 provides graduate students with a comprehensive overview of concepts and practices related to applying leadership in organizations with missions that include teaching-and-learning or other education functions. Serving as an introduction to the Strategic Educational Leadership Program, EDL 517 examines leadership practice across a range of organizational settings not limited to PreK-12 or

postsecondary institutions. The course surveys essential leadership responsibilities, including creating collective vision, fostering collaborative work climates, and leading organizations to achieve learning goals. EDL 517 students use case studies, self-assessments, structured observations, and reflections to apply leadership concepts to their own work lives as emergent leaders. Pre-requisite(s): None. Co-requisite(s): None. 2 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 - Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform (3)

Educational policy studies is a field that explores the relationship between policy and student learning outcomes. This course focuses on the conceptualization, administration, and evaluation of educational reform. It reviews policy formation, implementation, and the politics of educational reform on achieving preferred education aims. Attention is devoted to issues of standardization and customization, accountability and responsibility, professionalization and privatization, local initiatives, state rules and regulations, and national mandates. The course analyzes the manner in which historical, political, legal, socio-economic, and cultural contexts shape the ability of administrators, policy makers, and educators to initiate, implement, modify, and/or resist given educational reforms. Pre-requisite(s): 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 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, will also be reviewed and discussed throughout course activities. Pre-requisite(s): Admissions to an NLU doctoral program

or permission of the EDL Doctoral Program Coordinator. 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 students 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 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 continuous improvement. The course begins with an overview of ethical data collection then moves to a deeper examination of qualitative data collection methodologies as well as quantitative methodologies. Throughout the course candidates participate in their own data collection projects to develop a practitioner's knowledge of research, evaluation, and data use for improvement. Pre-requisite(s): Admissions to a NLU doctoral program or permission of the EDL Doctoral 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

Distribution: Argosy Courses.

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

EDU - Education**EDU 200 - Applied Educational Psychology (5)**

This course explores the contexts and individual dimensions of human development and learning, including those most associated with positive outcomes for learners. An overview is provided of the most influential thinkers on education in the last hundred years, more recent thinkers, and other key names whose research and writing have helped shape views on teaching and learning. Candidates analyze critiques of each theorist by exploring opposing viewpoints and the strengths and weaknesses of different ideas. In addition, candidates learn and apply practical examples showing how theories can be used to inform classroom teaching and reflect on their own educational experiences in relation to the theories. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Behavioral Science GenEd-Social Science.

EDU 200CB - CB Applied Educational Psychology (5)

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 210CB - CB Educational Philosophy: A Historical Approach (5)

EDU 220 - 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. Pre-requisite(s): ENG 101. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

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. Pre-requisite(s):None. Co-requisite(s): None. 5 quarter hours

EDU 290CB - CB Professionalism and Ethical Engagement with Children, Families and the Community (5)

EDU 299 - Practicum I Child Development (5)

This is an introductory course designed to provide an overview of child development in the context of teaching and learning with children ages birth through adolescence. In addition to examining developmental trajectories in the realm of typical vs. atypical development, students will also learn about the impact trauma has on development, as well as the role of the teacher in supporting healthy development in the classroom. Culturally relevant pedagogy, partnering with families and fundamental concepts of being a classroom teacher, from a developmental perspective, are also investigated in this course. Students will observe children in an appropriate field setting, combining theoretical knowledge with practice for a minimum of seventy-five hours, equivalent to one full day per week for 10 weeks. Seventy-five field hours are required for this course. Pre-requisite(s): EDU 200, EDU 210. Co-requisite(s): None. 5 quarter hours

EDU 299CB - CB Child Development (5)

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 301 - Adolescent Development (5)

This course focuses on behavioral development during adolescent years, including students' physiological, cognitive, emotional, and social development and interaction. The course also addresses the teacher's role in meeting the unique developmental needs of adolescents and identifying students for referral to health and/or social services when necessary. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

EDU 305 - Equity in Education (5)

This course examines issues of race, equity, poverty and ability in American school systems. Students will

examine their own beliefs and engage in self-assessment, reflection, and goal-setting around their cultural proficiency. Candidates will also have the opportunity to analyze models of equity in the classroom, particularly as they extend to curriculum, instruction and engaging with families. Special attention will be paid to the teacher as social justice advocate as well as how educators can be seen as agents of change within their classrooms, schools and communities. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

EDU 305CB - CB Equity in Education (5)

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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

EDU 350A - Teacher Preparation Curriculum and Assessment (B-5) (5)

EDU 350B - Curriculum and Assessment (K-2) (5)

EDU 351 - Curriculum, Instruction, and Assessment in Middle and Secondary Education (5)

This course introduces students to theoretical and practical issues related to planning educational curriculum, instruction, and assessment. This course will also provide an overview of the different assessment types including, but not limited to: standardized, quantitative, qualitative, formative, summative, and authentic. Students will learn how cultural, social, economic, and language dimensions impact the design of instruction and assessments. Students will identify and analyze current assessment trends that seek to inform best practices in secondary classrooms. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

EDU 352CB - Teacher Preparation Curriculum and Assessment (B-5)

EDU 353CB - CB Teacher Preparation Curriculum & Assessment (K-2) (5)

EDU 420CB - CB Practicum: Professional Practices and Classroom Contexts (5)

EDU 400 - Teacher Education Practicum II (5 OR 6)

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. Pre-requisite(s): EDU 300, EDU 350, SPE 300. Co-requisite(s): None. 5 or 6 quarter hours

EDU 410 - Teacher Education Practicum III (5 OR 6)

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. Pre-requisite(s): EDU 400. Co-requisite(s): None. 5 or 6 quarter hours

EDU 420 - Practicum II: Professional Practices and Classroom Contexts (5)

This course integrates educational theory, practice-based theory and understanding with field-based experience. This 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. Teacher candidates will also continue to refine their professional practices and deepen their understanding of classroom contexts and their importance to planning, instruction, assessment and reflection. The candidates actively engage in two full days per week in a field-based setting linked to their student teaching placement. Students taking this course online can expect at least two synchronous sessions. Pre-requisite(s): EDU 299, EDU 350, EDU 477 and EDU 480. Co-requisite(s): None. 5 quarter hours

EDU 420CB - CB Practicum: Professional Practices and Classroom Contexts (5)

EDU 477 - Literacy Teaching Methods (5)

In this course, students will become familiar with theoretically sound, research-based instructional strategies for the fundamentals of balanced literacy instruction -- with a general focus on reading and writing in the areas of: phonemic awareness, phonics, word study, fluency, and comprehension of narrative and informational text. Teacher candidates will also learn about different literacy assessments and will practice administering, scoring, and analyzing assessments with their students. Student candidates

will plan instruction, teach and videotape lessons in their placement classrooms, and have multiple opportunities to reflect on their teaching and its impact on their students. Field work is required for this course: If taking this course alongside another methods course and practicum, students should plan to spend two full days in an appropriate classroom setting. If taking this course independent of another methods course and practicum, students should plan to spend about 30 hours in the field for this class. Students taking this course online can expect at least two synchronous sessions. Pre-requisite(s): EDU 299, EDU 350, SPE 300, ECE 334. Co-requisite(s): None. 5 quarter hours

EDU 477CB - CB Literacy Teaching Methods (5)

EDU 478 - Literacy Methods I (5)

In this course, teacher candidates will learn the fundamentals of balanced literacy instruction. With a general focus on the development of literacy in the early grades, they will become and guided reading. In addition to spending class time reading about, viewing videos and discussing these three practices, they will also plan instruction, teach and videotape lessons in their placement classrooms, and have multiple opportunities to reflect on their teaching and its impact on their students. In addition, teacher candidates will learn about different literacy assessments and will practice administering, scoring, and analyzing assessments with their students. Teacher candidates will also participate in reading workshop activities to better understand their own literacy learning and development. Field work is required for this course: If taking this course alongside another methods course and practicum, plan to spend two full days in an appropriate classroom setting. If taking this course independent of another methods course and practicum, plan to spend about 30 hours in the field for this class. This is an advanced standing course that may count toward both undergraduate and graduate degrees. Pre-requisite(s): EDU 300, EDU 350, and SPE 300. Co-requisite(s): None. 5 quarter hours

EDU 479 - Literacy Methods II (4)

This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts. Students will become familiar with theoretically sound, research-based instructional strategies for the teaching of advanced and content-area reading and writing. Students will learn literacy assessments appropriate for fluent readers and how to use assessment plus an understanding of intermediate grade learners to plan and implement appropriate literacy instruction. Field work is required for this course: If taking this course alongside another methods course and practicum,

plan to spend two full days in an appropriate classroom setting. If taking this course independent of another methods course and practicum, plan to spend about 30 hours in the field for this class. It can be taken independent of or alongside EDU 400. Students taking this course online can expect at least two synchronous sessions. This is an advanced standing course that may count toward both undergraduate and graduate degrees. Pre-requisite(s): EDU 300, EDU 350, SPE 300. Co-requisite(s): None. 4 quarter hours

EDU 480 - Methods of Teaching Mathematics (5)

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 early childhood primary (K-2) and elementary (1-6) grades. Candidates develop strategies and applications specific to the mathematical learning needs of students including real world connections. Through the Adaptive Cycles of Teaching (ACT), an experiential-based curriculum designed to help teachers learn a set of core teaching practices supported by intensive coaching, teacher candidates will complete a content learning analysis, diagnostic assessment as well as plan and implement teaching math with problem solving lessons. Field work is required for this course: If taking this course alongside another methods course and practicum, plan to spend two full days in an appropriate classroom setting. If taking this course independent of another methods course and practicum, plan to spend about 30 hours in the field for this class. It can be taken independent of or alongside EDU 400. Students taking this course online can expect at least two synchronous sessions. This is an advanced standing course that may count toward both undergraduate and graduate degrees. Pre-requisite(s): EDU 300, EDU 350, SPE 300. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

EDU 480CB - CB Methods of Teaching Math (5)

EDU 481 - 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. Field work is required for this course: If taking this course alongside another methods course and practicum, plan to spend two full days in an appropriate classroom setting. If taking this course independent of another methods course and practicum, plan to spend about 30 hours in the field for this class. Pre-requisite(s): EDU 300, EDU 350, SPE 300. Co-requisite(s): None. 3 quarter hours

Distribution: Advanced Standing Course.

EDU 481CB - CB Methods of Teaching Science (5)

EDU 482 - Methods of Teaching Social Studies (2 TO 3)

This pre-service early childhood and elementary education me course for teaching social studies is part of the NLU undergraduate teacher education curriculum. Teacher candidates examine the role of social studies in the early childhood and elementary education curriculum and engage in planning differentiated social studies units and lessons for all learners. A special emphasis is placed on the use of primary source documents to teach critical thinking through an inquiry approach. This course includes the Adaptive Cycles of Teaching assignments through which teacher candidates plan, implement, and analyze student learning in social studies lessons and receive targeted feedback to learn through their teaching. NOTE: Approximately 20 hours in an early childhood or elementary school classroom is required. This course can be taken with or independent of EDU410. The online version of this course includes at least one synchronous session. Pre-requisite(s): EDU 300 and EDU 350. Co-requisite(s): None. 2-3 quarter hours

Distribution: Advanced Standing Course.

EDU 482CB - CB Methods of Teaching Social Studies (5)

EDU 483 - Inquiry Based Teaching Methods: Science and Social Studies (5)

This course will engage teacher candidates in exploring science and social studies teaching and learning through an inquiry-based lens. Activities provide an open forum in which students construct their own ideas about effective science and social studies instruction so those ideas inform their developing inquiry-based teaching styles. Strategies will include: using students' natural sense of inquiry to develop scientific and historical thinking, providing a platform for teacher candidates to help develop a sense of wonder and inquiry when introducing science and social studies topics to students, using the natural world and community around students as a platform for learning, developing scaffolding techniques for a risk-free setting and using investigations and primary source documents in order to teach critical thinking through an inquiry

approach. Students should expect to spend about 30 hours in the field for this class. The online course entails at least two synchronous sessions. Pre-requisite(s): EDU 300 and EDU 350. Co-requisite(s): None. 5 quarter hours

EDU 504 - Assessment and Curriculum Differentiation in Early Childhood Setting (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

EDU 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. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

EDU 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

EDU 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. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

EDU 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. Pre-requisite(s): Admission to the MED program or permission of instructor. Co-requisite(s): None. 1-3 semester hours

EDU 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

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 400 - Elementary Education Practicum I: Teaching and Learning in Diverse Settings (5)**

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 ELE 510. This is an advanced setting course that may count toward baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

ELE 445 - Methods for Teaching Arts Education (2)

This course provides Elementary Education MAT 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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: Advanced Standing Course.

ELE 447 - Methods for Teaching Health and Physical Education (2)

This 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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: Advanced Standing Course.

ELE 470 - Elementary Education: Student Teaching (10)

This is the final course in the professional sequence of the Elementary Education program leading to certification for teaching in Elementary grade 1-6 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. NOTE: Candidates will spend five days per week, all day, in an applicable classroom setting for the entirety of the 10-week term. Pre-requisite(s): All major coursework must be completed, and passed with a grade of C or better, before student teaching. Passage of the Elementary Content Tests (#197 - #200) is required. Co-requisite(s): None. 10 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 30 clock hours of field experience focusing on active involvement with a cooperating teacher and his/her class. The course is taken at the beginning of the program and is a prerequisite for ELE510. Pre-requisite(s): EPS 511 and FND 510. Co-requisite(s): None. 3 semester hours

ELE 501 - Community Study (1)

This interdisciplinary, community-based field study provides teacher candidates the opportunity to engage in a community based project in order to better understand the community in which they will teach. This course will be presented through a discussion seminar format accompanied by a community service-learning practicum. The course encourages exploration of the issues confronting families and neighborhoods through research, community involvement and assessment in a particular community. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

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 Field Experience in Teaching and Learning (3)

The course continues the professional development of elementary education teacher candidates regarding the roles and responsibilities of teachers in grades 1-6 and combines a university seminar and a minimum of 50 hours of field experiences focusing on active involvement with a cooperating teacher/mentor. The course advances candidates' engagement in the classroom through application of high leverage instructional practices, culturally relevant teaching, the design of engaging curriculum, assessment of student learning, and the building of classroom community to support diverse learners. The course is linked to and a prerequisite for ELE 590 Student Teaching. Pre-requisite(s): CIL 531, CIS 540, ELE 500, EPS 511, FND 510, MHE 540, MHE 542, RLP 550, SCE 540, and SPE 500. Co-requisite(s): RLP 551. 3 semester hours

ELE 510FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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, RLR 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 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 (2)

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): Satisfactory completion of all previous residency courses. Co-requisite(s): None. 2 semester hours

ELE 587FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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. Pre-requisite(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 590FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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

ELE 597FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and

support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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, writing, discussion, collaboration, and critical thinking. Emphasis is placed on the various forms of expository writing such as description, narration, and argumentation. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): None. Co-requisite(s): ENG 101L is required for Pathways students only. 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 (5)

This is the second course in a two-term sequence of composition courses. It provides a narrower focus on critical thinking, argumentation, and academic research while reinforcing the basic rhetorical standards introduced in Beginning English Composition. Both classic and modern argumentative strategies are presented, along with the foundations of information literacy required for electronic research. This course is grounded in practices of critical text analysis and academic writing that are relevant to the student's future studies and career. Pre-requisite(s): ENG 101 or equivalent. Co-

requisite(s): ENG 201L is required for Pathways students. 5 quarter hours

Distribution: GenEd-Written Communication.

ENG 201H - Honors Intermediate English Composition (5)

This is the second course in a two-term sequence of composition courses. Intermediate English Composition is designed to develop students' abilities to think critically, to read analytically, and to 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. In this honors version of the course, students take a leadership role in guiding discussion in the classroom and implement a real-world social media campaign in their community. 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. Laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): ENG 203L for Pathways students only. 5 quarter hours

Distribution: GenEd-Oral Communication.

ENG 203H - Honors Public Speaking and Writing (5)

This is the second course in a two-term sequence, following GEN 103H Honors Student Success Colloquium. Honors Public Speaking and Writing is designed to develop student's abilities to think, read, write, listen, and speak critically and analytically, to organize ideas, and to express them clearly and effectively through formal and informal oral and written communication. This course will aid students in developing a public brand and identity by developing an awareness of the communication process and examining a variety of communication contexts. Class time is split between the classroom and online work. Pre-requisite(s): GEN 103H, equivalent, or permission of Undergraduate Honors Program Director or Program Chair. Co-requisite(s): None. 5 quarter hours

ENG 203L - 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 300 - American Literature to 1865 (5)**ENG 301 - Advanced English Composition (5)****ENG 310 - American Literature 1865 - Present (5)****ENG 320 - Latinx Literature (5)****ENG 330 - British Literature (5)****ENG 340 - Literature of the Black Diaspora (5)****ENG 425 - Literary Criticism and Analysis (5)****ENT - Entrepreneurship****ENT 295 - Introduction 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. 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

ENT 499 - Entrepreneurship Lab Practicum (5)

The Entrepreneurship Lab practicum enables students to integrate and apply business knowledge gained in prior courses while prototyping a product or service within an entrepreneurial venture. Students engage in supervised and structured experiences to develop, organize, research and pitch an idea about a product or service. Pre-requisite(s): Successful completion of at least 4 Entrepreneurial minor courses; or permission of the Program Chair or designate. Co-requisite(s): None, 5 quarter hours

EPS - Educational Psychology**EPS 411 - Human Learning and Development in Instructional Contexts (3)**

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 in the learning process, effective classroom environments, assessment, and teacher professional learning. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: Advanced Standing Course.

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 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 (2)

Participants in the course examine contemporary research on cognition, learning, and assessment and use this research to analyze diverse student needs and design learning environments (including effective technologies) to address these needs. Special attention is devoted to cognitive, metacognitive, motivational, social, developmental, and individual difference dimensions of student learning. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

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 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 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 410 - Social Justice Perspectives on the History and Philosophy of American Education (3)

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include (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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: Advanced Standing Course.

FND 501 - Community Study (1)

This interdisciplinary, community-based field study provides teacher candidates the opportunity to engage in a community based project in order to better understand the community in which they will teach. This course will be presented through a discussion seminar format accompanied by a community service-learning practicum. The course encourages exploration of the issues confronting families and neighborhoods through research, community involvement and assessment in a

particular community. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

FND 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. Pre-requisite(s): None. Co-requisite(s): None. 3 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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Other.

GEN 103H - Honors Student Success Colloquium (5)

This colloquium course is the first course in a two-term sequence, previous to ENG 203H Honors Public Speaking and Writing. In this course, students develop their ability to successfully navigate through college while exploring one's personal, academic, and professional goals, interests, and identity. Students think critically and analytically and will express their ideas clearly and effectively through formal and informal oral and written communication leading to more viable careers across multiple disciplines. Class time is split between classroom and online work. This course is required for students enrolled in the UHP and only students in UHP are eligible to enroll. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

GEN 203 - NLU & You: Tools & Strategies for Student Success (3)

This course introduces students to skills and strategies that can contribute to success at National Louis University and beyond. Students will practice navigating required technologies and university platforms, and will gain foundational skills in research, writing, and academic honesty. Through engaging with the NLU community and relevant support services, students will also learn strategies for effective written communication, self-advocacy, and independent inquiry, which can be applied in future coursework and careers. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Distribution: GenEd-Other.

GEN 204 - Make Your Point: Essential Skills for Academic Writing & Research (2)

This course examines foundational concepts and key strategies for academic research writing. Students will explore and engage in the academic research process, with particular emphasis on finding sources, evaluating online information, and integrating outside sources into their work. Students will practice selecting and citing relevant evidence, organizing ideas, and applying reflection and feedback to create

a compelling and cohesive academic argument. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

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 601 - Introduction to Doctoral Studies and Research in Education (3)

This course introduces students to doctoral studies and methods of conducting and evaluating research in their areas of interest. Students will critically analyze issues of social justice in research, and acquire knowledge and skills to explore researchable issues and questions. They also learn how to develop plans to conceptualize and implement research projects. Pre-requisite(s): None. 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 649 - Teaching in Higher Education (3)

This course focuses on various models, perspectives, research, and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting concepts in a practical and effective style applicable to all domains of knowledge. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

HED 650 - Contextual Study in Higher Education (3)

In this course students will assemble knowledge and work from both prior doctoral coursework and prior experience into a contextual study with foci on one or more of five contexts (institutional, programmatic, conceptual, theoretical, literature). The contextual study serves as a foundation for the dissertation or other major work and sets the stage for future contributions to the field, including the identification

of further opportunities for specialized inquiry. 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 651 - Data-driven Decision Making in Education (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): HED 601 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

HED 652 - Quantitative Research Methods in Education (3)

This course provides an introduction to quantitative methods for research in education and the social sciences. Topics explored include research design, statistical inference and significance testing, correlation, t-tests, ANOVA, regression, and non-parametric tests for categorical data. Pre-requisite(s): HED 601 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

HED 654 - Qualitative Research Methods in Education (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): HED 601 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 - Civics and American Government (5)

This course serves as an introduction to the organization and function of the U.S. national government. Its course topics include the U.S. Constitution, the federal system, political participation, the presidency, the executive bureaucracy, Congress, the courts, and the role of the media. 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. Pre-requisite(s): ENG 101 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities GenEd-Social Science.

HIS 212 - Think Global: Movements in US History and its Impact on Society and School (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. Pre-requisite(s): Completion of necessary courses leading to culminating capstone experience, or at the discretion of the program director. Co-requisite(s): None. 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 107 - Hospitality Career Exploration (0)

This course sets the stage for successful internships and post-graduation employment. Working in conjunction with Career Bridge, students begin to assess their skills and abilities, identify internship goals, craft effective resume learn valuable interviewing techniques. Upon completion, students begin to work with Career Bridge to secure internships aligned with their career aspirations. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hour

HOS 111 - Resilient Leadership for Hospitality (0 TO 1)

The hospitality sector is facing unprecedented operational and economic disruption and managers at all levels are being called upon to provide leadership to enhance organizational resilience and restore profitability. This course/series explores the knowledge, skills and strategies that hospitality professionals need to act effectively in an environment of change and uncertainty. Lead by Kendall College Hospitality Management faculty, the course explores the leadership, cultural, risk management, innovation, stakeholder engagement, and financial challenges currently facing the hotel, food service, events and tourism industries. The goal is to promote resilient leadership for the unique needs of the hospitality industry and provide an arsenal of tools for hospitality professional as they move forward. Pre-requisite(s): None. Co-requisite(s): None. 0-1 quarter hour

HOS 112 - Virtual and Hybrid Events: Challenges and Opportunities (0)

As the in-person events industry pivots to digital, event professionals are woefully unprepared to assume the roles and responsibilities and take advantage of the opportunities this new environment presents. This course is designed to guide event and other business professionals in producing successful digital events. It outlines the State of the Digital Event Industry and goes into great detail on what you need to do before, during, and after a digital event in order to realize its full business potential. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

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 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 197 - Hospitality Professional Development I (1)

This course is part of a multi-session series geared towards hospitality students. The purpose of this course is to build upon the knowledge throughout the program curriculum. Topics include goal setting, professional communications, and development of critical thinking skills while spending most learning sessions in the field experiencing multiple types of hospitality businesses of potential interest to the students. This course assists students in preparing for the Sophomore Internship and their hospitality career. This course also reviews internship preparation, placement and internship requirements. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

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 208 - Sophomore Internship Practicum Extension (3)

The opportunity to extend internship courses to 3 months is available upon approval, and students must communicate their intention for extension during All students who register for a 300 hour sophomore internship extension must have a grade logged for at least the practical component by the time coursework begins for the quarter following internship. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: KC:Kendall Course.

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 (6)

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 and approval. Credit for Prior Learning (CPL 400) is a means of fulfilling work experience requirements for students who already have 300+ hours of paid employment in hospitality or a related area. Students enrolled in an internship course will be asked to work 30 hours a week to meet internship requirements in an approved site. Students enrolling in 20 hours of work or less per week on internship, must enroll in additional courses to meet full time status. Students enrolling in additional courses are approved to take online courses concurrently with their internship course to meet 12 total quarter hour credits. Students enrolled in more than 12 total quarter hours concurrently in an internship term must receive dean approval. Pre-requisite(s): HOS 197. Co-requisite(s): None. 6 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 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 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 274 - First-Year Hospitality Co-Op Practicum and Seminar (5)

Students enrolled in the HOS 274 Hospitality Co-Op Practicum earn credit for working full-time at a contracted hospitality partner business, earning 5 credits per quarter for 4 quarters for a total of 20 credits in the first year of the 3-year program. While enrolled in the practicum, students also participate in a seminar that involves periodic face-to-face and online check-ins with designated faculty. Required activities include quarterly evaluations by site supervisors; student evaluations of the site and program experience; attendance at periodic faculty-led face-to-face seminars at Kendall's campus; and online check-ins. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

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 (3)

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. 3 quarter hours

HOS 319 - The Craft of Beer (2)

This course introduces students to beer production, beer styles and tastings through classroom activities

and tasting Students learn different production methods that distinguish the numerous beer styles, quality distinctions and personality differences that exist in the beer industry. Students also learn beer service and storage as well as pairing beers with food. Pre-requisite(s): None. Co-requisite(s): None. 2 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 334 - Event Planning Practicum (2)

This course gives students an opportunity to apply the tools and techniques of professional event planning to plan a small on-campus 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.

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 (3)

In this course, students are introduced to the essential strategies, tools, and techniques used by professionals to successfully plan events. Student learn how to apply what they have learned in a creative group-planning project. Emphasis is on mastery of the tools and techniques prior to applying them in HOS 334 Event Planning Practicum. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

HOS 338 - Disruptive Innovation for Hospitality (3)

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 Ubereats 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. 3 quarter hours

HOS 344 - 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

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 358 - 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 364 - Banquet and Catering 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 foodservice. This experience introduces students to the "front of the house" including topics such as: reservations, seating, and interaction with kitchen staff, the timely delivery of food and beverages, and sanitation. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

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 374 - Second-Year Hospitality Co-Op Practicum and Seminar (5)

Students enrolled in the HOS 374 Hospitality Co-Op Practicum earn credit for working full-time at a contracted hospitality partner business, earning 5 credits per quarter 4 quarters for a total of 20 credits in the second year of the 3-year program. While enrolled in the practicum, students also participate in a seminar that involves periodic face-to-face and online check-ins with designated faculty. Required activities include quarterly evaluations by site supervisors; student evaluations of the site and program experience; attendance at periodic faculty-led face-to-face seminars at Kendall's campus; and online check-ins. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

HOS 375 - Capstone Success Workshop (0)

This is a preparatory workshop for senior students enrolled in HOS 480 Senior Integrated Project in the following quarter. It consists of one 2-hour session that covers recommendations and guidelines for choosing projects and teams. It will also preview requirements for implementing projects and tips for success. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

HOS 398 - Feasibility of Hospitality Ventures (5)

This course is designed to provide students with a basic understanding of how a hospitality business venture is structured, the entities involved in new

development or acquisition of an existing business, the capital stack and basic terms of agreements, and the start up or acquisition process. Included is determination of the financial potential of a new venture or acquisition based on site analysis, market research and analysis, competitive environment analysis and financial performance over the initial years of operation to determine the concept's economic viability. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: KC:Kendall Course.

HOS 399 - Topics In Hospitality Management (2 TO 5)

This is an advanced elective course with rotating topics of emerging concern in the hospitality and tourism industry. The purpose of the course is help students develop knowledge skills and abilities to address timely issues facing hospitality professionals. Courses vary from 2 – 3 credits and range in focus from operational, personnel, marketing, legal/political and social/cultural dimensions of hospitality and tourism not addressed elsewhere in the curriculum. Pre-requisite(s): None. Co-requisite(s): None. 2-4 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 416 - Senior Internship Extension (4)

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. 4 quarter hours

Distribution: KC:Kendall Course.

HOS 417 - Senior Internship (6)

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. Students enrolled in an internship course will be asked to work 30 hours a week to meet internship requirements in an approved site. Students enrolling in 20 hours of work or less per week on internship, must enroll in additional courses to meet full time status. Students enrolling in additional courses are approved to take online courses concurrently with their internship course to meet 12 total quarter hour credits. Students enrolled in more than 12 total quarter hours concurrently in an internship term must receive dean approval. Pre-requisite(s): HOS 409. Co-requisite(s): None. 6 quarter hours

Distribution: KC:Kendall Course.

HOS 418 - Yield and Revenue Management (3)

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. 3 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 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 443 - Information Management for Hospitality (3)

This course examines how hospitality businesses use "big data" to make smart management decisions. Students get a look inside various hospitality information systems and explore the processes for compiling, analyzing and applying data to solve day-to-day problems. Students learn how to select and maintain information systems and work

knowledgeably with outside vendors. System security, database management, and guest room technologies also are discussed. Technology trends and terminology within the hospitality industry are highlighted throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

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 474 - Third-Year Hospitality Co-Op Practicum and Seminar (5)

Students enrolled in the HOS 474 Hospitality Co-Op Practicum earn credit for working full-time at a contracted hospitality partner business, earning 5 credits per quarter for 4 quarters for a total of 20 credits in the third year of the 3-year program. While enrolled in the practicum, students also participate in a seminar that involves periodic face-to-face and online check-ins with designated faculty. Required activities include quarterly evaluations by site supervisors; student evaluations of the site and program experience; attendance at periodic faculty-led face-to-face seminars at Kendall's campus; and online check-ins. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

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): HOS 375 (no credit). Must be of junior or senior status. Co-requisite(s): None. 5 quarter hours

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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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 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. 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 and the labor market for potential threats and opportunities for competitive advantage, developing metrics and scorecards, evaluating data, interpreting financial statements, and creating an action plan for developing, implementing, and evaluating an HR strategy to advance the organization's key business goals and objectives. 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 550 and OBD 551; 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 principles, techniques, and methods essential in establishing an effective counseling relationship. Specific skills, competencies, and concepts related to counseling are studied and an ongoing experiential component provides opportunity to practice these developing skills. In addition to basic skills and techniques, there is a focus on self-awareness and insight. Students learn to better understand themselves as individuals and how to use that awareness when working with clients. As students gain more self-awareness, increased insight, and counseling skills, they are better prepared to become effective counselors. 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 department. Co-requisite(s): None. 3 semester hours

HSC 503 - Counseling and Human Development in a Multicultural Society (3)

This course examines counseling in the context of a multicultural society. The dynamics of human development, interpersonal interactions, communities, and institutions are explored through the lens of gender, ethnicity, race, sexual orientation, ability, religion, and other areas of diversity. Students explore how the differences between and within groups of people have implications for impeding and

enhancing the quality of life, resources, and experience of clients. Students develop insight into how to use culturally derived and informed assessments and interventions as they investigate the social justice and advocacy issues pertaining to counseling. Over the duration of the course, students reflect on how their own cultural identities and worldviews can impact clients, the profession, and society-at-large. Pre-requisite(s): HSC 501. Co-requisite(s): None. 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. The focus is placed on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Pre-requisite(s): HSC 501 and HSC 510. Co-requisite(s): None.

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. Pre-requisite(s): HSC 501, HSC 510. Co-requisite(s): None. 3 semester hours

HSC 506 - Introduction to Theory and Practice of Family Therapy (3)

This course explores the theoretical models and concepts of family therapy. The systemic dynamics and developmental stages of the family are examined within the context of cultural and societal factors. Students reflect on how the historical and current experiences in their own families influence their perspective on the structure and functioning of families in our society. Students use case studies and simulated family scenarios to apply various approaches to family therapy. Pre-requisite(s): HSC 501. 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 presents an overview of the concepts, theories, history, practices and techniques of career counseling as applied in various settings. In addition, the course reviews the use of occupational classification systems, tests and computer technology in counseling. Counseling special populations, diversity issues, ethical practice, and career counselor identity are woven throughout the course. Pre-requisite(s): HSC 511, HSC 510, HSC 501, HSC 512,

HSC 543, HSC 506. Co-requisite(s): None.. 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

Distribution: Argosy Courses.

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 develops knowledge and skills in the application of counseling theory and techniques in a school setting. Focus is on developmental counseling curriculum, academic program planning, motivation, consultation, collaboration, and referral. Current issues and practices are highlighted. Pre-requisite(s): HSC 511, HSC 510, HSC 501, HSC 512, HSC 543, HSC 506, HSC 503, HSC 514, HSC 505, HSC 504, HSC 509, HSC 534. 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 560 - Comprehensive Exam (0)

Students may enroll in Comprehensive Exam when they complete all coursework required to take the Comprehensive Exam as defined by their program of study. No credit hours are earned, but enrollment allow students to maintain a less than half-time active enrollment status for up to one quarter while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit." Pre-requisite(s): None. Co-requisite(s): None. 0 semester hour

HSC 581 - Counseling Internship I (3)

The internship reflects the comprehensive work experience of a professional counselor appropriate to the student's program area. The internship consists of 600-clock hours, with at least 240 direct service hours. The internship experience follows successful completion of the practicum. HSC 581 consists of the first segment of the internship experience. Students integrate classroom theory and learning with application of counseling skills. This placement is under the supervision of a qualified supervisor who is onsite and provides a one-hour weekly, face-to-face supervision. Placements are individualized according to the student's area of concentration, learning needs, and interests. Students also participate in a supervisory seminar at the university under the supervision of 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)

The internship reflects the comprehensive work experience of a professional counselor appropriate to the student's program area. The internship consists of 600-clock hours with at least 240 direct service hours. The internship experience follows successful completion of the practicum. HSC 582 consists of the second segment of the internship experience. Students integrate classroom theory and learning with application of counseling skills. This placement is under the supervision of a qualified supervisor who is onsite and provides a one-hour weekly, face-to-face supervision. Placements are individualized according to the student's area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar at the university under the supervision of 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

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

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: 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 401 - Principles and Practices (5)

This course introduces students to the 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. 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. Undergraduate student's pre-requisite for the MPA program HSM concentration is listed below under Eligibility Criteria and Process*. The courses in the MPA HSM concentration are cross-listed with graduate courses; and students taking these courses are expected to perform at the same level as graduate students. These courses are typically offered in a six-week delivery model and are currently available in both online and blended formats Eligibility Criteria and Process* To be eligible to enroll and have credit applied to a graduate degree program, student must meet the

HSM 407 - Violence and Aggression in the Family (5)

Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

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 417 - Child Abuse and Neglect (5)

This survey course provides an overview of child maltreatment including physical, psychological, and sexual abuse and neglect of children, including theories as well as specific treatments for each type of abuse. The effects of child abuse on normal, healthy child development will be explored as well as the legal issues involved in child protection and intervention. An introduction to prevention, intervention, and case management will be offered. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

HSM 421 - Interventions and Direct Services in Human Services (5)

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): HSM 401 or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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: 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

Distribution: Advanced Standing Course.

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 291, HSM 292, RES 401, 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 533X - Counseling Practicum Continuation (0)

All students enrolled in the 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 Practicum Continuation is a continuation of HSC 533 and the course awards no academic credit, but allows a student to remain a registered student of the university while completing their practicum hour requirements. Pre-requisite(s): HSC 533. Co-requisite(s): None. 0 semester hour

Distribution: Argosy Courses.

HSM 584X - (0)

All students enrolled in the 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 I Continuation is a continuation of HSC 581 and the course awards no academic credit, but allows a student to remain a registered student of the university while completing their practicum hour requirements. Pre-requisite(s): HSC 581. Co-requisite(s): None. 0 semester hour

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.

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

Distribution: Argosy Courses.

HSS 535 - Substance Use Disorders and Treatment Considerations of Special Populations (3)

This course provides an overview and history of alcohol and other drug abuse (AODA) as it relates to special populations (women adolescents), addiction services, treatment considerations and modalities of AODA treatment, barriers to recovery, signs/symptoms of addiction in each population, as well as human development /behavior. The focus of this course will be to demonstrate how substance use disorders impact women, adolescents, families, and children as well as the therapy and dynamics of counseling as it relates to the treatment consideration of special populations. This course will also emphasize the rules and regulations of AODA treatment as well as the professional ethics/IODAPCA treatment. Pre-requisite(s): HSS 534. Co-requisite(s): None. 3 semester hours

HUM - Humanities

HUM 305 - Art and Power (5)

This course serves as a foundational introduction to aesthetics: theories of aesthetic judgment, the

relationship between artistic productions and politics, the way art has been used in both propaganda and protest, and how we judge the value of artistic production in various media. Students develop interpretative frameworks to judge and interpret art, paying close attention to the ways art both uncovers and troubles our notions of power, inequality, and domination. They do this through a variety of student-centered activities, close readings of texts, in-class debates, and through exposure to and reflection on seminal artistic productions. Pre-requisite(s): ART 101 or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 306 - A People's History of Chicago (5)

This course is an interdisciplinary study of the history and culture of Chicago, from the First Nations to present day. Using a topical rather than chronological approach, "A People's History of Chicago" blends social and cultural history with analysis of art, architecture, and literature. Students will consider the history of Chicago through the experiences of ordinary people of all races and backgrounds who lived and worked there. How did Chicago go from a minor outpost on the frontier of the young United States to a major metropolis? What social and cultural conditions inspired Chicago's great artists, writers, and activists, and how did those individuals drive the events that define the city's past? What made Chicago into a cradle of progressivism, home to racial and social justice movements that have inspired the nation and the world? These questions and many others will inform our study of the "City of Big Shoulders." Pre-requisite(s): ENG 101 or equivalent, HIS 103 or equivalent; or with approval by the Department Chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 307 - Digital Humanities and Storytelling (5)

This course features a broad examination of the field of digital humanities, its methods, and its relationship to various careers alongside a specific engagement with narrative storytelling and digital civic journalism. In this course, students gain a deeper impression of how digital tools are used in humanistic forms of expression and research, and they have the opportunity to create narrative artifacts and stories that engage with their communities or are identified as relevant to their individual contexts. Through this exploration, creation, and reflection, students will gain exposure to a variety of storytelling techniques that help them hone their oral and written skill sets, while exploring the relevant connections of the digital humanities to potential career paths. Pre-

requisite(s): ENG 101, equivalent or with approval by the Department Chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 308 - Mass Incarceration (5)

This course is an interdisciplinary study of mass incarceration in the modern world. Using interpretive analyses of history, literature, philosophy, and other humanistic disciplines, students will examine, explore, and debate the role of the modern nation-state in establishing and maintaining carceral systems. This will include the historical role of state-sponsored police and the experiences of people imprisoned. Students develop an understanding of mass incarceration and state-sponsored policing through case studies from the United States and comparative global contexts. They will engage with a variety of media, including content created by and about incarcerated people. In so doing, students will consider the community impact of these carceral systems. The course uses a variety of student-centered activities, close readings of texts, in-class debates, and reflection. Pre-requisite(s): ENG 101, equivalent or with approval of Department Chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 309 - Grind, Hustle, and Flow: The Ways We Work (5)

This course is an examination of the role of work in society and the ethical implications of its organizational patterns. Students will engage with a variety of texts that serve to historically ground the rise of the division of labor, its disparate effects on individuals and communities, and the ethical dilemmas raised in changing patterns of domestic and global economic activity. In doing so, students will develop their own views on work's relationship to civic life and democracy, evaluating and deliberating on ideas and proposals discussed in class. They will do this while reflecting on work experiences they or community members have had, and they will relate these and other ethnographic narratives discussed to their own professional goals. Pre-requisite(s): ENG 101 equivalent or with approval by the Department Chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 311 - In Search of the Meaning of Life (5)

This course serves as a foundational introduction to some of the central features of human existence: the meaning and value of life. Students will engage with the following fundamental questions: What is the meaning of life (and death)? What is the value of life? Is death a bad thing? What aspects of our of the living

world. Students will apply related philosophical theories to humanistic exemplars from history, art, and literature. They do this through a variety of student-centered activities, close readings of texts, in-class debates, and by reflecting on their own experiences and encounters with life and death. Pre-requisite(s): ENG 101, equivalent or with approval by the Department Chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

HUM 490 - Independent Study in the Humanities (5)

This course is designed for students participating in the Humanities Minor to complete their research or internship requirement. Students will spend a term further exploring a theme or topic from their humanities courses or a relevant question or topic pertinent to their professional interests. Working independently with the guidance of an instructor, students will conduct original research, incorporating at least two humanistic fields or exemplars. This will culminate in the production of a summative work presented in a public forum. Pre-requisite(s): 15 HUM credit hours or exception made by department chair. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

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 102 - Introduction to Virtual Learning (0)

Students will learn the tools and strategies needed to be a successful virtual learner, including using D2L, engaging with faculty and classmates, and developing the personal habits to be successful in any learning environment. 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

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 101 - Pastry Science (1)

This course provides the qualities knowledge and techniques which shape baking and pastry as a science are learned in this course, through ingredient functions and their interaction, baker's math, technical processes, and problem-solving of recipes. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

KBPA 105 - Foundations of Professional Baking and Pastry (4)

This course provides the baking and pastry student with the fundamental techniques for a successful career in the pastry arts. Theory and practice are emphasized in this hands-on course—students explore both the science and craft of baking. Students develop their skills in baking as a craft through formulation, mixing, shaping and finishing of classic pastries and breads. Theory—the unique interaction of baking ingredients and formulation, is learned through an understanding of baker's math and ingredient functions. Students learn to work successfully with professional tools and equipment. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 4 quarter hours

KBPA 111 - Professional Cooking I for Baking (3)

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. 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 131 - Breakfast Pastries (3)

In this course, students will develop a working knowledge of the production of classic and contemporary breakfast breads and pastries. Students will produce a variety of traditional breakfast items including bagels, scones, quick breads and crepes. In addition, students will learn how to produce laminated and non-laminated Viennoiserie and enriched doughs including croissants, Danish and brioche. The equipment, techniques and methods required to mix, bake, assemble and finish the end products to a professional standard are covered. Pre-requisite(s): KBPA 100. Co-requisite(s): None. 3 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 145 - Small Business Entrepreneurship (2)

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): None. Co-requisite(s): None. 2 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 151 - Dessert Cakes (5)

Classic tortes, as well as, innovative, lighter entremets are taught in this workshop-style course – which emphasizes cakes as delicious desserts and as distinctive eye-catching finales. Students will learn foundational elements including mousses, fruits, sponge cakes, meringues, and chocolate components that will be the building blocks for creating their own unique desserts. All culinary and baking/pastry lab Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

KBPA 155 - Social Media (2)

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. Students will define and learn how to manage their own brand on social media platforms. Students will explore styles, strategy, and the tools to create great images and content to develop their own social media voice. Pre-requisite(s): None. Co-requisite(s): None. 2 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 - Baking and Pastry Internship (6)

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. Students enrolled in an internship course will be asked to work 30 hours a week to meet internship requirements in an approved site. Students enrolling in 20 hours of work or less per week on internship, must enroll in additional courses to meet full time status. Students enrolling in additional courses are approved to take online courses concurrently with their internship course to meet 12 total quarter hour credits. Students enrolled in more than 12 total quarter hours concurrently in an internship term must receive dean approval. Pre-requisite(s): CUL 110, KCUL 155 and KCUL 165. Co-requisite(s): None. 6 quarter hours

KBPA 175 - Event and Catering Cakes (3)

Cake showpieces for special events, which build client recognition and brand awareness, are the focus of this course. Students learn to make large-scale celebration cakes from developing a design, highlighting the client's brand and significant event - all the way through delivery. The final project is a custom-designed cake for a client of the student's choosing. All culinary and baking/pastry lab courses require a C

or better for a passing grade. Pre-requisite(s): KBPA 100. Co-requisite(s): None. 3 quarter hours

KBPA 176 - Sculpted Cakes (3)

Students will learn the art of creating 3-D cakes which are the showpieces of any occasion. The techniques of cake carving, sculpting, and stacking will be covered. In addition, students will learn advanced fondant decorating techniques, as well as, how to work with a variety of mediums including gum paste, modeling chocolate, and airbrushing to create realistic details. Students will learn how to successfully construct a cake that exceeds a client's expectations not only in design, but flavor. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): KBPA 100. Co-requisite(s): None. 3 quarter hours

KBPA 213 - Baking and Pastry Internship Extension (4)

This course provides the student the opportunity to supplement their internship for another 300 hours to gain additional knowledge and deepen their internship experience. Credit is awarded on a pass/fail basis for full-time employment amounting to an additional 300 hours over a 3-month period. Enrollment in this course requires prior approval from Career Bridge and must complete the quarter immediately following KBPA170. Pre-requisite(s): KBPA 170. Co-requisite(s): None. 4 quarter hours

KBPA 266 - Nutritional Baking (3)

Increasingly, professional bakers and pastry chefs are called upon to produce baked goods to conform to special dietary restrictions. In this course, students will adapt formulas according to specific dietary requirements such as: low cholesterol, low fat, gluten allergies, reduced carbohydrates, lactose intolerance, and sugar free. All culinary and baking/pastry lab courses require A C or better for passing grade. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

KCUL - Culinary

KCUL 105 - Responding to Emergencies: CPR/AED/First Aid (1)

The primary purpose of the Responding to Emergencies: Comprehensive First Aid/CPR/AED course is to help students recognize and respond appropriately to cardiac, breathing and first aid emergencies. The modules in this program teach students the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

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 - Professional Growth and Development 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. 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. 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 (1)

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. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

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 (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 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. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): None. Co-requisite(s): None. 4 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): KCUL 151 - AAS in Culinary Arts and Accelerated AAS; KBPA 130 - AAS in Baking and Pastry. 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 (6)

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. Students enrolled in an internship course will be asked to work 30 hours a week to meet internship requirements in an approved site. Students enrolling in 20 hours of work or less per week on internship, must enroll in additional courses to meet full time status. Students enrolling in additional courses are approved to take online courses concurrently with their internship course to meet 12 total quarter hour credits. Students enrolled in more than 12 total quarter hours concurrently in an internship term must receive dean approval. Pre-requisite(s): CUL 110, KCUL 155 and KCUL 165. Co-requisite(s): None. 6 quarter hours

KCUL 202 - Culinary Internship Extension (4)

This course provides the student the opportunity to supplement their internship for another 300 hours to gain additional knowledge and deepen their internship experience. Credit is awarded on a pass/fail basis for full-time employment amounting to an additional 300 hours over a 3-month period. Enrollment in this course requires prior approval from Career Bridge and must complete the quarter immediately following KCUL175. Pre-requisite(s): KCUL 175. Co-requisite(s): None. 4 quarter hours

KCUL 399 - Topics in Culinary (1 TO 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. 1- 4 quarter hours

KCUL 95 - Special Topics in Culinary Arts (0 TO 6)

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 enrollment. Pre-requisite(s): None. Co-requisite(s): None. 0-6 quarter hours

KCUL 99 - Kendall Campus Orientation (0)

Students will be informed on guidelines and expectations to return to the Chicago campus and be prepared to take campus based kitchen lab courses. This is a zero credit course and completion is required in order to return to campus. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

LAE - English

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.

LAM - Mathematics/Quantitative Reasoning

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 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

LAN - Natural Science

LAN 495C - Special Topics: Earth/Space Science for Education Majors (1)

This course is specifically designed for Early Childhood or Elementary Education majors who are missing earth/space science content required for ISBE licensure. Departmental approval is required to enroll in this course. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

Distribution: Earth Science Space Science.

LAN 495D - Special Topics: Chemistry and Physics for Education Majors (1)

This course is specifically designed for Early Childhood or Elementary Education majors who are missing chemistry and physics science content required for ISBE licensure. Departmental approval is required to enroll in this course. Pre-requisite(s): None. Co-requisite(s): None. 1 quarter hour

Distribution: Chemistry Physics.

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 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: U.S. and global historical influences on the foundation and development of the field, theories, and constructs of community psychology. More specifically, constructs and theories include: the sense of community, social-ecological theory, participatory action research, praxis, social justice, empowerment, liberation, 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 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 learn how changing urban structures such as neighborhood gentrification and displacement can impact community development and influence resident management practices. In addition, students identify and evaluate the effectiveness of different of different planning approaches including asset mapping, advocacy and equity planning within the context of policymaking. Pre-requisite(s): LAP 600, LAP 605, or permission of the instructor. Co-requisite(s): None. 3 semester hours

LAP 625 - Advanced Quantitative Methodology in Community Psychology (3)

This course will review the scientific method, including the the importance of thorough literature reviews building the formulation of research questions/hypotheses. In depth coverage of research designs (e.g., observational, correlational, experimental, quasi-experimental) including details (operationalizing variables, hypotheses, research questions, reliability, and validity) and their application will be covered as well as details of each sub- section of an APA style Methods section (Design, Participants, Procedures, Instruments). Ethical considerations in research will be included. Pre-requisite(s): LAP 600, LAP 605, and LAP 660; or consent of the department. 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 and Analysis (3)

This course will examine all aspects of total survey design including setting objectives, sampling, questionnaire construction, data collection, design, analysis procedures, and report writing. There is an emphasis on questionnaire construction related to a student's doctoral research design as well as hands-on application of foundational statistical analysis using software (e.g., SPSS, or PSPP). Foundational statistics covered include an introduction to the software, data coding and entry, descriptive statistics, and basic inferential statistics (e.g., means comparison and linear regression). Report writing will be covered and focus on the Instruments and Results sections including how to develop tables and figures utilizing SPSS data and adhering to APA style. This is a required course for the PhD in Community Psychology program. Pre-requisite(s): None. 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 (3)

This advanced writing course focuses on enhancing student writing, particularly around qualitative and mixed methods results and discussion sections for dissertations. The course will address issues around prose style, writing up research, and presentation structure in a publicly accessible and interesting way. Pre-requisite(s): LAP 600, LAP 605, LAP 635, and LAP 698. Co-requisite(s): None. 3 semester hours

LAP 662 - Leadership and Organizational Change (3)

Students in this course revisit their vision and mission through exploring advanced strategies for leading change with communities. The course explores the structure and role of government and nonprofit organizations in maximizing benefit to the community, as well as how to work with organizations to influence broader cultural systems change. Interdisciplinary philosophy and theory are explored to examine how organizations influence broader community dynamics that sustain a variety of social problems for communities. Specific focus is placed on organizational culture and understanding how organizations must adhere to and adapt to outside changes and demands of stakeholders within a broader global context. Students examine the role of community psychologists in organizational performance and efficiency in the context of staying current on best practices and continuous quality improvement. Students learn about planning for and leading change in alignment with organizations' goals and designs for change that ultimately result in community improvement. Pre-requisite(s): LAP 600, LAP 605 or permission of the Program Chair/Director or designate. Co-requisite(s): None. 3 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. 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.

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. Clinical experience hours required. 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. Clinical experience hours required. 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. Clinical experience hours required. Pre-requisite(s): None. 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. Clinical experience hours required. Pre-requisite(s): None. 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. Clinical experience hours required. Pre-requisite(s): None. 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, socio-economic 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. Clinical experience hours required. Pre-requisite(s): None. 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. Clinical experience hours required. Pre-requisite(s): None. 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. Clinical experience hours required. Pre-requisite(s): None. Co-requisite(s): None. 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

LGT - Legal Technology

LGT 200 - Business Foundations in Legal Technology (5)

This course is the first in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. This course focuses on becoming familiar with and analyzing a new industry

to increase performance and build new skills, behaviors, and mindsets in the field of legal technology. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

LGT 201 - Data and Systems (5)

This course is the second in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. In this course, students will Identify, capture, organize, and analyze data within the context of legal technology. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

LGT 202 - Data and Systems II (5)

This course is the third in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. In this course, students will design and build systems, process, and procedures to create value for clients and internal teams. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

LGT 203 - Communications and Influence (5)

This course is the fourth in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. In this course, students integrate business communications and influencing others to achieve outcomes. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

LGT 204 - Strategy and Solutioning (5)

This course is the fifth in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. In this students analyze problems and design solutions to meet internal and customer needs. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

LGT 205 - Operational Excellence (5)

This course is the sixth in a series of six courses taken as part of an apprenticeship program offered by an external partner, Relativity. In this course, students execute planning, project management, and operational excellence. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter 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 502 - Baseline Seminar in the Learning Sciences (1)

The course introduces program candidates in Learning Sciences Education to the overall LSE field of study, including the program's four themes of (1) Social Emotional Learning in Sociocultural Contexts; (2) Cognition; (3) Design; and (4) Digital Learning Applications. The course builds the candidates' foundational knowledge of ISTE standards for Students and Educators and provides an introduction to ISTE standards for Education Leaders. Students will begin to work on a project-based learning assignment that integrates their specialty and the Learning Sciences. This project will be continued throughout the program, especially in LSE 555 and LSE 597. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

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 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

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 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, LSE 535. 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 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): LSE 535. Co-requisite(s): None. 3 semester hours

LSE 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): LSE 500 or permission of the Program Director. Co-requisite(s): None. 1-3 semester hours

LSE 540 - Social Emotional Learning in Cultural Contexts (3)

The course is designed to examine the need for social and emotional learning (SEL) and behavioral supports that are sensitive to diverse cultural, linguistic and economic environments and the influence of culture on student's emotions and behavior in school settings. The course focuses on promoting school-wide and classroom practices to promote positive social emotional skills in a way that integrates students' culture and language, promotes community, and enhances both academic and behavioral student outcomes. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

LSE 541 - Cognition and Instruction (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. Pre-requisite(s): Human Development Course and/or Introductory Educational Psychology

course; or consent of instructor. Co-requisite(s): None. 2 semester hours

LSE 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

LSE 555 - Mid-Point Seminar in the Learning Sciences (1)

The course supports Learning Science Education candidates with a formative mid-program examination and assessment of candidates' progress in pursuit of their degree objectives and content base in the program's four themes of (1) Social Emotional Learning in Sociocultural Contexts; (2) Cognition; (3) Design; and (4) Digital Learning Applications. The course advances candidates' knowledge of ISTE standards for Students, Educators and Education Leaders. Students continue work on a project-based learning assignment started in CIC 502, integrating knowledge in their specialty and the Learning Sciences. This project will be continued throughout the program, culminating in LSE 597. Pre-requisite(s): LSE 502. Co-requisite(s): None. 1 semester hour

LSE 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

LSE 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

LSE 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

LSE 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

LSE 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 include integrated assessment, classroom management, brain-based strategies, differentiated instruction, student motivation, and the roles of emotion, movement, and artistic expression in learning. Pre-requisite(s): None. 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 learning sciences in education. Candidates are required to research and propose solutions to a problem of practice, resulting in the design and implementation of an educational intervention appropriate for their context. Candidates will engage in a design-based research process to evaluate impact

and design of the intervention. As part of this course, candidates are required to complete a minimum of 15 hours of field experiences. Pre-requisite(s): LSE 500, LSE 520 and LSE 530. Co-requisite(s): None. 3 semester hours

LSE 595A - Special Topics in Learning Sciences: Effective Teaching in E-Learning Environments (1)

This course helps PK-12 teachers design courses, lesson plans, and other learning experiences that include remote learning and other technology-based elements based on existing resources. The course introduces ISTE Standards for Students as a frame of reference for studying their own students' developmental levels in educational uses of technology for learning. The course facilitates teacher development of a defined Problem of Practice describing their own learning environment, student characteristics, and school-based technology resources, accentuating strategies for teaching effectively in low-resource, high needs environments. With NLU faculty support, teachers produce a personalized teaching-and-learning plan and instructional unit to optimize student e-learning in challenging circumstances. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

LSE 595B - ST/Learning Sciences: Instructional Strategies for Teaching in E-Learning Environments (2)

This course prepares participants for teaching and learning in e-environments with a focus on instructional strategies. Topics include: principles of effective online instruction, planning for e-learning, selecting digital tools, and engaging students and families. Participants will describe their own learning environment, student characteristics, and school-based technology resources, and define a Problem of Instructional Practice related to remote or e-learning. The culminating project is a personalized teaching-and-learning plan that optimizes student e-learning. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

LSE 595C - ST/Implementing and Reflecting on Effective Practices in E-Learning Environments (2)

LSE 595 C is the culminating course in the E-learning Certificate. As a capstone experience, the course provides a platform for candidates to integrate work across courses and engage in a final reflection on the principles and practices of effective E-Learning and the process of implementing E-learning plans in P-12 contexts. Pre-requisite(s): LSE 595A and LSE 595B. Co-requisite(s): None. 2 semester hours

LSE 595D - ST/ Strategies for Remote and Online Instruction in PreK-12 Classrooms (0)

This course prepares pre-service teachers for teaching and learning in e-environments PreK-12 with a focus

on instructional strategies. Topics include: principles of effective online instruction, planning for e-learning, selecting digital tools, and engaging students and families. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

LSE 597 - Capstone Seminar in the Learning Sciences (1)

The course supports Learning Science Education candidates with a culminating capstone assessment of candidates' progress in pursuit of their degree objectives and content base in the program's four themes of (1) Social Emotional Learning in Sociocultural Contexts; (2) Cognition; (3) Design; and (4) Digital Learning Applications. LSE students conclude work on a project-based learning assignment started in LSE 502, continued in LSE 555, and culminating in LSE 597, integrating knowledge in their specialty and the Learning Sciences. Candidates also complete key assessments designed to track learning growth from the baseline through the mid-point to this capstone summative assessment. Pre-requisite(s): LSE 555. Co-requisite(s): None. 1 semester hour

LSE 598 - Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience (3)

LSE 598 supports Learning Science Education candidates with a culminating capstone portfolio assessment of candidates' progress in pursuit of their degree objectives and content base in the program's four themes of (1) Social Emotional Learning in Sociocultural Contexts; (2) Cognition; (3) Design; and (4) Digital Learning Applications. In addition, this course extends their knowledge of the learning sciences' curriculum and theory framework, ISTE Standards, and through project-based learning. This course bridges learning sciences, specialty area expertise and educational practices. The course provides a platform for candidates to integrate work across specialty area and endorsement courses, engage in final reflections on educator ethics, and write a concluding introspective narrative on the holistic experience of integrating specialty area and advanced learning and instructional practices to improve outcomes for all learners. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

LTC - Long-Term Care Administration

LTC 450 - Long-Term Care Administration Overview and Introduction to Life Safety (5)

This is the introductory course for the four-course concentration in Long-Term Care Administration. This course will provide an overview of the different levels of Long-Term Care, including Independent

Living, Assisted Living and Skilled Nursing, along with the fundamental principles of the long-term care administrator's role and responsibilities in these settings. Topics include ethical and legal issues that impact long term care administrators. Students will also be exposed to 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 will also be addressed in this course. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): LTC 450 Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): LTC 450 Co-requisite(s): None. 5 quarter hour

Distribution: Advanced Standing Course.

LTC 490 - (5)

This course is an externship that will provide the student an opportunity to apply their knowledge from the courses in the long-term care administration concentration. Students will intern in a long-term care facility under the guidance of a facility departments within a long-term care facility, to become familiar with their function. Students participate in leadership activities, such as attending interdepartmental meetings and participating in a quality assurance project. Students will maintain a record of their extern experience in a series of discussions, journals, and papers. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): LTC 450, LTC 470, LTC 480. Co-requisite(s): None. 5 quarter hours

LTC 550 - Long-Term Care Administration Overview and Introduction to Life Safety (3)

This is the introductory course for the four-course concentration in Long-Term Care Administration. This course will provide an overview of the different levels of Long-Term Care, including Independent Living, Assisted Living and Skilled Nursing, along with the fundamental principles of the long-term care administrator's role and responsibilities in these settings. Topics include ethical and legal issues that impact long term care administrators. Students will also be exposed to 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 will also be addressed in this course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

LTC 570 - Financial Management & Governance of Long-Term Care Facilities (3)

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 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 550. Co-requisite(s): None. 3 semester hours

LTC 580 - Resident Services Management and Quality Care (3)

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 550. Co-requisite(s): None. 3 semester hours

LTC 590 - Long-Term Care Administrator Externship (3)

This course is an externship that will provide the student an opportunity to apply their knowledge from the courses in the long-term care administration concentration. Students will intern in a long-term care facility under the guidance of a facility administrator. Students will spend time in each of the departments within a long-term care facility, to become familiar with their function. Students participate in leadership activities, such as attending interdepartmental meetings and participating in a quality assurance project. Students will maintain a record of their extern experience in a series of discussions, journals, and papers. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): LTC 550, LTC 570, LTC 580. Co-requisite(s): None. 3 semester hours

Distribution: Advanced Standing Course.

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 505 - Leadership and Fostering Diversity and Inclusion (3)

This course is designed to introduce students to leadership styles, such as inclusive leadership, purpose leadership, values-driven leadership, and strengths-based leadership, that support and help create diverse, equitable, and inclusive work environments that cultivate high performing, innovative teams. Other topics include diversity management, emotional intelligence, fostering inclusive cultures where employees feel trusted, valued, and psychologically safe, and ways to enhance diversity, inclusion, and equity on the workplace. Equipped with this knowledge, students will become more inclusive leaders who cultivate an inclusive workplace while solving real-world cultural business challenges. Pre-requisite(s): Admission into the Masters of Business Administration Program; or permission by Program Chair or designate. 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 507 - Creativity and Business Innovation (3)

This course will introduce students to an overview of the design thinking process and how it can be used to see problems as opportunities for creative solutions. Emphasis will be placed on the connection between creativity and business success in today's global market. Students will work in teams implementing the design thinking process to find a solution for a current business challenge. Students will gather valuable insights on the humans they are designing for, frame the challenges they hope to solve, brainstorm possible solutions, develop prototypes, and present their recommendations to business leadership. Pre-requisite(s): Admission to the MBA program or completion of MBA 505 or Program Chair approval. 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. Pre-requisite(s): Admission to the MBA Program; MBA 501 and MBA 503. Co-requisite(s): None. 3 semester hours

MBA 509 - Essentials in Economics (3)

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 511 - Finance for Decision-Making (3)

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): MBA 505 or MBA 501 and MBA 503; or permission of Program Chair or designate. 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 521 - Market Research (3)

MBA 522 - Strategic Marketing and Storytelling (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, behavioral economics, storytelling, 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; visual and written storytelling, performance measures, and the potential financial impact. Prerequisite(s): Admission to the MBA Program; MBA 500; or Program Chair approval. 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 525 - Business Challenge Capstone (3)

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 diversity, equity, and inclusive skills, analytical skills, and decision-making skills that will help them enhance their leadership capabilities and successfully build an international business community. Prerequisite(s): Admission to the MBA Program; MBA500; or Program Chair approval. 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

MEDA - Medical Assistant

MEDA 100 - Administrative Medical Assisting (6)

This course examines the professional qualities and expectations of a medical assistant along with the administrative and clinical duties required to perform in the role. Students will learn the purpose of accreditation and the significance of becoming a credentialed professional. Students will be introduced to types of insurance, health insurance basics, traditional insurance plans, managed care, Medicare, Medicaid, military carriers, and Worker's Compensation and Disability insurance. The importance of interpersonal skills and the critical ability to apply them in the workplace with patients and co-workers will be covered. Students will be introduced to the patient privacy laws and be able to differentiate between laws and ethics. In addition, this course introduces students to basic medical terms, their meanings, and how to decipher medical terms that may not be recognizable at first glance. Students will construct complex medical terms from word roots, medical prefixes and medical suffixes in the context of case studies, personal examples, anatomical terms and diagnostic procedure examples. Pre-requisite(s): None. Co-requisite(s): None. 6 quarter hours

MEDA 101 - Medical Assisting (4)

MEDA 110 - Clinical Medical Assisting (6)

This course introduces students to the clinical aspect of medical assisting and stresses the importance of asepsis and sterile technique in today's health care environment, along with the proper use of personal protective equipment. Students will learn about basic bacteriology and its relationship to infection and disease control as well as identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students will become familiar with a physician's clinical office environment along with the hospital environment and will be introduced to clinical procedures including vital signs, heights and weights, assisting with patient mobility, patient identification, bandaging and wound care, rooming of patients, the physical examination and assisting with minor office

procedures. Pre-requisite(s): MEDA 100. Co-requisite(s): None. 6 quarter hours

MEDA 115 - Human Anatomy and Physiology for Medical Assisting (4)

MEDA 120 - Anatomy, Physiology, and ECG (6)

This course examines the general plan and structure of the human body and its function under normal, healthy conditions as well as an introduction to the body's response to illness and disease. Students will also be introduced to basic information about common medical conditions, diseases, and the disease process. Emphasis will be placed on documentation of symptoms, patient assessment, case management - including diagnostic tests indicated, treatment indicated, patient education required and ways to validate a patient's understanding of their disease and treatment. In addition, this course examines the circulatory and respiratory systems, including the structure and function of heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students will apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (EKG). Pre-requisite(s): MEDA 100 and MEDA 110. Co-requisite(s): None. 6 quarter hours

MEDA 130 - Clinical Laboratory (4)

This course will prepare you to perform critical clinical skills for the Medical Assistant. Students will learn to draw blood samples from patients using a variety of procedures. Students will learn about basic vascular anatomy and physiology and blood physiology. Students will learn the proper technique for performing capillary skin punctures and venipunctures. In addition, this course explains the medical assistant's role in pharmacology. Students will learn to recognize the five categories of pharmacology and their importance to medication administration. Students will be able to differentiate the major drug categories, drug names, their actions, as well as, learn how vaccines work in relation to the immune system. Students will learn to carry out the procedure for registering or renewing a physician with the Drug Enforcement Agency (DEA) for permission to administer, dispense, and prescribe controlled substances. Pre-requisite(s): MEDA 100, MEDA 110, and MEDA 120. Co-requisite(s): None. 4 quarter hours

MEDA 140 - Clinical Practicum (6)

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 160 hours supervised internship at an approved internship site. Pre-requisite(s): MEDA 100, MEDA 110, MEDA 120, and MEDA 130. Co-requisite(s): None. 6 quarter hours

MEDA 150 - Medical Assisting Clinical Skills I (4)

MEDA 151 - Medical Assisting Clinical Skills II (4)

MEDA 201 - Clinical Practicum (6)

MES - Media Communications

MES 104 - Evolution of Mass Media (5)

MES 205 - Social Media Networking (5)

MES 207 - Contemporary Media Communications (5)

MES 310 - Sound Essentials: Podcasting (5)

Sound Essentials: Podcasting introduces students to the contemporary world of podcasting as a medium for storytelling, interpersonal communication, self-expression, and selling their unique brands. This course delivers insight into spoken narration as well as interviewing and reporting. Students distinguish between varieties of podcast genres prevalent in a contemporary soundscape. Students design their own podcast series, applying their knowledge of speech practice, recording, and editing. Pre-requisite(s): COM 105 and MES 104 or by approval of department chair. Co-requisite(s): None. 5 quarter hours

MES 410 - Video Essentials (5)

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 505FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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 PIESS+(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 590FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and

support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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 223 - 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

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

MHA - Master of Health Services Administration

MHA 401 - Leadership in Health Services Administration (5)

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. Students explore 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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

MHA 405 - Health Care Origins, Policies and Trends (5)

This gateway course in the Master of Health Services Administration program introduces students to the university and the 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. The impact of governmental and non-governmental regulation will be introduced. This course also explores trends and public policy considerations that impact the delivery of health care. A primary focus is the critical examination of alternatives for balancing access, quality and cost. The course further examines planning and policy cycles, the role of government as regulator and market maker, the status of major governmental initiatives and the projection of emerging trends. 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 the Program Chair/Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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 the 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. The impact of governmental and non-governmental regulation is introduced. This course also explores trends and public policy considerations that impact the delivery of health care. A primary focus is the critical examination of alternatives for balancing access, quality and cost. The course further examines planning and policy cycles, the role of government as regulator and market maker, the status of major governmental initiatives and the projection of emerging trends. Pre-requisite(s): 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. The rights and duties of the organization to its stakeholders, both internal and external, as well as to health care recipients, will be examined. The rights and duties examined will focus on four perspectives: political, social, ethical, and legal. Major issues to be analyzed will be: leadership; employer and employee-rights; occupational safety; patient safety; environmental issues; and social responsibility. A variety of administrative case study decision-making techniques will be used in the analysis and solving of administrative issues related to the administration and delivery of health care services. Pre-requisite(s): MHA 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): Admission to the MHA program. MHA 500 and RES 510. 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. Organizational mission, values, and objectives are examined in relation to the current operation of each functional area and changing external conditions. Students will 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, PJM 520 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 442 - Mathematics for Elementary and Middle School Teachers (5)**

This course provides an opportunity for candidates and practicing teachers to develop an understanding of 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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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 540 - Methods for Teaching Elementary Schools Mathematics (2 TO 3)

In this course teacher candidates examine and evaluate issues in the field, including curriculum patterns, learning resources, instructional materials, and approaches for integrating mathematics across the curriculum, and reading and writing for mathematics. Candidates study and demonstrate strategies and techniques for teaching diverse learners mathematics and creating an equitable learning community in the classroom. They examine differentiated instructional approaches to accommodate various learning needs in mathematics instruction. Candidates prepare lesson plans, level-appropriate mathematics units, and assessment strategies. Teacher candidates also learn how to integrate technology into the mathematics curriculum. Pre-requisite(s): Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director. For the initial teacher licensure candidates, prerequisite includes ELE 500, EPS 511, FND 510, and MHE 542. Co-requisite(s): None. 2-3 semester hours

MHE 541 - Advanced Methods for Teaching Middle School Mathematics (3)

This course builds upon the methods of teaching general elementary school mathematics (grades 1-6) 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 in Education program; it may be taken with consent of the undergraduate program chair. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

MHE 542 - 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 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): MHE 450 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 424 - Managing and Developing Websites (5)

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): None. Co-requisite(s): None. 5 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

MKT - Marketing

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 315 - Marketing for Nonprofits (5)

Marketing for Nonprofits provides students with an overview of the variations of methods and intentions between marketing for nonprofits as opposed to marketing for for-profits (e.g., to foster a cause vs. to make a sale). This course also provides an overview of common nonprofit efforts that require focused marketing (e.g., membership, donation, and conference promotions). Additionally, this course supplies students with practical information such as marketing techniques and nonprofit marketing campaign design. Pre-requisite(s): COM 104, MKT 300 or by permission of chair or designate. Co-requisite(s): None. 5 quarter hours

MKT 316 - Event Marketing (5)

Event Marketing provides students with an overview of the variations between marketing for events as opposed to marketing for products or services (e.g., to promote event registration vs. to sell a tangible product). In this course, students will build an event marketing plan to promote an event/events using marketing techniques across a selection of platforms. Pre-requisite(s): COM 104, MKT 300 or by permission of chair or designate. Co-requisite(s): None. 5 quarter hours

MKT 324 - Small Business Marketing (5)

Small Business Marketing prepares aspiring marketers and entrepreneurs to formulate marketing strategies that position small businesses and start-ups for success. In this class, students will apply niche marketing tactics and analyze small business budgeting for effective outreach and promotion. Students will distinguish between product marketing and content marketing as well as evaluate the stages and lifecycles of small business marketing projects. Pre-requisite(s): MKT 300. Co-requisite(s): None. 5 quarter hours

MKT 405 - Digital Marketing and Advertising (5)

Digital marketing is increasingly the core of how organizations build brands, connect with customers, and sell products. Understanding how to craft and manage an online presence is a fundamental skill for contemporary marketers. In this course, students learn how to think digitally from a strategic and tactical standpoint, while obtaining practical implementation skills. They learn the fundamentals of the most important digital channels, including key course introduces important concepts in content marketing, which is the fuel of the most successful digital campaigns. Additionally, students learn how to use data to successfully target their audiences as well as how to track and measure success. Pre-requisite(s): COM 104, MKT 300, or by permission of chair or designate. Co-requisite(s): None. 5 quarter hours

MKT 410 - Market Research for Design and Innovation (5)

Innovation and design in products and services is increasingly important. Students explore how, by utilizing market research data, they can create competitive advantage and understand consumers' needs. Students learn the basics of market research, aesthetics, design principles, and the design development process. This course also addresses methods and approaches to think more creatively, to break paradigms, to better visualize options, and to find and develop innovative business models. Pre-requisite(s): MKT 300. 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

MPH - Public Health**MPH 400 - Public Health Systems (5)**

This course introduces students to the field of public health and provides an overview of its basic tenets. The course provides a brief history of the evolution of the U.S. health care system and discusses current issues and trends, especially related to the prevention of disease and promotion of health and wellness. The role of government in public health is explored as well as challenges in current public health practices. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

MPH 401 - Environmental Health (5)

This course examines the health implications of the human relationship to the biosphere and the effect of environmental change on physical, biological, and social patterns. You will learn federal and state regulations, guidelines, mandates, and authorities that control environmental and emergency preparedness issues and operations. You will also study introductory principles of emergency preparedness and how they relate to environmental disasters and emergencies. Topics will be categorized by environment or context (home, work, general environment, air, water). Broad categories of important environmental agents will be addressed as a group (radiation, pests, pesticides, food safety, toxins, and air safety). This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): MPH 400. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

MPH 402 - Applied Epidemiology (5)

Epidemiology studies the determinants of disease and the people at risk for disease. In this course, students will learn the history and fundamental principles of

epidemiology, and the main types of study designs. This course will cover the final goal of epidemiology which is to determine how disease can be prevented and treated. Content also covers concepts and measures that distinguish epidemiology from other disciplines, including incidence, prevalence, morbidity, and mortality rates in populations. Students will also learn the importance of screening and which screening techniques are the most effective, based on a variety of circumstances and populations. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): MPH 400. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

MPH 450 - Health Promotion (5)

This course is the capstone course for the Public Health concentration. In this course students will create a health promotion plan to address a public health issue of the student's choice that will improve health literacy and behavior in their community. Students will conduct a public health situational assessment, determine goals, populations of interest, outcomes and outcome objectives for the health promotion plan, select strategies, activities, and resources, that will contribute to success of the plan. Students will identify benchmarks and outcomes to assess the health promotion. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): MPH 400, MPH 401, and MPH 402. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

MPH 500 - Public Health Systems (3)

This course introduces students to the field of public health and provides an overview of its basic tenets. The course provides a brief history of the evolution of the U.S. health care system and discusses current issues and trends, especially related to the prevention of disease and promotion of health and wellness. The role of government in public health is explored as well as challenges in current public health practices. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

MPH 501 - Environmental Health (3)

This course examines the health implications of the human relationship to the biosphere and the effect of environmental change on physical, biological, and social patterns. You will learn federal and state regulations, guidelines, mandates, and authorities that control environmental and emergency preparedness issues and operations. You will also study introductory principles of emergency

preparedness and how they relate to environmental disasters and emergencies. Topics will be categorized by environment or context (home, work, general environment, air, water). Broad categories of important environmental agents will be addressed as a group (radiation, pests, pesticides, food safety, toxins, and air safety). Pre-requisite(s): MPH 500. Co-requisite(s): None. 3 semester hours

MPH 502 - Applied Epidemiology (3)

Epidemiology studies the determinants of disease and the people at risk for disease. In this course, students will learn the history and fundamental principles of epidemiology, and the main types of study designs. This course will cover the final goal of epidemiology which is to determine how disease can be prevented and treated. Content also covers concepts and measures that distinguish epidemiology from other disciplines, including incidence, prevalence, morbidity, and mortality rates in populations. Students will also learn the importance of screening and which screening techniques are the most effective, based on a variety of circumstances and populations. Pre-requisite(s): MPH 500. Co-requisite(s): None. 3 semester hours

MPH 550 - Health Promotion (3)

This course is the capstone course for the Public Health concentration. In this course students will create a health promotion plan to address a public health issue of the student's choice that will improve health literacy and behavior in their community. Students will conduct a public health situational assessment, determine goals, populations of interest, outcomes and outcome objectives for the health promotion plan, select strategies, activities, and resources, that will contribute to success of the plan. Students will identify benchmarks and outcomes to assess the health promotion. Pre-requisite(s): MPH 500, MPH 501, and MPH 502. Co-requisite(s): None. 3 semester hours

MTH - Math

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-Mathematics.

MTH 101H - Honors Mathematical Concepts (5)

MTH 101H focuses on mathematical reasoning and solving real-life problems. The course provides an introduction to problem solving with a primary focus on the use of real-world data using technology. It presents preparation for more specialized topics in mathematics including: mathematical finance, logic and set theory, linear programming and statistical reasoning. Emphasizing reasoning and problem solving, interpretation of descriptive and inferential statistics throughout the course, students will learn how to apply appropriate vocabulary, terms, and definitions to describe data outcomes across multiple disciplines. Class time is split between classroom and online work. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Mathematics.

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. Laboratory course is required for Pathways students Pre-

requisite(s): LAM100B or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Mathematics.

MTH 102H - Honors Applied Statistics (5)

MTH 102H focuses primarily on data interpretation skills where students will utilize problem solving to describe real-world data. Students will interpret descriptive and inferential statistics from a given data set, and use appropriate statistical vocabulary, terms, and definitions to describe data outcomes and computations across multiple disciplines. Topics will include data collection processes (observational studies, experimental design, sampling techniques, bias), descriptive methods using quantitative and qualitative data, correlation probability distributions, confidence intervals and hypothesis tests using p-values. Class time is split between classroom and online work. Pre-requisite(s): MTH 101H or an equivalent or Undergraduate Honors Program Director approval. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Mathematics.

MTH 103 - Precalculus/Integrated Math Concepts (5)

This course will provide an integrated approach to functions, including but not limited to linear, exponential, logarithmic, power, periodic, polynomial, rational and trigonometric functions. Students will compare, contrast and transform these functions with an emphasis on real world application to prepare them for calculus courses. Pre-requisite(s): None. Co-requisite(s): MTH 103L. 5 quarter hours

MTH 103L - Precalculus/Integrated Math Concepts Lab (0)

Laboratory for MTH 103. 0 quarter hours

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-Mathematics.

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. 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-Mathematics.

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 211 - Calculus and Analytic Geometry I (5)

Calculus is the precise and quantitative study of change. This course explores the notions of an instantaneous rate of change and accumulation of infinitesimally small quantities. This course emphasizes conceptual understanding, not just computational fluency, and students will reason about the concepts in applied, numerical, graphical, algebraic/analytic, and verbal contexts. Topics include functions and limits, and derivatives. Pre-requisite(s): MTH 103 or equivalent of departmental approval. Co-requisite(s): None. 5 quarter hours

MTH 212 - Calculus and Analytic Geometry II (5)

This course continues the learning from MTH 211. Topics include limits and continuity, derivatives of algebraic and trigonometric functions, chain, rule, applications (such as extreme problems, related rates, graphing), and anti-derivatives. Pre-requisite(s): MTH 211 or equivalent or departmental approval. Co-requisite(s): None. 5 quarter hours

MTH 214 - Multivariable Calculus (5)**MTH 215 - Calculus and Analytic Geometry III (5)**

This course continues the learning from MTH 212. Topics include calculus of the exponential, logarithmic, and trigonometric functions, techniques of integration, applications (such as area, volume, work, force), improper integrals, infinite series, power series, conics, parametric equations, polar, cylindrical and spherical coordinates. Graphing calculator required. Pre-requisite: MTH 212 or equivalent or departmental approval. Co-requisite(s): None. 5 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

MTH 410 - Linear Algebra (5)**MTH 420 - Discrete Mathematics (5)****MTH 440 - Abstract Algebra (5)****NLU - National Louis University****NLU 101 - New Student Orientation (0)**

This course provides foundational onboarding to students joining the National Louis University (NLU) for the first time and/or those students who have away from the institution for some time and could benefit from reorientation. It serves as one of the earliest touchpoints for new students and provides them with valuable NLU information from history, mission, and values to navigating critical student support departments, to success strategies and navigating different tools, technologies, and services needed to support their journey towards graduation and career success. Pre-requisite(s): None. Co-requisite(s): None. 0 quarter hours

OBD- Organizational Behavior, Development & Leadership**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

Distribution: Advanced Standing Course.

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 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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

Distribution: Advanced Standing Course.

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

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

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 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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Humanities.

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 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 405 - Urban Community Development (5)

This course provides an overview of community planning and urban development. It focuses on the historical and contemporary relationships between urban social patterns, federal policies, and neighborhood initiatives. Students 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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): RES 410 or another Master level gateway course equivalent by approval of Program Director. Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

PPA 410 - Urban Inequality and Social Change (5)

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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): RES 410 or another advanced standing gateway course equivalent by approval of Program Director. Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

PPA 420 - International Dimensions of Public Policy (5)

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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): RES 410 or another advanced standing gateway course equivalent by approval of Program Director. Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

PPA 432 - Gender, Race, and Culture in the Public Sector (5)

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 in the public sector and policy initiatives address gender, racial, and cultural issues. This is an advanced standing course that may count toward both, baccalaureate and master's degrees. Pre-requisite(s): RES 410 or another advanced standing gateway course equivalent by approval of Program Director. Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

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 analyst 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 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 703 - History and Systems of Psychology (3)

This course provides a survey of the major philosophical, historical, and socio-cultural factors that led to the development of the field of clinical psychology and major theories within the field. Emphasis is on presenting the key ideological controversies within the field, and exploring how these controversies have developed. Students are expected to demonstrate an understanding of how psychology through time has dealt with a number of core philosophical issues and the range of perspectives that different psychological theories have taken on these issues. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD Program. 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

Distribution: Argosy Courses.

PSYD 705 - Biological Bases of Behavior (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 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

Distribution: Argosy Courses.

PSYD 707 - Cognitive and Affective Processes (3)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 705. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 708 - Personal and Professional Development Group (2)

This course offers a group experience which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students are facilitated to increase self-awareness and empathic understanding of others, to practice more effective listening and communication skills, and to work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 2 semester hours

PSYD 709 - Social Psychology (3)

This course surveys a range of theories and empirical research on the social behavior of individuals and groups. Concepts from research and theory in social psychology are presented for the understanding of social influences on personality, human interaction, and behavior. The application of this material to clinical settings will be discussed. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD Program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 710 - Professional Issues: Ethics, Conduct, and Law (3)

This course explores ethical and legal issues related to the professional conduct of psychology. The course addresses 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 such areas as assessment, therapy, forensics, and consultative and supervisory relationships. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-

requisite(s): Admission to the ISPP PsyD Program.
Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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. 1.5 - 3 semester hours

Distribution: Argosy Courses.

PSYD 711 - Professionalization Group I (0 TO 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

Distribution: Argosy Courses.

PSYD 712 - Professionalization Group II (0 TO 1)

(Formerly PP 7111). This course is a continuation of Professionalization Group I Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

Distribution: Argosy Courses.

PSYD 715 - Professionalization Group I (0)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admissions to ISPP PsyD program. Co-requisite(s): None. 0 semester hour

PSYD 715 - Professionalization Group I (0)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admissions to ISPP PsyD program. Co-requisite(s): None. 0 semester hour

PSYD 716 - Professionalization Group II (0 TO 1)

This course is a continuation of Professionalization Group I This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 0 -1 semester hour

PSYD 716 - Professionalization Group II (0)

This course is a continuation of PSYD715: 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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hour

PSYD 717 - Research Methodology in Clinical Psychology (3)

This course will provide an introduction to research methods in clinical psychology. It will explore both the theoretical underpinnings of research design and the practical considerations and constraints of real-

life research. Course topics include an examination of validity, reliability, measurement, experimental, quasi-experimental, and non-experimental designs, sampling, data collection approaches, causal inferences, interpretation of data, and research ethics. Students will learn to critically evaluate original sources, including experimental studies, single-case research designs, randomized controlled trials, and qualitative studies. Students will also be introduced to the ethical issues associated with scientific research in clinical psychology, including the Institutional Review Board process. The course will provide students with in-depth know of the skills necessary to become capable producers of scientific research, as well as more astute consumers of scientific literature. This course is part of the Florida School of Professional Psychology curriculum. Pre-requisite(s): Admission to the FSPP program. Co-requisite(s): None. 3 semester hours

PSYD 718 - Statistics (3)

Statistical methods, parametric and nonparametric, with an emphasis on those applicable to clinical evaluation and research are addressed in this course. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD Program. Co-requisite(s): None. 3 semester hours

PSYD 719 - Health and Human Dysfunction I (3)

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 conceptualizing by using research and clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these adult disorders are covered. The role of contextual factors in understanding and treating these disorders are included. The DSM diagnostic system is reviewed, including the future of practice with DSM V, and the ICD international classification system. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD Program. Co-requisite(s): None. 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

Distribution: Argosy Courses.

PSYD 721 - Advanced Quantitative Methods (1 TO 3)

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 variables, covariance techniques, principal components and factor analyses, path analysis and confirmatory factor analysis. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 718 and PSYD 723. Co-requisite(s): None. 1-3 semester hours

PSYD 722 - Health and Human Dysfunction II (3)

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): PSYD 719. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 723 - Research Methods (3)

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): PSYD 718. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 724 - Advanced Qualitative Methods (1)

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. This course is part of the Illinois School of

Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 718 and PSYD 723. 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 731 - Psychopathology II (1 TO 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): 1-3 semester hours

Distribution: Argosy Courses.

PSYD 732 - Child and Adolescent Development (3)

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. This course is part of the Illinois School of Professional Psychology PsyD Curriculum. Pre-requisite(s): Admission to the ISPP PsyD Program. Co-requisite(s): None. 3 semester hours

PSYD 733 - Child and Adolescent Psychopathology (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 719 and PSYD 732. Co-requisite(s): None. 3 semester hours

PSYD 735 - Clinical Supervision (1.5)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 816. Co-requisite(s): PSYD 817. 1.5 semester hours

PSYD 736 - Clinical Interviewing (1.5 TO 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. 1.5-3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 738 - Clinical Interviewing (1.5)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admissions to ISPP PsyD program. Co-requisite(s): None. 1.5 semester hours

PSYD 740 - Issues in the Assessment and Treatment of Diverse Populations (1 TO 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. 1-3 semester hours

Distribution: Argosy Courses.

PSYD 741 - Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)

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. Information is provided concerning the unique

mental health needs of African-Americans, Asians, Latinos, and Native Americans. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 753 and PSYD 815. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 742 - Cognitive Assessment (3)

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers 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 and their psychometric properties. Alternative methods of intellectual assessment are also considered. The course includes an optional laboratory hosted by a Teaching Assistant in which administration, interpretation and scoring skills can be practiced. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 745 - Psychometric Theory (1.5)

This course is an introduction to the key concepts of psychometric theory (e.g. assessment theory, reliability, validity, item development, norm referencing, ethical and professional issues in assessment) as they apply to the practice of clinical psychology. The course provides students with skills necessary to evaluate psychological assessments. Students will learn the foundational knowledge of test development reliability and item analysis, validity, and test development principles. Modern approaches to test theory views of reliability and item analysis, validity, and test development principles. Modern approaches to test theory, including item response theory and generalization theory, are introduced. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 753 - Survey of Diversity and Multicultural Psychology (3)

This course presents an introduction to issues of diversity and multicultural competence relevant to the field of clinical psychology. The multi-faceted concepts of culture, acculturation, gender, race, age, sexual orientation, class, physical status, religion, etc. are explored. This course attends both to an increased awareness of students' own identities and context, and begins a process of integrating such awareness with knowledge on diversity-related mental health needs of various populations. Pre-requisite(s): Admissions to ISPP PsyD program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 755 - Consultation in Diverse Settings (1.5)

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 This course is part of the Illinois School of Professional Psychology PsyD curriculum. related disciplines. Pre-requisite(s): PSYD 816. Co-requisite(s): PSYD 817. 1.5 semester hours

PSYD 756 - Neuroanatomy and Pathology (3)

This course explores the neuroanatomy of the human nervous system, presenting both healthy neuro functioning and pathological functioning. Implications for diagnosis and treatment will be introduced. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 705, PSYD 707, PSYD 742, and PSYD 752. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 757 - Objective Personality Assessment (2)

This course introduces the student to the major approaches and techniques for objective personality assessment for adults. Topics include general principles and issues in selection, administration, and interpretation of objective personality assessment measures. Sociocultural consideration in objective personality assessment are addressed. The class includes a laboratory in which skills in administration and interpretation are practiced. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 742 Co-requisite(s): None. 2 semester hours

PSYD 758 - Projective Personality Assessment (2)

This course introduces the student to the major approaches and techniques for projective personality assessment for adults. Topics include general principles and issues in selection, administration, and interpretation of projective personality assessment measures. Sociocultural consideration in projective personality assessment are addressed. The class includes a laboratory in which skills in and interpretation are practiced. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 742 Co-requisite(s): None. 2 semester hours

PSYD 759 - Integrative Assessment (1.5)

This course introduces the student to the major approaches and techniques for personality assessment for adults. Topics include general principles and issues in psychometrics, objective and projective personality assessment, and appropriate techniques of personality assessment. The class

includes a laboratory in which skills in administration and interpretation are practiced. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 742, PSYD 757, PSYD 758 and PSYD 745. Co-requisite(s): None. 1.5 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 761 - Clinical Psychopharmacology (3)

This course introduces psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 705. Co-requisite(s): None. 3 semester hours

PSYD 762 - Integrated Healthcare Psychology (1.5)

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. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 719 and PSYD 722. Co-requisite(s): None. 1.5 semester hours

PSYD 764 - Extended Empathic Responding I (1.5)

This course provides students with opportunities to obtain experience the empathic response form and for understanding all implementations of the empathic attitude in any therapy. Students will submit taped sessions which demonstrate their increasing accuracy of understanding and the attitudinal aspects of therapeutic presence in relationship with clients. This course will include in class practice therapy demonstrations that exhibit the empathic understanding response process. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 738. Co-requisite(s): None. 1.5 semester hours

PSYD 765 - Extended Empathic Responding II (1.5)

This course offers students extended practice in empathic responding. Students will meet with partners exchanging sessions with each other outside of class time, using class time for lectures,

consultation and various sorts of self-directed learning in relation to empathic responding. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 764. Co-requisite(s): None. 1.5 semester hours

PSYD 766 - Self-Care for Mental Health Professionals (1.5)

This course explores the importance of self-care for psychologists, psychologists-in-training, and other mental health workers. Theory and research will be discussed regarding the risks particular to mental health workers, burnout, vicarious traumatization, and the effects of stress on the mind, body, and spirit. Students will examine their own personal vulnerabilities and identify areas of strength and growth related to self-care practice. Students will learn self-care techniques which can be applied to their own practice of self-care as well as utilized in the training and mentoring of other mental health workers and agencies. This course is part of the ISPP PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

PSYD 767 - Exploring Diversity I (1.5)

This course uses an open-ended group format to allow students to explore their own "growing edge" in relation to issues of difference. The group facilitators try create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 768 - Exploring Diversity II (1.5)

This course focuses on advanced explorations of issues of difference in an open-ended group format. Students observe their own and other's contributions to the development of group process. The group facilitators create a climate of authenticity, empathy, and prizing toward each member's experience, and group members help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning, personal learning plan and engage in several out-of-group learning experiences as part of their plan. Students give each other feedback about their

progress at the end of the class. This course is part of the ISPP PsyD curriculum. Pre-requisite(s): PSYD 767 Co-requisite(s): None. 1.5 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 781 - Master's Practicum & Seminar I (3)

The Master's Practicum provides students with supervised clinical experience and allows for the development of assessment, intervention, and relationship skills. The Master's Clinical Evaluation Conference evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, 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 Psychotherapy Seminar provides both didactic experience in psychological intervention and case conceptualization and experience in group consultation. This course is part of the Illinois School of Professional Psychology MA Curriculum. Pre-requisite(s): PSYD 708, 715, 719, 722, 732, 738, 753,

847 and endorsement of PSYD faculty. Co-requisite(s): None. 3 semester hours

PSYD 782 - Master's Practicum & Seminar II (3)

The Master's Practicum provides students with supervised clinical experience and allows for the development of assessment, intervention, and relationship skills. The Master's Clinical Evaluation Conference evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, 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 Psychotherapy Seminar provides both didactic experience in psychological intervention and case conceptualization and experience in group consultation. This course is part of the Illinois School of Professional Psychology MA Curriculum. Pre-requisite(s): PSYD 781. Co-requisite(s): None. 3 semester hours

PSYD 793 - Portfolio Development (0.5)

The portfolio development course is intended to help students synthesize their performance and experiences within the master's program. The portfolio will include both scholarly and personal reflection components that illustrate personal and professional growth and development within the program. The portfolio evaluates the student's competency levels as they related to personal development, theoretical knowledge, clinical conceptualization ability, and scientific understanding as it relates to clinical work. Pre-requisite(s): None. Co-requisite(s): None. 0.5 semester hour

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

Distribution: Argosy Courses.

PSYD 802 - Person-Centered and Experiential Theory and Therapy (3)

This course offers an introduction to the theory, research, practice of person-centered and experiential psychotherapies. Through in-class and peer listening exchanges, students learn skills that build therapeutic relationship and which, at the same time,

allow clients the maximum support and freedom to express and explore the meanings of their experience (i.e. by building relationship characterized by genuineness, empathic understanding, and prizing of the client). Particular emphasis is placed on the development of nondirective, process-sensitive empathic skills which will be of value whatever orientation the student ultimately practices. Pre-requisite(s): Admission to ISPP PsyD program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 805 - Family and Couples Therapy (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 719, PSYD 722, and PSYD 732. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 806 - Psychoanalytic Theory and Therapy (3)

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): PSYD 719. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 808 - Play Therapy (1.5)

(Formerly PP 8610). This course familiarizes students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 809 - Cognitive Behavioral Theory and Therapy (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 811 - Advanced Interventions with Diverse Populations (1 TO 3)

This course focuses 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 includes 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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 753. Co-requisite(s): None. 1-3 semester hours

PSYD 812 - Foundations of Mindfulness (1.5)

(Formerly PP 8804). This course will introduce students to mindfulness, its clinical applications, and its health and relationship benefits. Learn what mindfulness is, its connections to contemporary psychological perspectives, and its role in improving the therapy relationship. Understand the underpinnings of mindfulness in neuroscience. Students will be encouraged to develop their own practice as a part of self-care and professional development as clinicians. Students will also begin to learn how to choose, teach, and integrate evidence-based mindfulness interventions for clients with anxiety, depression, psychophysiological disorders,

and more Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 813 - Science Capstone Preparation (0)

This course offers students an opportunity for faculty-led group study and preparation for the science capstone exam. The course also includes the administration of the Science Capstone Exam. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 705, PSYD 707, PSYD 709, PSYD 710, PSYD 718, PSYD 719, PSYD 722, PSYD 723, PSYD 732, PSYD 738, PSYD 742, PSYD 752, PSYD 753, PSYD 761, PSYD 802, PSYD 805, PSYD 806, PSYD 809, PSYD 947 and endorsement of PSYD faculty. Co-requisite(s): None. 0 semester hour

PSYD 815 - Diagnostic Practicum & Seminar I (1 TO 3)

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. This course is a part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Completion of pre-practicum coursework (PSYD 708, PSYD 715, PSYD 719, PSYD 722, PSYD 732, PSYD 738, PSYD 742, PSYD 752, PSYD 753, and PSYD 847, and the Integrated Assessment elective) and faculty approval. Co-requisite(s): None. 1-3 semester hours

PSYD 816 - Diagnostic Practicum & Seminar II (1 TO 3)

This course is a continuation of PSYD 815: 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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 815. Co-requisite(s): None. 1-3 semester hours

PSYD 816A - Diagnostic Capstone Sequence (0)

This course involves the completion of the Diagnostic Capstone I & II. Diagnostic Capstone I is a shared set of psychological assessment and clinical data. Students submit a written report and analyses of these data; the exam is graded blindly. Diagnostic Capstone II requires the submission of a recorded diagnostic interview, clinical and assessment data, final report and case conceptualization from the student's diagnostic practicum site. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 815, PSYD 816. Co-requisite(s): None. 0 semester hour

PSYD 816E - Diagnostic Practicum & Seminar II - Extension (0 TO 2)

This course is an extension of PSYD 816: 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. This course is part of the ISPP PsyD curriculum. Pre-requisite(s): PSYD 815 and PSYD 816. Co-requisite(s): None. 1-2 semester hours

PSYD 816X - Diagnostic Practicum & Seminar II - Continuation (0)

This course is a continuation of PSYD 815: 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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 815. Co-requisite(s): None. 0 semester hours

PSYD 817 - Psychotherapy Practicum and Seminar I (1 TO 3)

The Psychotherapy Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Psychotherapy Capstones evaluate 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 Psychotherapy Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 826 and endorsement of PSYD faculty. Co-requisite(s): None. 1-3 semester hours

PSYD 818A - Psychotherapy Capstone Sequence (0)

This course involves the completion of the Psychotherapy Capstone I & II. Psychotherapy Capstone I is a shared set of clinical data and an ethical dilemma. Students submit a written case conceptualization and response to the ethical dilemma; the exam is graded blindly. Psychotherapy Capstone II requires the submission of a recorded therapy session, case conceptualization, and treatment plan from the student's diagnostic practicum site. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 817, PSYD 818. Co-requisite(s): None. 0 semester hour

PSYD 818E - Psychotherapy Practicum & Seminar II - Extension (0 TO 2)

This course is an extension of PSYD 818: The Psychotherapy provides students with supervised clinical experience and allows for the further refinement of intervention, and relationship skills. The Psychotherapy Capstones evaluate the student's skills in case conceptualization, appropriateness of choice of intervention, 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 practicum seminar provides both didactic experience in psychological intervention and case conceptualization and experience in group consultation. This course is part of the ISPP PsyD curriculum. Pre-requisite(s): PSYD 817 and PSYD 818. Co-requisite(s): None. 0-2 semester hours

PSYD 818X - Psychotherapy Practicum & Seminar II - Continuation (0)

This course is a continuation of PSYD817: The Psychotherapy Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Psychotherapy Capstones evaluate 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 Psychotherapy Seminar

provides both didactic experience in psychological intervention and case conceptualization and experience in group consultation. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 817. Co-requisite(s): None. 0 semester hours

PSYD 819 - Science Capstone Examination (0)

This course involves the administration of the Science Capstone Examination. The examination covers the core science content of the PsyD program – Affective Bases of Behavior, Biological Bases of Behavior, Cognitive Bases of Behavior, Developmental Theory, Diversity, Psychology, Ethics, Evidence Based Practice, Psychometric Theory and Test Construction, Psychopathology, Psychopharmacology, Research Methods, Social Psychology, and Statistics. This is a multiple-choice exam administered via computer, on-campus, on a single day. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 705, PSYD 707, PSYD 709, PSYD 710, PSYD 718, PSYD 719, PSYD 722, PSYD 723, PSYD 732, PSYD 738, PSYD 742, PSYD 752, PSYD 753, PSYD 761, PSYD 802, PSYD 805, PSYD 806, PSYD 809, PSYD 847 and endorsement of PYSD faculty. Co-requisite(s): None. 0 semester hour

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 821A - Diagnostic Capstone Sequence – CCE-D (0)

This course involves the completion of the Diagnostic Capstone Sequence. The Comprehensive Clinical Evaluation-Diagnostic (CCE-D) is designed to help the student develop the necessary competency in psycho-diagnostic assessment. The student demonstrates the competency by successfully completing the following tasks: observations of clinical skills, a written report, and an oral presentation of a client case. The CCE-D requires the submission of a recorded diagnostic interview, clinical and assessment data, a final report and case conceptualization with recommendations, a diversity essay, and a self-reflection paper. No credit hours are earned, but enrollment allow students to maintain a less than half-time active enrollment status for up to one semester while completing the CCE-D. It also creates a transcript record, reflecting enrollment for the Diagnostic Capstone Sequence and the ultimate outcome of all attempts with a final grade of "Pass" or "No Credit." This course is part of the Florida School of Professional Psychology curriculum. Pre-requisite(s): PSYD 701, PSYD 710B, PSYD 730, PSYD 731, PSYD 736, PSYD 737, PSYD 740, PSYD 771, PSYD 772, PSYD 773, PSYD 820. Co-requisite(s): PSYD 744, PSYD 821. 0 semester hours

PSYD 822 - Diagnostic Practicum & Seminar II – Extended (.5 TO 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. 0.5-1 semester hours

Distribution: Argosy Courses.

PSYD 823 - Intervention Practicum and Seminar I (1 TO 3)

(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. 1-3 semester hours

Distribution: Argosy Courses.

PSYD 824 - Intervention Practicum and Seminar II (1 TO 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 psychological intervention, case conceptualization and experience in group consultation. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

Distribution: Argosy Courses.

PSYD 824A - Intervention Capstone Sequence - CCE-I (0)

This course involves the completion of the Intervention Capstone Sequence. The Comprehensive Clinical Evaluation-Intervention (CCE-I) is designed to help the student develop the necessary skills in psychotherapy and case analysis. The student demonstrates the competency by successfully completing the following tasks: observations of clinical skills, a written report, and an oral presentation of a client case. The CCE-I requires the submission of recorded therapy sessions, a theoretical essay, case conceptualization, and treatment plan, summary of treatment, diversity essay, and a self-reflection paper. No credit hours are earned, but enrollment allow students to maintain a less than half-time active enrollment status for up to one semester while completing the CCE-I. It also creates a transcript record, reflecting enrollment for the Intervention Capstone Sequence and the ultimate outcome of all attempts with a final grade of "Pass" or "No Credit." This course is part of the Florida School of Professional Psychology curriculum. Pre-requisite(s): PSYD 701, PSYD 710B, PSYD 730, PSYD 731, PSYD 736, PSYD 737, PSYD 740, PSYD 744, PSYD 771, PSYD 772, PSYD 773, PSYD 801, Co-requisite(s): None. 0 semester hours

PSYD 825 - Intervention Practicum and Seminar Extended (.5 TO 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. 0.5-1 semester hours

Distribution: Argosy Courses.

PSYD 826 - Advanced Practicum and Seminar (.5 TO 1.5)

(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. 0.5 - 1.5 semester hours

Distribution: Argosy Courses.

PSYD 827 - Civil Psychology and Law (3)

This course addresses areas in which psychological services interface with civil law proceedings including personal injury, workman's compensation, Social Security disability, abuse/neglect, child custody and etc. Relevant statutory and case laws will be studied, as well as the specific ways psychologists can better contribute in this area. Expert witness testimony in these areas will also be discussed. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 752, PSYD 719, PSYD 722 or permission of the program director and course instructor. Co-requisite(s): None. 3 semester hours

PSYD 828 - Criminal Psychology (3)

This course addresses areas in which psychologists serve criminal law processes including evaluations for competency to stand trial. Interventions with criminal populations charged with violence, sexual abuse, and other crimes are also reviewed in the course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 833 - Advanced Person-Centered Therapy and Supervision (3)

(Formerly PP 8033). The participants, through engaging in a person-centered group process, determine the specific therapeutic interests or problems that become the focus for each meeting. Examples of topics the group may select for attention include the following specific problems of individual therapy: person-centered group or couples therapy, study of taped or filmed sessions, and therapy demonstrations by participants. The general aim of the course is to examine theory more closely and the capability for creating therapeutic, empathic relationships. Students should have at least one client or practice client during the course. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 835 - Adult Neuropsychological Assessment (1 TO 3)

(Formerly PP 8220). This course will introduce students to the basics of brain-behavior relationships. It will focus on the various ways to assess cognitive functioning and familiarize students with some of the mostly widely used neuropsychological tests including the flexible approach of selecting individual tests and the fixed/flexible test battery approach. The course will also introduce student to the assessment and diagnosis of neuropsychological disorders. Pre-requisite(s): None. Co-requisite(s): None. 1-3 semester hours

Distribution: Argosy Courses.

PSYD 836 - Assessment and Treatment of ADHD (1.5 TO 3)

This course addresses the theoretical and empirical literature on Attention Deficit Hyperactivity Disorders and presents data on symptoms, impairments, diagnostic criteria, and comorbid conditions related to ADHD. This knowledge base provides the requisite foundation for students to assess and treat ADHD. Special attention is given to differences in symptom presentation across populations, and implications for assessment and treatment. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 742. Co-requisite(s): None. 1.5-3 semester hours

PSYD 837 - Forensic Neuro Psychology (1.5 TO 3)

This course will address the practice of neuropsychology in the forensic context. Course format will be an integration of lecture and "journal club" type discussion, with considerable attention given to ethical considerations related to forensic neuropsychological evaluations, including

interpreting, reporting symptom validity measures, and disseminating overall test findings. Additionally, multicultural considerations, expert testimony of the neuropsychologist, and related case law will be discussed. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 742, PSYD 757, PSYD 758, and PSYD 759. Co-requisite(s): None. 1.5- 3 semester hours

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 840 - Psychology and Trauma (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 815, PSYD 738 or permission of the program director and course instructor. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 841 - Dialectical Behavior Therapy (1.5)

This doctoral level course addresses Dialectical Behavior Therapy (DBT), a treatment developed by Marsha Linehan, Ph.D., from its development specifically as a treatment for individuals with chronic suicidal behavior to its most current uses.

The course focuses on theory, technique, and the empirical literature regarding the efficacy and effectiveness of DBT. Students will both learn about DBT from a more academic standpoint and be expected to participate in the DBT interventions by engaging in regular mindfulness practice and completing DBT homework assignments. Pre-requisite(s): PSYD 816, PSYD 738, PSYD 809 or permission of the program director and course instructor. Co-requisite(s): None. 1.5 semester hours

PSYD 842 - Pain Assessment and Treatment (1.5)

(Formerly PP 8331). This course introduces the role of the psychologist in the interdisciplinary management of pain. Students learn about the many components of pain and the theory of the origins of pain. Few of the of pain are related to physical deformities and most are psychological in nature. In this course students will learn interventions with clients reporting chronic pain, how to assess the subjective severity of the person's pain, how to evaluate the individual's coping abilities and how to identify the maladaptive aspects of a client's pain management abilities. Students learn psychological treatments for their pain including numerous relaxation techniques and other cognitively focused interventions. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 843 - Supplemental Practicum (1 TO 3)

This supervised field practicum provides the opportunity for students to gain additional psychotherapy and/or psychological assessment experience beyond the required practicum. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 738 and endorsement of PSYD faculty. Co-requisite(s): None. 1-3 semester hours

PSYD 844 - Introduction to Health Psychology (3)

(Formerly PP 8525). This course is designed as an exploration of the field of Health Psychology, and the role of the psychologist within the health care system. Major theories and current research will be reviewed, with an emphasis upon clinical practice applications in a variety of treatment settings. Gender, culture, ethnicity, economic factors, and their implications for treatment, will be reviewed. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 845 - Advanced Pediatric Neuropsychology (1.5)

This course addresses the administration, scoring and interpretation of neuropsychological test instruments for the purpose of the comprehensive assessment and

diagnosis of organically-based disturbances in children and adolescents. Emphasis is given to specific developmental syndromes and disorders, appropriate assessment techniques, and basic report writing. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 742 and PSYD 752. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 846 - Fundamentals of International Mental Health Work (3)

This doctoral level course introduces students to the role of psychologists in international humanitarian crises. Through a critical examination of topics such as large-scale humanitarian disasters, child labor, human trafficking, gender-based violence, and HIV, students will learn about cross-cultural applications of psychological theory and research, and considerations of assessment and intervention in an international context. Using examples of recent humanitarian crises around the world and a case study approach, students will learn about applications of clinical psychology in the international arena. We will discuss our role as psychologists in complex cross-cultural and sociopolitical situations, as well as ethical dilemmas that present themselves within the context of international humanitarian work. Pre-requisite(s): PSYD 816, PSYD 738, PSYD 753 PSYD 840 or permission of the program director and course instructor. Co-requisite(s): None. 3 semester hours

PSYD 847 - Adult Development and Aging (3)

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. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 732. Co-requisite(s): None. 3 semester hours

PSYD 848 - Death, Dying & 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. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 1.5 semester hours

PSYD 849 - CRP Proposal Development (2)

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 objects. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 718, PSYD 723, and PSYD 721 or PSYD 724. Co-requisite(s): None. 2 semester hours

Distribution: Argosy Courses.

PSYD 850 - Clinical Research Project Seminar (1 TO 2)

(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. 2 semester hour

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 853 - Advanced Clinical Psychology Practicum & Seminar I (0 TO 1.5)

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the training site, students meet weekly in led by a faculty member. The Advanced Clinical Psychology Practicum & Seminar provides didactic experience in psychological intervention and clinical supervision; case conceptualization; psychological assessment; and experience in group consultation. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 816, PSYD 818 and endorsement of PSYD faculty. Co-requisite(s): None. 0-1.5 semester hours

PSYD 854 - Advanced Clinical Psychology Practicum & Seminar II (0 TO 1.5)

This course is a continuation of PSYD 853: This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Advanced Clinical Psychology Practicum & Seminar provides didactic experience in psychological intervention and clinical supervision; case conceptualization; psychological assessment; and experience in group consultation. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 853. Co-requisite(s): None. 0-1.5 semester hours

PSYD 854E - Advanced Clinical Psychology Practicum & Seminar II - Extension (0 TO 1)

This course is an extension of PSYD 854: This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Advanced Clinical Psychology Practicum & Seminar provides didactic experience in psychological intervention and clinical supervision; case conceptualization; psychological assessment; and experience in group consultation. This course is part of the ISPP PsyD curriculum. Pre-requisite(s): PSYD 853 and PSYD 854. Co-requisite(s): None. 0-1 semester hours

PSYD 854X - Advanced Clinical Psychology Practicum & Seminar II - Continuation (0)

This course is a continuation of PSYD853 and PSYD854: This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Advanced Clinical Psychology Practicum & Seminar provides didactic experience in psychological intervention and clinical supervision; case conceptualization; psychological assessment; and experience in group consultation. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 853 and PSYD 854. Co-requisite(s): None. 0 semester hours

PSYD 856 - Clinical Research Project (1)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 849. Co-requisite(s): None. 1 semester hour

PSYD 856X - Clinical Research Project Extension (0)

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project Extended each semester. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 856. Co-requisite(s): None. 0 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 861 - Advanced Cognitive Behavioral Psychotherapy (3)

This course surveys advanced cognitive behavioral theory and practice, with particular focus on third-wave interventions (ACT, DBT, and mindfulness-based interventions). This course is intended to promote your professional and personal development as a skilled practitioner, capable of applying cognitive-behavioral interventions in a scientifically-based, theoretically-driven, ethical, and culturally-responsive manner. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 809. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 862 - Advanced Psychoanalytic Therapy and Supervision (3)

This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. This course is part of the Illinois School of Professional Psychology PsyD Curriculum. Pre-requisite(s): PSYD 806. Co-requisite(s): None. 3 semester hours

PSYD 863 - Advanced Family and Couples Therapy (3)

The course emphasizes an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 805. 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

Distribution: Argosy Courses.

PSYD 865 - Assessment and Treatment of Substance Use and Addictive Disorders (1.5 OR 3)

This course addresses the etiology, assessment, diagnosis, and treatment of substance use and other addictive disorders. It includes focus on sociocultural factors related to addiction, evidence-based treatment, stages of change and an overview of alternative treatment approaches (e.g. 12-step programs, harm reduction, and others). This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 1.5-3 semester hours

PSYD 866 - Theories and Contemporary Issues of Motivation and Emotion (3)

The aim of this course is to explore the theories and principles of human motivation and emotion from a contemporary perspective and to examine how these psychological constructs encompass underlying processes that initiate, direct, and maintain human behavior. Theories and empirical literature relevant to the biological, learned, and cognitive factors influencing human behavior will be examined. Specific topics may include emotions, curiosity and exploration, achievement, aggression, addiction, stress, and work. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): Admission to the ISPP PsyD program. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 867 - Psychology, Stress, and the Human Body (3)

The goal of this course is to give an introduction to basic cell processes and the systems of the human body. The course examines how psychological factors can lead to impairments in the functioning of these systems and provides a research-based approach to understanding the effects of stress on human

behavior and physiology. Students will be introduced to several stress management techniques. The course also covers the basics of Psychoneuroimmunology. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 705. Co-requisite(s): None. 3 semester hours

Distribution: Argosy Courses.

PSYD 868 - Couples and Marital Therapy (3)

Assessment, therapy and skills training in the treatment of couples are emphasized. Married, committed unmarried adult couples, and parent-child couples are addressed, employing an integrative eclectic intervention model and other approaches. Pre-requisite(s): PSYD 805, PSYD 810. Co-requisite(s): None. 3 semester hours

PSYD 869 - Human Sexuality (0 TO 3)

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, concepts of sex therapies, and sexual dysfunction. Other issues to be discussed are sexually transmitted diseases, contraceptives, and family planning. Pre-requisite(s): None. Co-requisite(s): None, 0-3 semester hours

PSYD 870 - Child Therapy (3)

This course focuses on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children are explored. Legal and ethical issues, as well as empirically validated treatments, are considered. Pre-requisite(s): PSYD 733, PSYD 875. 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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 876 - Comprehensive Exam (0)

Students may enroll in Comprehensive Exam when they complete all coursework required to take the Comprehensive Exam as defined by their program of study, and submit a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned, but enrollment allow students to maintain a less than half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit." Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

Distribution: Argosy Courses.

PSYD 877 - Geropsychology (3)

This course provides an overview of diagnostic and treatment issues commonly found among older adult. Topics include the epidemiology of psychiatric and behavioral disorders among the aged, health psychology, treatment strategies, and sociocultural issues in assessment and treatment. Clinical

applications are emphasized. Pre-requisite(s): PSYD 701, PSYD 730, PSYD 731. Co-requisite(s): None. 2 semester hours

PSYD 878 - Global Migration and Mental Health (3)

Worldwide, the number of international migrants is growing; millions of people have been forcibly displaced due to catastrophic events, violence, persecution, and other human rights abuses. There is a need for clinicians to provide culturally- and trauma-informed mental health services. In this course students will develop understanding of experiences related to displacement, migration, resettlement and associated mental health needs; learn about the psychosocial and mental health consequences of human rights abuses, loss, and resettlement; discuss ethical and cultural considerations; and examine principles of clinical work, cross-cultural intervention and empowerment-based therapeutic approaches. This course is part of the ISPP PsyD Curriculum. Pre-requisite(s): PSYD815; and one of the following: PSYD 802, 805, 806, or 809. Co-requisite(s): None. 3 semester hours

PSYD 880A - Internship in Clinical Psychology (0 TO 1)

This course offers a supervised field experience in a variety of community settings. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 816, PSYD 818 and endorsement of PSYD faculty. Co-requisite(s): None. 0 - 1 semester hour

PSYD 880B - Internship in Clinical Psychology (0 TO 1)

This course offers a supervised field experience in a variety of community settings. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 816, PSYD 818 and endorsement of PSYD faculty. Co-requisite(s): None. 0-1 semester hours

PSYD 880C - Internship in Clinical Psychology (0 TO 1)

This course offers a supervised field experience in a variety of community settings. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 816, PSYD 818 and endorsement of PSYD faculty. Co-requisite(s): None. 0-1 semester hours

PSYD 881 - Geriatric Neuropsychological Assessment (1.5)

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. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

PSYD 882 - Neuropsychological Assessment I (1.5)

This course is for advanced students in the neuropsychology concentration. The course uses a case conference format to explore advance topics in neuropsychological assessment including a more comprehensive understanding of functional neuroanatomy and central nervous system functioning, treatment and assessment of diverse populations, clinical ethics, clinical interventions for neuropsychological conditions and other special topics. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 774, PSYD 756. Co-requisite(s): None. 1.5 semester hours

PSYD 883 - Neuropsychological Assessment II (1.5)

This course is for advanced students in the neuropsychology concentration. This course is a continuation of PSYD 882 Neuropsychological Assessment I; it is a continued and deeper examination of ethical, legal, and diversity issues in neuropsychological assessment. This course is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 882. Co-requisite(s): None. 1.5 semester hours

PSYD 889 - Internship Preparation (0)

The Internship Preparation course is designed for students who are pursuing internship placement through the APPIC match process. We will hold monthly group meetings during which we cover multiple aspects of the internship application process, such as site selection, essay writing, and interviewing. Students will also meet one-on-one with the instructor for more detailed and personal guidance. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hour

Distribution: Argosy Courses.

PSYD 890A - Internship (0 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. 0 - 1.5 semester hour

Distribution: Argosy Courses.

PSYD 890B - Internship (0 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. 0-1.5 semester hour

Distribution: Argosy Courses.

PSYD 890C - Internship (0 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. 0-1.5 semester hours

Distribution: Argosy Courses.

PSYD 890D - Internship (0 TO 1.5)

(Formerly PP 8900D). This course offers a supervised field experience in a variety of community settings.

Pre-requisite(s): None. Co-requisite(s): None. 0-1.5 semester hour

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

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

Distribution: Argosy Courses.

PSYD 895H - Special Topics: Sleep Wake Factors and Psychopathology (1.5)

The course examines the basic elements of sleep, sleep architecture and the assessment of sleep. The wake day experiences of individuals with and without a psychiatric diagnosis will be studied in terms of their sleep quality and impact of treatments to address sleep disturbances. Students will focus on Cognitive Behavior Therapy for Insomnia treatment as an empirically supported treatment as well as other non-pharmacological treatments of sleep disturbance. The aim of the course is to learn about the impact of sleep on the wake day experiences of individuals with a psychiatric diagnosis. Popular, clinical treatment and empirical sources will be assigned. Students will complete a paper and team project assignments for course credit. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

PSYD 895J - Special Topics: Introduction to Mindfulness (1.5)

This course will provide an introduction to the study of mindfulness using a blend of didactic and experiential learning. Lecture, experiential exercises, and small group discussions will facilitate the development of an understanding of mindfulness, how to introduce mindfulness techniques to clients, and application of mindfulness to specific presenting problems, including depression and anxiety. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Distribution: Argosy Courses.

PSYD 895M - ST/Working with Sexual & Gender Minority (LGBT) Individuals (1.5 TO 3)

This course introduces and teaches a positive approach to lesbian, gay, bisexual and transgender development and positive LGBT identity formation. Students will be introduced to current theories and approaches to psychotherapy when working with this particular population as well as have the opportunity to examine personal biases, transference, and countertransference issues. Readings, written assignments, class discussions, case presentations, and activities address psychological theory and psychotherapeutic treatment of sexual and gender minority (SGM) clients across the lifespan. A strong focus will be on the myriad of intersecting identities within SGM identities including but not limited to race, ethnicity, gender, social class, ability, religion and spirituality. The class is designed to challenge students to examine a more mindful and accepting approach for working with SGM clients. Pre-requisite(s): None, Co-requisite(s): None. 1.5 - 3 semester hours

PSYD 895O - Special Topics: Public Policy, Advocacy and Social Change (1.5)

The course is designed to focus on the analysis, formulation and advocacy of public policy within the context of public administration, community organizing and the policy making process. It will identify methods for understanding the political process as a system and looking at evaluation techniques to address complex policy issues. There will be an examination on ways psychologists, behavioral healthcare delivery systems, advocacy groups, and community organizations can work as advocates with local, state, tribal, and federal government to address issues of social change. It provides an overview governmental structure, process, and policies at all levels. The course will look at effective methods of communication and advocacy for mental health professionals to challenge policy, promote concerns and address the needs within the mental health field. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

PSY - Psychology**PSY 101 - Introduction to Psychology (5)**

This course explores the role of psychology in one's personal life and how psychology can be used to better understand who we are as people and as a society. One of the best aspects of psychology is that you are the subject matter. A range of theoretical perspectives including biological, behavioral, evolutionary, cognitive, and social/emotional are discussed. Among the topics discussed are development, learning, memory, perception, motivation, social behavior, abnormal behavior, and therapy. These topics are explored academically and through the perspective of one's culture. Also included is an introduction to the various careers associated with psychology. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Behavioral Science.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

PSY 325 - Psychology of Play and Therapeutic Applications (5)

This course provides an overview of historical and contemporary trends in play across different age, and cultural groups. Students explore universals, types, forms, theories, and functions of play in both normative and atypical development. They study the use of play in assessment and behavior change, methods and materials of play, and the role of play in learning and development. Pre-requisite(s): PSY 101 and one developmental psychology course (PSY 203, PSY 201, PSY 202 or PSY 315); or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Behavioral Science.

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: Behavioral Science.

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.

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.

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.

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.

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

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.

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

PTIL-Postsec-Tchnlg-Instr-Ldrshp

PTIL 601 - Instructional Design in Higher Education (3)

PTIL 601 introduces postsecondary educators to instructional design as a process for systematically creating college courses and other formal learning experiences. Program candidates apply instructional design as a systems approach that analyzes learning situations, designs instructional plans with learning objectives, develops course structures, implements the course plan with selected methods of delivery, and evaluates the measurable impact of the course on learners' knowledge and competencies. Learners will read classic and contemporary curriculum and instructional design literature, analyze established course plans and will create an instructional design of a course in their own area of subject matter expertise. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

PTIL 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): None. 3 semester hours

PTIL 625 - Scholarly Writing for Postsecondary Teaching (1)

PTIL 625 supports doctoral candidates who take 1 SH to write a Concept Paper as an early stage of planning a dissertation project. Also taken near the end of the of the program for an additional 1 SH, the course provides a forum for completing the final components of the dissertation. The course will emphasize developing good dissertation writing practices and finding scholarly voice. Candidates will analyze exemplars and use course assignments for incremental development of essential components of the dissertation. 2 sh required. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

PTIL 691 - Internship in Postsecondary Teaching in the Content Area (1 TO 8)

PTIL 691 organizes doctoral candidates' postsecondary internship work in the Ed.D. degree in Teaching and Learning with a major in Postsecondary Teaching and Instructional Leadership. 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 and curriculum vitae. Pre-requisite(s): None. Co-requisite(s): None. 1-8 semester hours

RLP-Reading-Language-Preservice

RLP 537 - Early Literacy Methods, PreK-3 (3)

This course is designed to introduce key issues in literacy research and instruction, PK-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). This class emphasizes reading methods that capitalize and develop the spoken language. Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies, materials, and assessments appropriate for emergent, beginning, and early readers. Pre-requisite(s): ECE 522. Co-requisite(s): None. 3 semester hours

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

RLP 550 - Teaching Reading Comprehension and Content Area Literacy, Grades 1-6 (3)

This course, designed for pre-service teachers, introduces theories and models of comprehension and implications of these constructs for the teaching of discipline-specific reading and writing in grades 1-

6 for students of diverse languages, cultures, and abilities. Candidates learn assessments and instructional practices for strategic reading and writing of both narrative and informational texts and learn the importance of writing and oral language in the development of active comprehension strategies. Candidates explore nonfiction literature through an equity lens, learning how to select print and digital texts that are free of bias and stereotypes and how to use those texts to expand their students' understanding across content areas. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

RLP 551 - Literacy Methods, Grades 1-6 (3)

This course introduces key issues in literacy research and instruction. Teacher candidates will learn about instructional strategies, materials (including digital tools), and assessments appropriate for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, and writing in grades 1-6. Candidates will learn how to plan for balanced literacy instruction (across the language arts—reading, writing, speaking, and listening), utilizing formative assessment data and an understanding of literacy development across the elementary grades. Differentiated and equitable instructional approaches for learners of diverse cultures, languages, and varied abilities are emphasized. Candidates will learn how to select appropriate texts (children's literature, guided reading materials, digital and print texts) that represent diverse racial, ethnic, and cultural groups and are free of bias. Pre-requisite(s): RLP 550. Co-requisite(s): ELE 510. 3 semester hours

RES - Research Methods

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 401 - Research Methods (5)

In this course, students are introduced to research concepts, policies, and principles related to social research. Students will explore the purpose of research and theory and the value of ethics in

research in order to develop the foundation and critical research skills throughout the course. They will have the opportunity to develop their own research questions, hypothesis, and research design through a research proposal and presentation. Pre-requisite(s): PSY: MTH 102, PSY 101 or permission of Program Chair or designate. SWK: MTH 102, SWK 200 or permission of Program Chair or designate. HSM: MTH 102, HSM 101 or permission of Program Chair or designate. CSJ: Admission to the Criminal Justice Program. Co-requisite(s): None. 5 quarter hours

RES 410 - Research Methodology and Writing (5)

This is a gateway course that 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. 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 the Program Chair/Director or designate. Co-requisite(s): None. 5 quarter hours

Distribution: Advanced Standing Course.

RES 510 - Research Methodology and Writing (3)

This is a gateway course that 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): Admission to a CPSA graduate program or part of the Undergraduate concentration courses in Health Services Administration as Advanced Pathways to Graduate Programs. 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 to doctoral studies and methods of conducting and evaluating research in their areas of interest. Students will critically analyze issues of social justice in research, and acquire knowledge and skills to explore researchable issues and questions. They also learn how to develop plans to conceptualize and implement research projects. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

RES 610 - Advanced Writing (3)

This course is designed to introduce and orient students to the advanced writing requirements of a doctoral program, as well as introducing students to writing resources (e.g. navigating library and technology systems). Students reflect on their doctoral studies as it relates to their work experiences and career aspirations. As a result of this reflection, students create a formal, APA-style written document which investigates a relevant issue from their area of study in a disciplined empirical inquiry. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

RES 640 - Survey Research and Intro to Statistical Software (3)

This quantitative course provides students with skills necessary for the survey research process used across the disciplines of business, education, and the behavioral sciences. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation using SPSS. The final product is a completed prospectus reflective of the survey design. It is strongly recommended that students take this course only in their final semester. Pre-requisite(s): None. 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 theories of language acquisition, studies into linguistics and their relationship to literacy development. Core topics include sociocultural and sociolinguistic contexts of language and literacy acquisition; processes of the linguistic-discourse system and their relationship to literacy learning; and, typical and atypical literacy and language development. Pre-requisite(s): Doctoral standing. 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 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, literacy curriculum and instruction. Students examine contemporary theoretical and philosophical perspectives and arguments, as well as read and analyze relevant research, laying a foundation for deeper understanding of how literacy leaders can affect 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

RLL - Reading and Language, Literacy

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 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 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 (1-2)

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 (1)

This course provides an introduction to a comprehensive model and 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. 1 semester hour

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 - Teacher Leader of Early Literacy Practicum II (3)

This is the second course in a three-course series preparing school district-based teacher leader, which includes supervised application of Reading Recovery. Emphasis is on the instructional framework and procedures used in the 30- minute daily tutorial 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. Pre-requisite(s): RLL 561A, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Reading Recovery Center. Co-requisite(s): None. 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. 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 through clinical experiences. Pre-requisite(s): Employed in a school setting as certified teacher, literacy coach, teacher leader, reading specialist, intervention teacher or administrator and nominated by school administrator and admitted as a Teacher Leader Candidate or consent of instructor. 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 - Teacher Leadership Seminar II (2)

Participants in this course will continue constructing an understanding of the complex role of district literacy leaders. Teacher leader candidates will refine skills in fulfilling the role of facilitator and problem solver in the implementation of Reading Recovery as a component of a comprehensive literacy model. Candidates will interact with various school and district administrators as well as deepen their understanding of how to support and facilitate teacher learning as they grow in their understanding of effective coaching practices and adult learning theory. Pre-requisite(s): RLL 566A. Co-requisite(s): None. 2 semester hours

RLL 568A - Literacy Instruction for Diverse Learners Practicum I (2)

The course focuses on methods for differentiating instruction for diverse learners in K-12 school settings. Participants will study how to give and interpret literacy assessments leading to instructional planning in order to design and deliver 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 - Literacy Interventions for Struggling Learners Practicum II (2)

This course is the second practicum in the application of small group literacy instruction designed to accelerate the achievement of struggling learners in grades K-12. Participants in this course will learn how to implement supplemental literacy interventions in a school setting, how to instruct purposefully for self-regulation and transfer, how to collect and analyze progress monitoring data. Small group intervention lesson designs include guided reading, assisted writing, and comprehension focus groups. Pre-requisite(s): RLL 568A. Co-requisite(s): None. 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 571A - HEROES Individualized Instruction Practicum I (2)

First in a three-term sequence designed to prepare teachers to observe, assess, and instruct students with or at risk of having reading disabilities. The course also addresses issues related to reading theory and process, assessment, and instructional strategies. Concurrent with the training, the teacher works with a minimum of two eligible students in a school setting. Note: Enrollment in this course requires school partnership agreement with NLU Reading Recovery Center. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

RLL 571B - HEROES Individualized Instruction Practicum II (2)

Second in a three-term sequence designed to prepare teachers to observe, assess, and instruct students with or at risk of having reading disabilities. The course also addresses issues related to reading theory and process, assessment, and instructional strategies. Concurrent with the training, the teacher works with a minimum of two eligible students in a school setting. Note: Enrollment in this course requires

school partnership agreement with NLU Reading Recovery Center. Pre-requisite(s): RLL 571B. Co-requisite(s): None. 2 semester hours

RLL 571C - HEROES Individualized Instruction Practicum III (2)

Third in a three-term sequence designed to prepare teachers to observe, assess, and instruct students with or at risk of having reading disabilities. The course also addresses issues related to reading theory and process, assessment, and instructional strategies. Concurrent with the training, the teacher works with a minimum of two eligible students in a school setting. Note: Enrollment in this course requires school partnership agreement with NLU Reading Recovery Center. Pre-requisite(s): RLL 571B. Co-requisite(s): None. 2 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 Intervention (3)

This course introduces intervention strategies and materials to use with readers in grades 1 through 12 experiencing difficulty. A series of case studies involving 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. Must receive a grade of a B or higher to continue to practicum. Pre-requisite(s): RLR 501, RLR 502, and RLR 510. Co-requisite(s): None. 3 semester hours

RLR 514 - Lenses on Literacy and Linguistics (2)

This course explores the multiple perspectives, or lenses, on English language literacy learning and its purposes within the U.S. Candidates learn about cognitive, sociocultural, and critical literacy perspectives on English language literacy acquisition, understanding key distinctions among these perspectives and how they may overlap and work together to provide a more meaningful understanding of learning to read in English. Candidates also gain insight into the principles of English language linguistics and how these inform the language and literacy of emergent bilingual students and native English speakers of all dialects. Candidates will utilize the information in this class to better understand conflicting notions of literacy development, including current issues around the "science of reading" and "balanced literacy". They will develop their own theoretical perspective and philosophy of language acquisition and literacy learning across grade levels. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

RLR 515 - Social, Cultural, and Historical Foundations of Literacy (3)

This course provides an introduction to the historical, political, social, ethnic, racial, and cultural foundations of literacy and literacy education, including biliteracy, in the United States. Candidates will examine literacy from pre-colonial times to the present to better understand how literacy learning has been utilized as a tool of power, oppression, and empowerment. From indigenous language erasure, colonial biliteracy efforts, anti-literacy laws, post-war anti-biliteracy sentiments, school segregation, and English-only legislation to high-stakes testing and mandated literacy curriculum, literacy education has often been uneven and exclusionary. This course examines literacy movements and initiatives that both uphold and push back on these exclusionary and repressive practices as candidates consider questions such as: Who was/is literacy for? Who benefited (and benefits) most from literacy education? What language/dialect is privileged in literacy education? Finally, candidates will consider what history reveals about inclusive and empowering literacy education. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

RLR 518 - Literacy Leadership and Staff Development (3)

This course is designed to help advanced reading specialist students examine and expand their roles as literacy leaders and supervisors. The responsibilities of the reading specialist are described and examined with an emphasis on coaching teachers, providing professional development, and developing effective and equitable reading and language programs. Topics discussed include action research, staff development, 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 that can utilize all aspects of their jobs to promote equitable access to literacy learning and challenge inequitable system and beliefs. Pre-requisite(s): RLR 592A, RLR 592B, RLR 593. Co-requisite(s): None. 3 semester hours

RLR 520 - Survey of P-12 Youth Literature (3)

This introductory course provides an overview of trade books written for P-12 youth and emphasizes the identification, selection, and evaluation of high-quality literature in different genres and formats as developmentally appropriate for different age groups. It introduces literature representing a range of diversity: ethnicities, races, cultures, and languages; global understandings; differing abilities/needs;

gender representation; LGBTQ+, and other underrepresented populations. The course also highlights challenged book policies, classroom library audits that includes a diversity audit, and grant opportunities. Important digital resources and professional organizations are woven throughout the course. Leadership in the development of literacy environments, trade book curriculum, coaching, and continuing professional growth culminates are also course components. Pre-requisite(s): Graduate standing. Co-requisite(s): None. 3 semester hours

RLR 541 - Teaching Writing (3)

This course addresses relationships among research, theory, and practice in the teaching of writing in PreK-12, focusing on multiple modes of composition as a means of communication and a tool for learning. Emphasis is placed on effective writing instruction and assessment across cultures, languages, abilities, and contexts. Course topics include developmental and compositional processes; the role of identity and community; strategies and skills; purposes and audiences; formats, genres, and modes of discourse; writing conventions across languages and dialects; 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 the use of technology as a tool to support multi-modal composition, research, and publication. 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 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 literacy assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in the design of programs that build on strengths and address areas of need for elementary students. It includes differentiation of instruction for culturally and linguistically diverse students. Use of digital instructional tools and materials is emphasized. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

RLR 592B - Practicum: Literacy Interventions for Secondary Students (2)

In this practicum, candidates learn how to apply literacy assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in the design of programs that build on strengths and address areas of need for elementary students. It includes differentiation of instruction for culturally and linguistically diverse students. Use of digital instructional tools and materials is emphasized. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

RLR 593 - Seminar in Reading Research (3)

This required advanced literacy course in the professional sequence of the Reading master's program is designed to provide candidates an opportunity to conduct and synthesize research on a literacy topic of interest; consider its instructional implications; and develop an action research project culminating in a presentation with teachers as the intended audience. It also provides an overview of reading research that includes an examination of different theoretical models in light of current research findings. Pre-requisite(s): RLR 592A and RLR 592B or consent of instructor. Co-requisite(s): None. 3 semester hours

RLR 594 - Independent Study/Reading Education (1 TO 3)

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative

Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

RLR 595 - Selected Topics in Reading (1 TO 5)

An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

RLR 595BH - Special Topic: Teaching for Acceleration with Emerging and Striving Readers, Part 1 (1)

This course is for classroom teachers and others who work with striving readers during the acquisition phase of reading. It is designed to promote teachers' understanding of the causes of reading difficulties in the primary grades, the use of formative assessments for diagnosing and remediating students' needs, and the kinds of instruction best suited to meeting the needs of struggling readers. Participants in this course will explore the theoretical basis of effective intervention strategies as they carefully observe and instruct one or more students across one quarter. Focus will be placed on formative assessment of striving readers and on instructional strategies that best meet their needs, including word study and guided reading that best meet their needs. Prerequisite(s); RLL 478, RLL 537 or RLL 538 or equivalent from another university. Co-requisite(s): None. 1 semester hours

RLR 596 - Special Topics in Literacy (1)

This course is designed to deepen understanding of the most current research-based instructional literacy methods to support teaching and learning. This course will enhance professional development through reflective practice. Through professional readings, attendance at conference sessions, and review of latest instructional materials, students will reflect upon each and then transfer/transform current literacy instruction. This course is for teachers, administrators and National College of Education students who are seeking graduate credit. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

SCE - Science Education

SCE 413 - Science Inquiry and Content for Teachers (3)

This course is designed to provide active inquiry and exploration of science 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 focused on physical and earth science contents through a variety of hands-on scientific investigations. Relevant connections between science content and everyday life will be

explored and discussed. Pre-requisite(s): 5qh of previous coursework in the general education sciences. Co-requisite(s): None. 3 quarter hours

Distribution: Earth Science Physical Science-Integrated Space Science.

SCE 513 - Science Inquiry and Content for Teachers (2)

This course is designed to provide active inquiry and exploration of science 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 focused on physical and earth science contents through a variety of hands-on scientific investigations. Relevant connections between science content and everyday life will be explored and discussed. Pre-requisite(s): 3 semester hours of previous coursework in the general education sciences. Co-requisite(s): None. 2 semester hours

SCE 540 - Methods of Teaching Science (2 TO 3)

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. Pre-requisite(s): Admission to the M.A.T. program or consent of M.A.T. program director. Co-requisite(s): None. 2-3 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 will provide students with an understanding of physics, chemistry, and earth science. Students will explore what makes Earth habitable, what the chemical nature of life is, and what basic fundamental physics principles are involved in motion and waves. By the end of this class, students will be able to identify basic scientific terminology and concepts in each area of physical science. Methods of data collection, measurements, analysis, and problem-solving are emphasized. 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-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 105 - Environmental Biology with Lab (5)

This is a general education laboratory life science class that investigates the relationship between biology and environmental science. It examines the basic principles of environmental biology, including biodiversity, evolution, population biology, ecology, water and land resources, pollution, food and agriculture, renewable energy, and climate change. This course is framed around sustainability and explores the relevance of basic environmental biology concepts to many aspects of daily life and society. This course also includes lab activities which apply content through scientific inquiry. 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 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.

SCIK - Science - KC

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 in which: taste is perceived, emulsions are created and maintained, acid and salt affect meat, vegetables, pH changes the texture and color of various foods, heat is

transferred, and proteins are denatured. All culinary and baking/pastry lab courses require a C or better for a passing grade. Pre-requisite(s): SCI 123 or KCUL 120. Co-requisite(s): None. 4 quarter hours

Distribution: KC:Kendall Course.

SEC - Secondary Education

SEC 502 - Introduction to Teaching at the Secondary Level (3)

This course includes issues affecting teaching at the secondary level: Adolescent development, multicultural perspectives, curriculum development, community building, and constructing disciplinary knowledge. Participation in this course requires completion of 30 hours of field work. Candidates will learn best practices for effective teaching and create a unit plan and lesson plans 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): None. 3 semester hours

SEC 510 - Methods of Teaching Biological Sciences at the Secondary Level (3)

This course addresses teaching biological sciences at the secondary level. It introduces 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 lessons and unit plans) that solve instructional issues and employ science-specific teaching methods. Candidates will analyze the Next Generation Science Standards, STEM and Makerspaces initiatives as they apply to curricula, teaching and learning secondary biological sciences. The course will also prepare candidates to successfully fulfill state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 512 - Methods of Teaching English at the Secondary Level (3)

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. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels (3)

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. Pre-requisite(s): A Grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 516 - Methods for Teaching Physical Science at the Secondary Level (3)

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, STEM and Makerspaces 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. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 518 - Methods of Teaching Social Studies at the Secondary Level (3)

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 inquiry-based learning unit and lesson plans stressing primary source document analysis using backward design and universal design for learning. Use of the Library of Congress digitized resources is required in developing learning experiences. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 522 - Methods of Teaching Classical Languages (Latin) K-12 (3)

The course provides candidates with a solid background in the pedagogy for teaching Latin in 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): SEC 502, FND 510, SPE 500, EPS 511, CIL 505, RLP 540. Co-requisite(s): 3 semester hours

SEC 524 - Methods of Teaching World Languages K-12 (3)

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. Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

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 581A - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): SEC 510. 3 semester hours

SEC 581B - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with

teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): SEC 512. 3 semester hours

SEC 581C - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): SEC 514. 3 semester hours

SEC 581D - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): SEC 516. 3 semester hours

SEC 581E - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): None. 3 semester hours

SEC 581F - Secondary Education Practicum (3)

This course provides candidates students with opportunities to engage in field experiences with teachers in their linked placement school classrooms. The minimum number of field experience hours is forty (40) and should follow a progression from observing in classrooms to teaching a class. It is recommended that candidates culminate their

practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Pre-requisite(s): A grade of B or better in SEC 502. Co-requisite(s): SEC 524. 3 semester hours

SEC 581FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre- requisite(s): None. Co-requisite(s): None. 0 semester hour

SEC 590A - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better in SEC 502 and SEC 510. Co-requisite(s): None. 6 semester hours

SEC 590B - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better in SEC 502 and SEC 512. C-requisite(s): None. 6 semester hours

SEC 590C - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better in SEC 502 and SEC 514. Co-requisite(s): None. 6 semester hours

SEC 590D - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better in SEC 502 and SEC 516. Co-requisite(s): None. 6 semester hours

SEC 590E - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better

in SEC 502 and SEC 518. Co-requisite(s): None. 6 semester hours

SEC 590F - Student Teaching Seminar (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. Pre-requisite(s): A grade of B or better in SEC 502 and SEC 524. Co-requisite(s): None. 6 semester hours

SEC 590FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

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: GenEd-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

Distribution: GenEd-Social Science.

SOC 250 - Cultural and Ethnic Movements in the United States (5)

This course introduces the concept of intersectionality and examines 20th century ethnic and cultural movements in the United States. In particular, the course will examine the Civil Rights and Black Power (including BLM and Black feminism) movements, the Chicano movement, the Asian American Movement, the American Indian Movement, and the Gay Liberation Movement. The concepts in course will provide students with a better understanding of the socio-economic, cultural, and political practices in which these movements arise, as well as institutions that support or challenge racism, racial and ethnic inequalities. The course will also examine the historical and contemporary legacy through which ethnic movements and their successors live on today while cultivating critical consciousness within students regarding power relations and how to bring about social change within the United States. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Behavioral Science GenEd-Social Science.

SPE - Special Education

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 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 401 - 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-22 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-22 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-22 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 401CB - CB Introduction to Special Education and Methods of Teaching Students with Disabilities (5)

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 437 - Methods for Teaching Students with High Incidence Disabilities (5)

This course prepares candidates in cross-categorical P-22 methodology for teaching students with high incidence disabilities who receive special education services. High-incidence disabilities categories: communication disorders (speech and language impairments), specific learning disabilities (including attention deficit hyperactivity disorder [ADHD]), mild/moderate intellectual disabilities, emotional or behavioral disorders, cognitive impairment, certain spectrum of autism. Students will gain an understanding of individual and developmental learning needs, as well as how to support students by differentiating instruction, promoting engagement, and creating inclusive learning environments. Additionally, students will explore real life stories of people with high incidence disabilities to gain various perspectives of family, school, and community support for the social, emotional, and behavioral well-being of students. Ten field hours required. Pre-requisite(s): SPE 401. Co-requisite(s): None. 5 quarter hours

SPE 437CB - CB Methods for Teaching Students with High Incidence Disabilities (5)

SPE 438 - Methods for Teaching Students with Low Incidence Disabilities (5)

This course prepares candidates in cross-categorical P-22 methodology for teaching students who receive special education services with low incidence disabilities. Low-incidence disabilities categories: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment,

multiple disability and certain spectrum of autism. Students will gain an understanding of individual and developmental learning needs, as well as how to support students by differentiating instruction, promoting engagement, and creating inclusive learning environments. Additionally, students will explore real life stories of people with low incidence disabilities to gain various perspectives of family, school, and community levels of support for the social, emotional, and behavioral well-being of students. Ten field hours required. Pre-requisite(s): SPE 401. Co-requisite(s): None. 5 quarter hours

SPE 438CB - CB Methods for Teaching Students with Low Incidence Disabilities (5)

SPE 439 - Assessment Practices in Special Education (5)

This course provides an overview of the purposes of engaging in assessment and the examination of different kinds of measures, such as screening, assessment for eligibility, progress monitoring, and ongoing developmental assessment. Specific types of assessment instruments used for intervention and other special education purposes in P-22 are reviewed and implemented, including formal and informal instruments for assessing social, emotional, cognitive, communication, motor skills, family strengths, needs, concerns, priorities, resources, as well as school, home, and community learning environments. 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 field hours required. Pre-requisite(s): SPE 401. Co-requisite(s): None. 5 quarter hours

SPE 439CB - CB Assessment Practices in Special Education (5)

SPE 440 - Equity, Advocacy, and Collaboration in Special Education (5)

This course provides an examination of the historical, philosophical, and legal basis for school and family collaboration for students with disabilities in grades P-22. Candidates develop techniques for promoting positive, supportive relationships within their school community. Candidates will explore equity, advocacy, ethical guidelines, structures, and special education processes in school communities for children with disabilities. Emphasis is placed on models for building effective teams and strategies for facilitating collaboration among professionals, paraprofessionals, and other agencies. Candidates will develop strategies for working with socially, culturally, and linguistically diverse families; supporting family strengths; addressing family needs, priorities and concerns; and accessing community

resources. Candidates will learn about the social-emotional support needed in disability communities by promoting engagement and exploring how to create and facilitate inclusive learning environments. Ten field hours required. Pre-requisite(s): SPE 401. Co-requisite(s): None. 5 quarter hours

SPE 440CB - CB Equity, Advocacy, and Collaboration in Special Education (5)

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): None. Co-requisite(s): None. 3 semester hours

SPE 501 - Educational and Diagnostic Assessment in Special Education (3)

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents (K-21). Attention is given to the collaborative development, selection, administration, and interpretation of multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students and determination of special education eligibility. Multiple measures of assessment, including formal (e.g., norm-referenced) and informal (e.g., classroom-based) assessments, self-assessment, screenings, and issues of assessment such as limitations of testing and cultural and linguistic bias are emphasized. Focus is directed towards interpreting assessment results and connecting assessment to classroom supports, interventions, and instruction as well as planning and guiding instruction to meet rigorous academic and non-academic content and goals for each individual. The role special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, cultural, and linguistic assessment issues are addressed. A minimum of 10

hours of field experience is required. Pre-requisite(s): SPE 500 and SPE 506 or advisor approval. Co-requisite(s): None. 3 semester hours

SPE 502 - Language Development, Differences, and Challenges in Children and Adolescents (2 OR 3)

In this course, the theoretical, clinical, and pedagogical issues concerning school-aged students (K to 21 years) with language-learning disabilities and for teaching language and content to English Language Learners 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. 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. Public policy regarding the education of students with language challenges and language differences is considered. Ten field hours required. Pre-requisite(s): SPE 500, SPE 506. Co-requisite(s): None. 2-3 semester hours

SPE 506 - Frameworks, Perspectives, and Collaboration in Special Education (3)

This course provides foundational frameworks of disability and education and their implications for policy and practice. Candidates learn attributes of the thirteen disability categories and interpret discourses of disability to understand their influence on lived experiences. Disability, equity and inclusion are explored through historical and intersectional lenses. Culturally responsive collaborative models are emphasized in working with students, families, school professionals and communities. Candidates will examine systems that impact students with disabilities and employ transformative strategies in their everyday roles as educators to counter systems that create and reinforce inequities, as well as, providing opportunities for student advocacy. Pre-requisite(s): For MAT students, SPE 500 is a pre-requisite, for endorsement students, SPE 500 may be taken as a pre-requisite or co-requisite. Co-requisite(s): SPE 500 for endorsement students. 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 - Methods of Instruction: Literacy Across the Curriculum for Diverse Learners (3)

This course presents literacy access as a civil right to be ensured for all learners and expands the learnings of SPE 509 by examining contemporary understanding of literacy and their usefulness in facilitating literacy learning for students with disabilities. It provides an introduction to research and practice on the role of literacy, and how to meet literacy Candidates examine how texts and instructional practices can serve not only to build skills and intellect, but to help students learn about their own, and others', identities. The power of literacy as the foundation of this course. The principles of universal design for learning (UDL) and explicit teaching based on the science of learning aid candidates in redesigning literacy practices across content areas. All students will be required to complete 10 hours of field work as a part of this course. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 509, and SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

SPE 509 - Methods of Instruction in Foundational Literacy for Diverse Learners (3)

This course investigates the current state of literacy education in U.S. schools and presents literacy access as a civil right to be ensured for all learners. It is designed on the principles of the science of reading and explicit instruction. Teacher candidates will build knowledge and skill to address the assessment and instruction of the five components of effective reading instruction for diverse learners, specifically students diagnosed, or at increased risk of being diagnosed, with a reading disability. Instruction in the use of literacy assessment tools, analysis and interpretation of effective teaching practices are covered. All students will be required to complete 10 hours of field work within this course. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, 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 - Methods and Content in Mathematics for Students with Disabilities (3)

This course focuses on understanding and implementing state and national standards in the teaching of mathematics as related to the general and special education curricula. In this course, candidates engage in critical evaluation of high-quality mathematics instruction approaches and methods. Candidates use assessments to develop short-term and long-term instructional/intervention plans for students with mathematical learning difficulties or disabilities. Candidates also have opportunities to practice teaching mathematical content and lessons guided by Universal Design for Learning (UDL) framework, high-leverage practices (HLPs) for special educators, and Learning by Scientific Design (LbSD) teaching principles. Pre-requisite(s): SPE 501 and 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 529 - Special Education Inquiry (3)

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 572 - Practicum 1: Roles, Responsibilities, and Practices of the Special Educator (2 OR 3)

This course familiarizes candidates with the field of special education. Candidates develop an initial understanding of culturally responsive inclusive learning environments that are accessible and engage all K-21 students. The roles and responsibilities of special education teachers are explored with an emphasis on classroom environment, school-wide responsibilities, and collaboration with families and school professionals. Candidates explore the IEP process and outline the types of services students with disabilities might need and the types of settings in which they may receive them. The candidate is introduced to assistive and instructional technologies that support K-21 student learning, and to basic technologies that assist development and demonstration of their own professional competencies. (20 field hours are required). Pre-requisite(s): SPE 500. Co-requisite(s): None. 2 or 3 semester hours.

SPE 573 - Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction (3)

This course focuses on planning and implementing differentiated and inclusive curricula and instruction as related to the general education curriculum and

legal requirements for students with low-incidence disabilities affecting development across early childhood, childhood, and adolescence. Focus is on curriculum and instruction for intellectual, socioemotional, physical, behavioral, and communicative learning. Includes assistive technology. Instructional methods in varied learning environments including home, school, and community-based settings. Candidates will use present levels of performance to develop Individualized Education Plan (IEP) goals; objectives/ benchmarks related to Illinois Learning Standards and incorporated into instructional planning. Course also addresses facilitation of family partnerships, inclusion, advocacy, interagency collaboration. Pre-requisite(s): SPE 500 and SPE 572. Co-requisite(s): None. 3 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 576FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

SPE 577 - Research Practicum in Special Education (3)

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 the traditional special education graduate M.A.T. and M.Ed. programs. Candidates are given opportunities to integrate theory and practice, and to engage in best practices with children and adolescents with disabilities. Individualized Educational Plans (IEPs) for selected students are developed in collaboration with the cooperating teacher, and candidates design and implement related instruction. Candidates explore effective methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Pre-requisite(s): Completion of all special education course work (listed below); Admitted to MAT, MED, or Alternative Certification programs in Special Education; Consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. Tests # 155 AND # 163 (LBS I and Content Test) must be passed prior to placement. Student may not have any deficiencies in course work requirements. For all candidates, average grade of B or better in SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE 573, SPE 574. For MAT candidates completion of: SPE 500, ESP 511, FND 510; average grade of B or better in SPE 500, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 572. For MED candidates, completion of: EPS 541, ESR 505, FND 511; average grade of B or better in: SPE 502 or

SPE 592FE - NCE Field Experience (0)

This seminar accompanies the student field experience to provide the student with resources and support for a successful experience. Pre-requisite(s): None. Co-requisite(s): None. 0 semester hours

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 - Family, School, Community Partnerships (3)

The Family, School, Community Partnerships (SPY 510) course focuses on culturally responsive and evidence-based strategies to build collaborative relationships between families, schools, and communities to assist all students within a multi-tiered system of supports (MTSS). Learners will have the opportunity to interview families, create family resources, apply collaborative strategies to develop partnerships, attend family events at school, and practice using an evidence-based family program. Learners will identify strategies for creating equitable school environments for students and families as well as describe student development from a cultural-ecological perspective. Pre-requisite(s): Admission to the Ed.S. School Psychology Program or permission of program coordinator. 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 515 - Introduction to Tests and Measurement (3)

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. This is a residency class where the candidate is expected to come to a three-day weekend at the Tampa Campus in order to receive an introduction to cognitive and academic standardized tests and supervised guided practice in testing principles and techniques. Candidates will be introduced to the four assessment methods Review, Interview, Observe, Test (RIOT) and the four assessment domains: Instruction, Curriculum, Environment, Learner (ICEL) in an ecological approach to evaluation. Pre-requisite(s): Admission to the Ed. S. School Psychology Program or permission of program director. Undergraduate introduction to statistics course recommended. Co-requisite(s): None. 3 semester hours

SPY 518 - Universal Promotion of Social, Emotional, and Behavioral Skills (3)

The Universal Promotion of Social, Emotional, and Behavioral Skills (SPY 518) course focuses on providing social, emotional, and behavioral programming and supports to all students at the school-wide, universal level (i.e., Tier I). This course addresses the selection, implementation, and evaluation of evidence-based and culturally responsive social-emotional learning (SEL) programs and positive behavioral interventions and supports (PBIS) from a developmental-ecological perspective. The course includes the promotion of mental health and development of safe, supportive, and culturally responsive school climates for all students. Pre-requisite(s): Admission to the Ed.S. 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 semester hour

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 SPY 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

SPYF - School Psychology Florida

SPYF 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

SPYF 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 SPYF 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. School Psychology Program. Co-requisite(s): None. 2 semester hours

SPYF 510 - School-Family-Community Partnerships (3)

School psychology candidates will engage in readings, 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 socioeconomic status are explored. Pre-requisite(s): Admission to the Ed.S. School Psychology Program. Co-requisite(s): None. 3 semester hours

SPYF 515 - Introduction to Tests and Measurement (3)

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. This is a residency class where the candidate is expected to come to a three-day weekend at the Tampa Campus in order to receive an introduction to cognitive and academic standardized tests and supervised guided practice in testing principles and techniques. 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. Pre-requisite(s): Admission to the Ed. S. School Psychology Program or permission of program director. Undergraduate introduction to statistics course recommended. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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 SPYF 561, Educational Assessment for Tiered Services Practicum. Pre-requisite(s): Admission to the Ed. S. School Psychology Program; and SPYF 508 or equivalent or permission of program coordinator. Co-requisite(s): SPYF 561. If not admitted to the School Psychology Program, permission of the School Psychology program coordinator. 2 semester hours

SPYF 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. School Psychology Program or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program; SPYF 541 or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program; and SPYF 508 and SPYF 518 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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): SPYF 524 or equivalent course consent of program coordinator. Co-requisite(s): None. 2 semester hours

SPYF 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): SPYF 524 or equivalent.

Admission to the School Psychology Program. Co-requisite(s): None. 3 semester hours

SPYF 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 SPYF 562, Applied Behavior Analysis Practicum I. Pre-requisite(s): Admission to the Ed.S. School Psychology Program or permission of program coordinator. Co-requisite(s): SPYF 562. 2 semester hours

SPYF 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; SPYF 508, SPYF 520, SPYF 534, SPYF 538, SPYF 560 or equivalent. Co-requisite(s): Concurrent enrollment in SPYF 565 (Year 2 School Psychology Practicum). 1 semester hour

SPYF 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. School Psychology Program. Co-requisite(s): This course must be taken concurrently with SPYF 565. 3 semester hours

SPYF 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. School Psychology Program; and SPYF 518, SPYF 528, and SPYF 562 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program; SPY 518, and SPY 528. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program and SPYF 550 or equivalent or permission of program coordinator. Co-requisite(s): None. 3 semester hours

SPYF 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. School Psychology Program. Additionally; SPYF 544. Co-requisite(s): This course must be taken concurrently with SPYF 565, School Psychology Practicum II. 3 semester hours

SPYF 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 School Psychology Program. Co-requisite(s): None. 1 semester hour

SPYF 561 - Educational Assessment for Tiered Services Practicum (1)

This course is the school-based field experience component that is paired with SPYF 520, 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 School Psychology Program; SPYF 508. Co-requisite(s): SPYF 520. 1 semester hour

SPYF 562 - Applied Behavior Analysis Practicum (1)

This course is the school-based field experience component that is paired with SPYF 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. Psychology Program or permission of program coordinator. Co-requisite(s): SPYF 538. 1 semester hour

SPYF 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 School Psychology Program; SPYF 520, SPYF 534, SPYF 508, SPYF 524, SPYF 538, SPYF 560. Co-requisite(s): None. 1-3 semester hours

SPYF 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 413 - Exploring Social Studies Content (3)

This course will introduce students to the disciplines of social studies (History, Civics Government/Political Science, Geography, and Economics) and engage them in completing a multidisciplinary project that involves applying the disciplinary concepts of those subject areas. It is designed to help students fulfill a general education requirement in social studies. Pre-requisite(s): 5QH of previous coursework in the general education social sciences. Co-requisite(s): None. 3 quarter hours

Distribution: Economics Geography Non-US History Political Science.

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

SSE 513 - Exploring Social Studies Content (2)

This course will introduce students to the disciplines of social studies (history, geography, economics, political science, sociology, and anthropology) and engage them in completing a multidisciplinary project that involves applying the disciplinary concepts of those subject areas. It is designed to help students fulfill a general education requirement in social studies. The course is offered online and has 2 semester hours of credit. Pre-requisite(s): 3 semester hours in the social sciences (history or geography or economics or civics or sociology or anthropology or political science). Co-requisite(s): None. 2 semester hours

STEM-Sci-Techng-Engr-Math**STEM 205 - Inquiry and Thinking in STEM for Teachers (5)**

This is course designed to provide active inquiry and exploration of STEM (Science, Technology, Engineering, and Mathematics) content for teacher candidates. national and state teaching and learning standards in math, science and technology and will increase teacher candidates' knowledge and skills enabling them to participate in inquiry across the STEM domains through a variety of STEM investigations. Course content focuses on STEM learning, inquiry-based pedagogy, and the integration of informal education resources and technology. Relevant connections between math, science and technology content and teaching practices in the classroom will be explored and discussed. Pre-requisite(s): MTH 105, MTH 115,SCI 101 and SCI 102. 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

STEM 300 - Inquiry and Thinking in STEM for Teachers (5)

This course is designed to promote active inquiry and exploration of STEM (Science, Technology, Engineering, and Mathematics) content for teacher candidates. The main topics in this course are aligned with both national and state teaching and learning standards in math, science and technology and will increase teacher candidates' knowledge and skills enabling them to participate in inquiry across the STEM domains through a variety of STEM investigations. Course content focuses on STEM learning, inquiry-based pedagogy, and the integration of informal education resources and technology. Relevant connections between math, science and technology content and teaching practices in the classroom will be explored and discussed. Pre-requisite(s): MTH 105, MTH 115, SCI101 SCI102. Co-requisite(s): None. 5 quarter hours

SWK - Social Work**SWK 200 - Introduction to Social Work and Social Justice (5)**

This course provides an overview of professional social work, career pathways and future trends. It examines the historical development of the profession of social work; introduces the profession's values, ethics, and theoretical and practice principles; examines the major intervention methods of social practice; identifies the generalist base of social work practice; and explores the social service delivery networks which comprise the social welfare system in diverse environments. Social work's historic commitment to social justice and to human and community well-being is integrated throughout the course. Pre-requisite(s): ENG 101. Co- requisite(s): None. 5 quarter hours

SWK 301 - Human Behavior in the Social Environment I (5)

This course is the first of a two-course sequence that examines human behavior and bio-psycho-social development of diverse individuals and families across the life-span, within the context of a strengths and empowerment perspective. Students will explore the interaction between the social environment and

human development, with an emphasis on the life stages of infancy, childhood, and adolescence. The course emphasizes social factors that facilitate or encumber human development, well-being and resiliency, and the role of Social Work practitioners in engaging with these factors/systems. The course makes important linkages between theory, practice, and research, specifically in critiquing theories and evaluating factors that influence person-in-environment functioning across micro, mezzo, and macro contexts. Pre-requisite(s): PSY 101, SOC 101. Co-requisite(s): None. 5 quarter hours

SWK 302 - Human Behavior in the Social Environment II (5)

This course is the second of a two-course sequence that examines human behavior and bio-psycho-social development of diverse individuals and families across the life-span, within the context of a strengths and empowerment perspective. Students will explore the interaction between the social environment and human development, with an emphasis on the life stages of young adult through old age. The course emphasizes social factors that facilitate or encumber human development, well-being and resiliency, and the advocacy role of Social Work practitioners in engaging with these systemic factors. The course makes important linkages between theory, practice, and research, specifically in critiquing theories and evaluating factors that influence person-in-environment functioning across micro, mezzo, and macro contexts. Pre-requisite(s): SWK 200. Co-requisite(s): None. 5 quarter hours

SWK 303 - Cultural Diversity and Social Justice (5)

In this course, students develop the foundational critical theoretical knowledge, attitudes, and self-awareness needed to engage in social justice-oriented, culturally grounded practice. The course explores and analyzes forms of diversity, oppression, and privilege through a feminist, intersectional identity framework, and how they are manifested at the micro, mezzo, and macro practice levels, with an emphasis on racial equity and social justice. Lived experiences of people with intersecting identities are examined, to identify how service delivery models, policies, laws, and culture impact different groups. Students are engaged in building critical cultural consciousness for direct practice, advocacy and social change, and developing culturally sensitive practices to manage bias and privilege, with a focus on inclusion and equity in service delivery, organizational culture, social policy development and systemic advocacy. Pre-requisite(s): None. Co-requisite(s): SWK 200. 5 quarter hours

SWK 304 - Social Work Practice I: Individuals and Families (5)

This course introduces students to generalist foundation knowledge, conceptual frameworks, and a core set of interpersonal practice skills for engagement in culturally grounded practice with individuals and families. Theoretical, cultural and historical perspectives on family and personhood are considered for their relevance for justice-oriented interventions in the context of community. Throughout the course, Social Work values, ethics and practice models/roles are applied to understanding individuals and families and engaging in processes of change. Pre-requisite(s): SWK 200, SWK 301. Co-requisite(s): None. 5 quarter hours

SWK 305 - Social Work Practice II: Groups (5)

This course incorporates practice, theory and research about group dynamics, structure and process, participant role influences, and the foundational skills of group facilitation and evaluation. Effective participation in and facilitation of task and therapeutic groups are addressed comprehensively, with emphasis on engaging diversity and difference, inter-professional collaboration and leadership. Simulated experiences with models of group practice in varied settings and scenarios, group work with underserved populations, and cooperative skills practice are integrated into the development of knowledge, values and skills needed for generalist social work practice with groups. Pre-requisite(s): SWK 200 and SWK 301. Co-requisite(s): None. 5 quarter hours

SWK 306 - Social Work Practice III: Organizations and Communities (5)

This course prepares students for macro-level social work practice roles, by examining and applying the theories, knowledge, fundamental skills and methods necessary to engage successfully with organizations and communities. Development of Social Work practice competencies of collaboration, assessment, planning, empowerment, mobilization and advocacy to effect social change will be emphasized. Ethical and legal obligations, and the commitment to equity and social justice that guide social work practice will be incorporated. The course is designed to help students know and further develop the analytical and empirical skills needed to effectively manage and advocate with and on behalf of different communities including organizations, place and non-place based communities, and policy makers. Pre-requisite(s): SWK 200 and SWK 301. Co-requisite(s): None. 5 quarter hours

SWK 401 - Introduction to Social Work Research (5)

In this course, students are introduced to research concepts policies, and principles related to social research. Students will explore the purpose of research and theory and the value of ethics in

research in order to develop the foundation and critical research skills throughout the course. They will have the opportunity to develop their own research questions, hypothesis, and research design through a research proposal and presentation. Pre-requisite(s): MTH 102, SWK200, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

SWK 402 - Social Policy Analysis (5)

This course examines the scope and impact of social welfare policies and the advocacy role of social workers in influencing social policy. Students will analyze the develop stages of social policy, and consider the social, political, and economic context of policy development. This course specifically examines the role that culture, ideology, power, special interest groups, and social movements have played in shaping the context of social welfare policy. Consistent with the social justice commitment of social work, the impact of institutional structures and policies on individuals, groups, and society will be addressed, with particular attention given to oppressed and marginalized and minoritized populations. Pre-requisite(s): SWK 304. Co-requisite(s): None. 5 quarter hours

SWK 491 - Field Education and Seminar I (5)

This course is the first of three Field Education courses, and involves a course-based seminar component and an agency- based field component under qualified supervision. The field practicum and seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Pre-requisite(s): SWK 304 and SWK 305. Co-requisite(s): SWK 306. 5 quarter hours

SWK 492 - Field Education and Seminar II (5)

This course further integrates learning of practice skills and strategies begun in Field Seminar and Practicum I, and prepares students to enter the final field education course. The course comprises a course-based seminar component and an agency-based field component, which increases in responsibility and scope of practice from the Practicum I course. The field practicum and seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Pre-requisite(s): SWK 304, SWK 305, SWK 491. Co-requisite(s): None. 5 quarter hours

SWK 493 - Field Education and Seminar I (5)

This course completes the field education and seminar component of the program, with increases in responsibility and scope of practice from the Practicum II course. This course requires students' demonstration of Social Work competencies in alignment with the Council on Social Work Education standards and the National Association of Social Workers Code of Ethics. The course integrates this set of knowledge, values, and skills in a process of self-examination, reflection, articulation of professional identity, and development of plans for continued growth and development. Pre-requisite(s): SWK 304, SWK 305, SWK 491, and SWK 492. Co-requisite(s): None. 5 quarter hours

TIE - Technology in Education

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 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 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

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. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

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 Donna Ogle, Ed.D., Oklahoma State University
 Pennie M. Olson, Ph.D., University of Arizona
 Valerie Owen, Ph.D., University of Illinois at Chicago
 Jan Perney, Ed.D., Indiana University at Bloomington
 Ruth Ravid, Ph.D., Northwestern University
 Alan D. Rossman, Ph.D., Northwestern University
 Diane Salmon, Ph.D., University of Wisconsin-Madison
 Mary Frances Schneider, Ph.D., Loyola University

Jim Schott, Ph.D., Purdue University
 Patrick Schwarz, Ph.D., University of Wisconsin at Madison
 Mark R. Shinn, Ph.D., University of Minnesota
 Anne M. Sullivan, Ph.D., University of Florida
 Aleksandra Veselovsky, Ph.D., University of Illinois at Chicago
 Betty Jane Wagner, Ph.D., University of Illinois at Chicago
 Norm Weston, Ph.D., University of Illinois at Chicago
 Junko Yokota, Ph.D., University of North Texas

Graduate School of Business and Leadership

Administration

Ignacio Lopez, Dean, Ed.D., National Louis University
 Ewa Wodzinska, Director of Academic Support, M.S., M.A., National Louis University
 Elizabeth Dominguez, Academic Programs Support Manager, M.S., National Louis University

Administrative Faculty

Rebecca Albertini, MBA, University of Illinois at Springfield
 Janice Nilsen, Ph.D., Benedictine University
 Jacqueline Samuel, Ph.D., National Louis University

Faculty

Jacqueline Callery, Ed.D, National Louis University
 Bonnie Flynn, Ed.D., National Louis University
 Paula Jordan, Ph.D., University of Notre Dame
 James W. Nowotarski, M.B.A., University of Illinois at Urbana-Champaign
 David Ross, Ph.D., Walden University
 David SanFilippo, Ph.D., Saybrook Institute
 Doug Schreder, Ph.D., University of Illinois at Chicago
 Marlene Suvada, M.H.P.E., University of Illinois at Chicago, R.R.T.

Professor Emeriti

Robert Benway, Ed.D., National Louis University
 Catherine Honig, Ph.D., Bowling Green State University
 Claudia E. Miller, Ph.D., Northwestern University, MT(ASCP), CLS(NCA)
 David D. Rice, Ph.D., Florida State University, R.R.T.
 Patricia A. Scescke, Ed.D., Northern Illinois University
 Barbara J. Scheidt, Ed.D., National Louis University
 Stephen L. Thompson, Ph.D., University of Illinois at Chicago

Undergraduate College

Administration

Aarti Dhupelia, Vice President of Undergraduate Education and Dean of UGC, M.B.A., Harvard University
 Lisa Downey, Associate Dean, Ed.D., National Louis University
 Erin Neubert, Associate Dean, M.A., University of Chicago
 Margaret Stemler, Associate Dean, Ed.D., Argosy University
 Christina Hart, Director of Academic Operations, M.A.T., American University
 Aurelio Valente, Executive Director of Strategy, Budget, and Operations, Ed.D., Florida State University

Faculty Leadership

Orinna Clark, M.A.T., University of South Carolina
 Gary A. DeLeonardis, M.A., LCPC, The Chicago School of Professional Psychology
 Gina DiMartino, M.A., Governors State University
 John Frech, M.B.A., Loyola University
 Ruben Gerena, M.S., Spertus College
 Natalie Johnson, Ph.D., Grand Canyon University
 Natasha Kohl, Ph.D., Fordham University

Robyn Moncrief, M.S., DePaul University

Christopher Caver, M.A., University of North Carolina at Chapel Hill
 Elizabeth Schaefer, M.A., M.S., National Louis University
 Margeaux S. Temeltas, M.A.T., National Louis University
 Eric VanDemark, M.F.A., The School of the Art Institute of Chicago
 Valerie Vistain, M.A., University of Iowa
 Ebony Wilkins, Ph.D., University of Illinois at Chicago
 Tatiana Roberts, M.S., DePaul University
 Alicia Meno, M.A., Columbia College
 Neal Green, Ph.D., Capella University
 Valerie Walker, MSW, University of Illinois Chicago, Jane Addams College of Social Work

Faculty

Lauren Anderson, M.A., University of Minnesota
 Jennifer Budruweit, M.A., Illinois School of Professional Psychology
 Willie Burnside, MBA, University of Illinois Urbana-Champaign
 Sara Cheers-Martinez, M.A., University of Illinois at Chicago, Jane Addams College of Social Work
 Christie Easley, M.A., St. Xavier University
 Laura Fittano-Vande Vusse, MSA, DePaul University
 Michael Fontaine, Ph.D., Union Institute and University
 Noelle Garcia, M.F.A., University of Nevada
 Magda Giurcanu, Ph.D., University of Florida
 Joseph Gleeson, M.A., DePaul University
 Joao Goebel, M.Ed., Arizona State University; M.Ed., National Louis University
 Kimberlee Hendricks, M.A.T., Howard University
 Hadea Hummeid, M.S., Indiana University-Purdue University Indianapolis
 Neal Jack, M.S., Lewis University
 Roy Kaelin, M.B.A., Iowa State University

Nur Karatas, Ph.D., King's College London
 Zainab Karim, M.A., M.S., National Louis University
 Shawntay King, M.S., Erikson Institute
 Jordan Lucas, M.S., Eastern Illinois University
 Mariah Madson, M.A., National Louis University
 Douglas McCoy, Ph.D., Northern Illinois University
 Wendy Mendez, M.A., Northeastern Illinois University
 Ian Moncrief, Ph.D., Oklahoma State University
 Uzoma Obidike, Ph.D., Indiana State University
 Gabriel José Porrata Vallejo, M.S., University of Iowa
 Keisha Rembert, M.A.T., Chicago State University
 Duncan Sattler, M.B.A., DePaul University
 Richard Schak, M.S., Lewis University
 Karin Steinbrueck, Ph.D., Northwestern University
 Jolene Taylor, M.Ed., National Louis University
 Elizabeth Teahan, M.A., DePaul University
 Tracy Templin, M.A., Johns Hopkins University;
 M.S.W., Washington University
 Phuong Thai-Garcia, M.A., University of California,
 Los Angeles
 Antonio Tovar, Ph.D., University of Phoenix
 Jamie Turner, M.A., Lewis University
 Robert Watson, MBA Florida A&M University
 Rachel Waymel, M.A., Ohio State University
 Kamliah Wilson, M.S., Erikson Institute

Sara Rizzo, M.L.I.S., Rutgers University
 Meghan Ryan, M.L.I.S., University of Illinois at
 Urbana-Champaign
 Professor Emeriti
 Carole J. Kabel, Ed.D., National Louis University;
 M.L.S., Chicago Teachers College-South
 Carol Moulden, M.S., National Louis University;
 M.A.L.I.S., Northern Illinois University

University Library

Administration

Alexis Carscadden, Executive Director, Library,
 M.L.I.S. Dominican University

Faculty

Amy Hall, M.S.L.I.S., Florida State University
 Sarah Leeman, M.A.L.I.S., University of Wisconsin-
 Madison, M.S., National Louis University
 Amy LeFager, M.L.I.S., Dominican University
 Rob Morrison, Ed.D., National Louis University,
 M.S.L.I.S., Simmons College

Index

2022 Fall Quarter	6	Applied Educational Studies, B.A.	212
2022–2023 Academic Calendar	6	ART - Art	306
2023 Spring Quarter	7	Articulation Agreements	21
2023 Summer Quarter	8	Associate Degrees	56
2023 Winter Quarter	7	Attendance and Participation	105
A Brief History	3	Audit	47
A Note from the President	3	Baccalaureate Certificates	58
ABA - Applied Behavior Analysis	301	Baccalaureate Degrees	56
About National Louis University	3	Baking and Pastry AAS	107
About the University Course Catalog	6	Baking and Pastry, Baccalaureate Certificate	108
ABS - Applied Behavioral Sciences	304	BASSET Credential	106
Academic Achievement Policy	32	BDA Business Data Analytics	307
Academic Appeals	32	BEV - Beverage	308
Academic Centers	117	Bilingual Education Endorsement	199
Academic Credit Load Policy	47	Bilingual Special Education Approval	199
Academic Dismissal	53	Board of Trustees	499
Academic Dismissal Appeal Procedures	54	BPA - Baking and Pastry	308
Academic Honesty	36	Broad, Integrative Knowledge	60
Academic Leadership	499	BRV - Braven Career Development	309
Academic Policies 64, 76, 91, 102, 105, 119, 183		BUS - Business and Management	309
Academic Policies and Procedures	32	Business Administration Minor	256
Academic Policies Committee	119	Business Administration, B.A.	235
Academic Probation	53	Business Data Analytics, M.S.	91
Academic Program Review	39	C&I with Advanced Professional Specializations	
Academic Review Criteria	53	Concentrations	266
Academic Standards 62, 88, 211		Calculation	50
Academic Suspension	53	CAP - Curriculum-Advocacy-Policy	312
Academic Warning	53	CAPK - Capstone	313
ACC - Accounting	305	CAR - Career Development	313
Accelerate U	298	Catalog of Entrance	45
Accreditation	115	CCD - Doctoral Core	315
Accreditation and Approvals	5	Certificates	58
ACL - Adult Continuing Literacy Education	306	CES - Counselor Ed and Supervision	318
ADA/Section 504 Exception	52	CIC - Curriculum and Instruction, Core	322
Administration 500, 501, 503, 504, 505		CIL - ESL Bilingual Education	323
Administrative Faculty 500, 501, 503		CIS - Social Studies Education	326
Administrative Leadership	499	Civic and Global Learning	60
Admission Criteria 76, 182		Classifications	46
Admission Policies	117	Clinical Psychology, M.A. - Florida School of Professional Psychology	68
Admission Requirements 62, 64, 88, 90, 101, 105, 211		Clinical Psychology, Psy.D. - Florida School of Professional Psychology	77
Admissions	15	Clinical Psychology, Psy.D. - Illinois School of Professional Psychology	81
Admissions Pending Students	15	Coaching and Mentoring, Graduate Certificate	120
AES - Applied Educational Studies	306	Collection of Student Artifacts for Assessment Purposes	40
Aging Studies Concentration	289	College of Psychology and Behavioral Sciences	
All Baccalaureate Degree Programs	43	Graduate 62, 500	
Allergy Policy	105	Undergraduate 62	
Appeal Procedures	54	College of Psychology and Behavioral Sciences	
Application for Degree	44	Doctoral	76
Applied and Collaborative	60		
Applied Behavior Analysis Ed.S.	66		
Applied Behavior Analysis M.S.	65		
Applied Behavior Analysis Programs	65		
Applied Behavioral Sciences, B.A.	62		

College of Psychology and Behavioral Sciences		Design Thinking and Entrepreneurship, M.S.	92
Graduate	64	Director of Special Education Endorsement	200
COM-Communications	326	Directory	499
Communication and Media, B.A.	233	Disability and Equity in Education, Ed.D.	193
Communication Minor	256	Disability and Equity in Education, Ed.S.	178
Community Psychology	274	Disruptive Classroom Behavior	45
Community Psychology, Ph.D.	85	Dissertation Completion	76, 184
Comprehensive Exams	107	Dissertation Requirements	184
Comprehensive Qualifying Examinations	184	DOC - Doctoral Research Courses	337
Computer Science and Information Systems Minor	257	Doctoral Core, Research and Dissertation	184
Computer Science and Information Systems, B.S.	237	Doctoral Degrees	56
Concentrations	266	Doctoral Handbook	185
Core and Program Course Substitutions	119	Doctorate in Business Administration, D.B.A.	103
Counseling, M.S.	69	Dropping a Course	48
Counseling, M.S. - Florida	72	DTE-Design-Thinking-Entrepreneurship	337
Counseling, M.S. - Illinois	69	Dual Credit	20
Counselor Education and Supervision, Ed.D.	86	EAL - English Additional Language	339
Course by Arrangement/Independent Study	48, 120	Early Care and Education Administration	
Course Descriptions	301	Concentration	288
Course Fees 2022-2023	12	Early Childhood Administration, M.Ed.	123
Course Load Limitations	119	Early Childhood and Elementary Education, B.A.	215
Course Options	295	Early Childhood Education	266, 270
CPL - Credit for Prior Learning	327	Early Childhood Education - Competency-Based, B.A.	
Credit by Credentials Program	24		222
Credit by Examination (Undergraduate)	23	Early Childhood Education BA	219
Credit for Prior Learning	11	Early Childhood Education MAT Accelerated Track	
Credit for Prior Learning	22		126
Credit for Prior Learning (CPL)	23	Early Childhood Education Subsequent Teaching	
Credit Hour Compliance Policy	40	Endorsement	201
Criminal Justice Administration Concentration	289	Early Childhood Education, B.A.	219
Criminal Justice Minor	257	Early Childhood Education, M.A.T.	123
Criminal Justice, B.A.	240	Early Childhood Education, M.A.T. (Alternative	
CSJ - Criminal & Social Justice	328	Teacher Licensure Program)	124
CSS-Computer-Science-Info-Systems	330	Early Childhood Education, M.A.T. (Teacher Resident	
CUL - Culinary	333	Program)	125
Culinary Arts AAS	108	Early Childhood Education, M.A.T. (Traditional	
Culinary Management, B.A.	110	Program)	127
Curriculum and Instruction with Advanced		Early Childhood Education, M.Ed.	128
Professional Specializations	121	Early Childhood Education, Post Baccalaureate	226
Curriculum and Instruction with Advanced		Early Childhood Special Education	266, 270
Professional Specializations, Ed.S.	122	Early Childhood Special Education Approval	201
Curriculum and Instruction with Advanced		Early Exit/ Late Arrival	105
Professional Specializations, M.Ed.	121	ECE - Early Childhood Education	340
Curriculum and Instruction, Ed.S.	266	ECO - Economics	348
Curriculum and Instruction, M.Ed.	266	EDL - Educational Leadership	348
Curriculum, Advocacy and Policy, Ed.D.	192	EDU - Education	353
Curriculum, Advocacy and Policy, Ed.S.	177	Education Minor (Advanced Standing Minor that can	
DBA - Doctorate in Business Administration	335	be applied toward GR degree)	258
DEE - Disability and Equity in Education	336	Education Programs	211
Definitions and Concepts	33	Educational Leadership Programs	130
Definitions and Guidelines	38	Educational Leadership, Ed.D.	185
Degree Requirements	42, 64, 76, 91, 102	Educational Leadership, Ed.S. (District Level	
Degree Types	118	Educational Leadership Track)	137
Degrees Offered	56	Educational Leadership, Ed.S. (General Education	
Degree-Seeking Students	46	Leadership)	136

Educational Leadership, Ed.S. (State Credential Track, Florida)	134	Fields of Knowledge	61
Educational Leadership, Ed.S. (State Credential Track, Illinois)	133	FIN - Finance	366
Educational Leadership, M.Ed. (General Education Leadership)	135	Financial Aid	25, 183
Educational Leadership, M.Ed. (State Credential Track, Florida)	132	Financial Aid Appeal Procedures	54
Educational Leadership, M.Ed. (State Credential Track, Illinois)	130	Financial Aid Policies	25
Educational Specialist (Ed.S.) Credits	183	Financial and Physical Hardship Policy	26
Educational Specialist Degrees	56	Financial Assistance	119
Effective Teaching in PK-12 E-Learning Environments, Graduate Certificate	141	FND - Foundations	367
ELE - Elementary Education	358	Foreign Credit	24
Elementary Education	266, 270	Freshman Admissions	16
Elementary Education Subsequent Teaching Endorsement	202	Full-, Three-Quarter- and Half- Time Status	46
Elementary Education, B.A.	227	Fundamentals of Design Thinking	274
Elementary Education, M.A.T.	143	Fundamentals of Design Thinking, Graduate Certificate	93
Elementary Education, M.A.T. (Alternative Teacher Licensure)	143	GEN - General Education	367
Elementary Education, M.A.T. (Teacher Residency Program)	144	General Education Core	60
Elementary Education, M.A.T. (Traditional Program)	146	General Education Philosophy	60
ENG - English	362	General Psychology Concentration	290
English as a Second Language	267, 271	General Psychology, Graduate Certificate	73
English as a Second Language Endorsement	203	General Special Education, M.Ed.	147
English as a Second Language Special Education Approval	203	Good Standing	28
English as a Second Language/ Bilingual Endorsements	202	Grade Point Average	50
English Minor	259	Grade Policies/Credits	183
Enrollment and Registration	45	Grade Report	50
Enrollment Reporting and Loan Deferments	47	Grading	49
Enrollment Requirements and Leave of Absence	183	Graduate	50
ENT - Entrepreneurship	363	Graduate Admissions	17
Entrepreneurship Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	290	Graduate Certificates	58
Entrepreneurship Minor	260	Graduate Psychology Electives	295
EPS - Educational Psychology	363	Graduate Rates by College	10
ESL - Eng for Speakers of other Lang	364	Graduate School of Business and Leadership 88, 90, 503	
ESL/ Bilingual Education	267, 271	Doctoral	101
ESL/Bilingual Education Concentration	288	Undergraduate	88
ESR - Educational Statistics and Research	365	Guaranteed Transferability	24
Exceptions	11	HCL - Health Care Leadership	368
Faculty	500, 501, 503, 504, 505	Health Care Leadership, B.S.	88
Faculty Leadership	504	Health Services Administration	274
Failure to Meet Academic Standards	53	Health Services Administration Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	290
Failure to Meet Satisfactory Academic Progress for Financial Aid Eligibility	27	Health Services Administration, M.H.A.	94
Fees	12	HED - Higher Education Leadership	370
Field Experience Requirements (Observations, Practica, Internships, Student Teaching)	116, 212	Higher Education Leadership Ed.D.	190
		Higher Education Leadership Ed.S.	142
		HIS - History	373
		HOS - Hospitality Management	374
		Hospitality Management BA	111
		HRM - Human Resource Management	381
		HSC - Human Services Core/Counseling	383
		HSM - Human Services Multiple Program	386
		HSS - Human Services Substance Abuse	391
		HUM - Humanities	391
		Human Resource Management	274
		Human Resource Management and Development, M.S.	95

Human Resource Management Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	291	Locations	4
Human Services Management	274	Long Term Care Administration Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	293
Human Services Management Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	292	LSE - Learning Sciences in Education	409
Human Services Minor	260	LTC - Long-Term Care Administration	412
Human Services, B.A.	242	Management, B.S.	248
Human Services/Psychology, B.A.	245	Marketing Minor	262
Humanities Minor	261	Master of Business Administration, M.B.A.	98
IACBE Accreditation	90, 211	Master's Degrees	56
Illinois Locations	4	Mathematics Education	268, 272
Illinois Teacher Licensure by Entitlement	211	Mathematics Minor	263
Industrial and Organizational Psychology M.S.	96	MBA - Master of Business Administration	414
Industrial/Organizational Psychology and Human Resource Management and Development Dual Degree Option	295	MEDA - Medical Assistant	416
Infant and Toddler Studies Concentration	288	Medical Assistant, Baccalaureate Certificate	298
Infant-Toddler Studies, B.A.	230	Mental Health Counseling Graduate Certificate	73
In-Progress (Incomplete) Grade Policy	50	MES - Media Communications	417
Institutional Accreditation	5	MGE - Middle Grades Education	417
INT - Interdisciplinary Studies	393	MGT - Management	421
Integrated Competencies	60	MHA - Master of Health Services Administration	421
Intellectual Skills	60	MHE - Mathematics Education	423
International Students	17	Middle Grades Education MAT Alternative Teacher Licensure	154
KBPA - Baking and Pastry	393	Middle Grades Education Subsequent Teaching Endorsement	206
KCUL - Culinary	395	Middle Grades Education, M.A.T.	150
Kendall College of Culinary Arts and Hospitality Management	105, 501	Middle Grades Education, M.A.T. (Teacher Residency Program)	152
LAE - English	398	Middle Grades Education, M.A.T. (Traditional Program)	151
LAM - Mathematics/Quantitative Reasoning	398	Military Experience and Professional Training	23
LAN - Natural Science	400	Minors	256
LAP - Psychology/Behavioral Science	400	MIS - Management Information Systems	425
LDR - Teacher Leadership	406	Mission Statement	3, 105
Leadership Concentration	292	MKT - Marketing	426
Leadership Foundations Concentration	292	MPH - Public Health	427
Learning Behavior Specialist I	267, 271	MTH - Math	428
Learning Behavior Specialist I (LBS I) Endorsement	204	National College of Education	115, 501
Learning Behavior Specialist II - Curriculum Adaptation Specialist	268, 272	National College of Education—Doctoral	182
Learning Behavior Specialist II - Transition Specialist	268, 272	National College of Education—Graduate	117
Learning Behavior Specialist II (LBS II) Endorsement	205	NLU - National Louis University	430
Learning Sciences Education Concentrations	270	Non-Degree Endorsement Offerings	59, 198
Learning Sciences Education Programs	148	Non-Degree-Seeking Students	46
Learning Sciences Education, Ed.S.	149	Nonimmigrant International Students	18
Learning Sciences Education, M.Ed.	148	Non-institutional Graduate Transfer Credit	21
Leave of Absence for Graduate and Doctoral Students	51	Nonprofit Management	275
Legal Technology Minor	261	OBD- Organizational Behavior, Development & Leadership	430
LGT - Legal Technology	408	Officers	499
LIBR - Library	408	Organizational Development	275
Life Trustees	499	Organizational Leadership, M.S.	100
		Other Appeals	54
		Other Locations	4
		Other Programs of Study	298
		Path to Academics, Community and Employment (PACE)	299

Pathways	211	Reading, Ed.S. Reading Specialist Option	157
Payment Plan Options	28	Reading, Language and Literacy Ed.D.	195
Personalized Option	270, 273	Reading, Language and Literacy Ed.S.	179
PHI - Philosophy	433	Reading, M.Ed. (Reading Specialist)	156
PJM - Project Management	433	Reading, M.Ed. (Reading Teacher Option)	157
Policies	32	Readmission	16
Policy for Issuing Cash Refunds to Financial Aid Students	25	Recording of Synchronous Classroom Activity	52
Policy on Course Non-Attendance	25	Re-entry	15
Policy on Online Attendance and Participation	26	Registration for Thesis or Dissertation	48
Post-Baccalaureate Degrees	43	Registration Regulations	47
Posthumous Degrees	44	Remedies	37
Postsecondary Teaching and Instructional Leadership Ed.D.	196	Repeat Course Policy	50
Postsecondary Teaching and Instructional Leadership Ed.S.	180	Required Course Waiver	65, 76, 91, 102
PPA - Public Policy and Administration	433	RES - Research Methods	463
Preschool Teaching and Learning	288	Research Involving Human Participants	53
Preservice Teacher Education Undergraduate Degree Programs	211	Residency Requirement	42
President	499	Returning to NLU	15
Procedure	34	RLD - Reading and Language, Doctorate	464
Procedure for Handling Incidents of Academic Dishonesty	37	RLL - Reading and Language, Literacy	465
Professional Cookery, Baccalaureate Certificate	114	RLP-Reading-Language-Preservice	462
Professional Practice	60	RLR - Reading and Language, Reading	468
Professionalism	115	SCE - Science Education	471
Professor Emeriti	501, 502, 504, 505	School Counseling Endorsement	208
PSY - Psychology	457	School Psychology, Ed.S.	160
Psychological Assessment, Graduate Certificate	74	School Psychology, Ed.S. - Florida	163
Psychology Minor	263	School Psychology, Ed.S. - Illinois	160
Psychology, B.A.	249	SCI - Science	472
Psychology, M.A.	74	Science Minor	264
Psychology/ Human Services Minor	264	SCIK - Science - KC	472
PSYD - Clinical Psychology	436	SEC - Secondary Education	473
PTIL-Postsec-Tchnng-Instr-Ldrshp	461	Second Baccalaureate Degree Policy	43
Public Administration Concentrations	274	Secondary Education Concentrations	276
Public Administration, M.P.A.	101	Secondary Education Subsequent Teaching Endorsement	209
Public Health Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	293	Secondary Education, M.A.T.	165
Public Policy	275	Secondary Education, M.A.T., Biological Science Concentration (Traditional Program)	276
Public Policy Concentration (Advanced Standing Concentration that can be applied toward GR degrees)	294	Secondary Education, M.A.T., English/Language Arts Concentration (Traditional Program)	278
Public Safety and Justice Leadership	275	Secondary Education, M.A.T., Mathematics Concentration (Traditional Program)	281
Quality Points	50	Secondary Education, M.A.T., Physical Science Concentration (Traditional Program)	284
Reading Endorsement (Florida)	206	Secondary Education, M.A.T., Social Studies Concentration (Traditional Program)	286
Reading Programs	156	Secondary Education, M.A.T., World Language Concentration (Traditional Program)	279
Reading Specialist Endorsement	207	Sexual Misconduct and Relationship Violence Policy	55
Reading Teacher	269, 272	Skills Assessment	47
Reading Teacher Endorsement	207	SOC - Sociology	476
Reading, Ed,S, Reading Specialist and LBS1 (K-12) Option	159	Social Services Concentration	294
Reading, Ed.S. Reading Specialist and ESL (K-12) Option	158	Social Work BSW	252
		Social Work Minor	264
		SPE - Special Education	476
		Special Education	165

Special Education Concentration	288	Teaching Methods Concentration	289
Special Education, M.A.T.	165	Teaching of Public Policy and Administration	276
Special Education, M.A.T. (Alternative Teacher Licensure)	167	Technology Specialist	269, 273
Special Education, M.A.T. (Resident Teacher Program)	168	Technology Specialist Endorsement	209
Special Education, M.A.T. (Traditional Program)	166	The District Level Educational Leadership major	185
Special Education, M.Ed.	170	The Leadership for Learning and Organizational Change major	187
Special Education, M.Ed. (Resident Teacher Program)	173	The Lifelong Learning Institute	299
Special Education, M.Ed. (Traditional Program)	170	The Strategic Educational Leadership major	188
Special Workshops	120	TIE - Technology in Education	495
Specialized and Programmatic Accreditation	5	Time Limit	183
Specialized Knowledge	60	Time Limitation for Fulfilling Degree Requirements	120
SPY - School Psychology	485	Timelines	38
SPYF - School Psychology Florida	489	TLA - Teaching Learning Assessment	496
SSE - Social Science Education	492	Transfer between Graduate Programs	47, 64, 76, 91, 102, 119
Standards for Academic Review	53	Transfer Credit	20
Standards of Satisfactory Academic Progress for Financial Aid Eligibility	27	Transfer Credit Policy	106
Standards of Student Conduct	54	Transfer Credit Policy for Satisfactory/No Credit and Pass/Fail Credit	21
Status of Admitted Students	64, 90, 102, 118	Transfer of Credit	183
STEM-Sci-Techng-Engr-Math	493	Transfer of Credit Completed at another Institution	65, 76, 91, 102, 119
Strategic Educational Leadership Certificate and M.Ed. Electives	296	Trustees	499
Strategic Educational Leadership Ed.S. and Ed.D. Electives	297	Tuition and Fees	10
Strategic Educational Leadership, Ed.S.	140	Tuition Refund Appeal	49
Strategic Educational Leadership, Graduate Certificate	174	Types of Credit	20
Strategic Educational Leadership, M.Ed.	139	Undergraduate	49
Student Appeal and Academic Plan	28	Undergraduate Admission Requirements	16
Student Code of Conduct	55	Undergraduate Admissions	16
Student Conduct Process	55	Undergraduate College	211, 504
Student Rights and Responsibilities	55	Undergraduate Concentrations	289
Student Services	30	Undergraduate Education Concentrations	288
Student Tuition Recovery Fund (STRF)	29	Undergraduate High Potential Students	17
Student Withdrawal and Return (Loss) of Federal Title IV Funds	26	Undergraduate Minors	256
Students Receiving Dual Baccalaureate Degrees	43	Undergraduate Rates	10
Students Whose Previous Academic Work Was Not in the United States	17	Undergraduate Registration in Graduate Courses	47
SWK - Social Work	493	Undergraduate Transfer Admissions	16
Teacher Credentials	116, 212	Undergraduate Transfer Credit	20
Teacher Leader	269, 273	University General Education Requirements	62, 88, 105, 211
Teacher Leader Endorsement	209	University Library	300, 505
Teacher Leadership Programs	175	University Officers	499
Teacher Leadership, Ed.S.	176	University Policies and Procedures	54
Teacher Leadership, M.Ed.	175	Veteran Education Benefits	29
Teaching and Learning Ed.D.	192	Veterans	18
Teaching and Learning, Ed.S.	177	Withdrawal and In-Progress (Incomplete) Grades	53
		Withdrawal from the University and Refund Policy	48
		Withdrawal Policy	48

