2026-2027 UNDEGRADUATE AND GRADUATE CATALOG

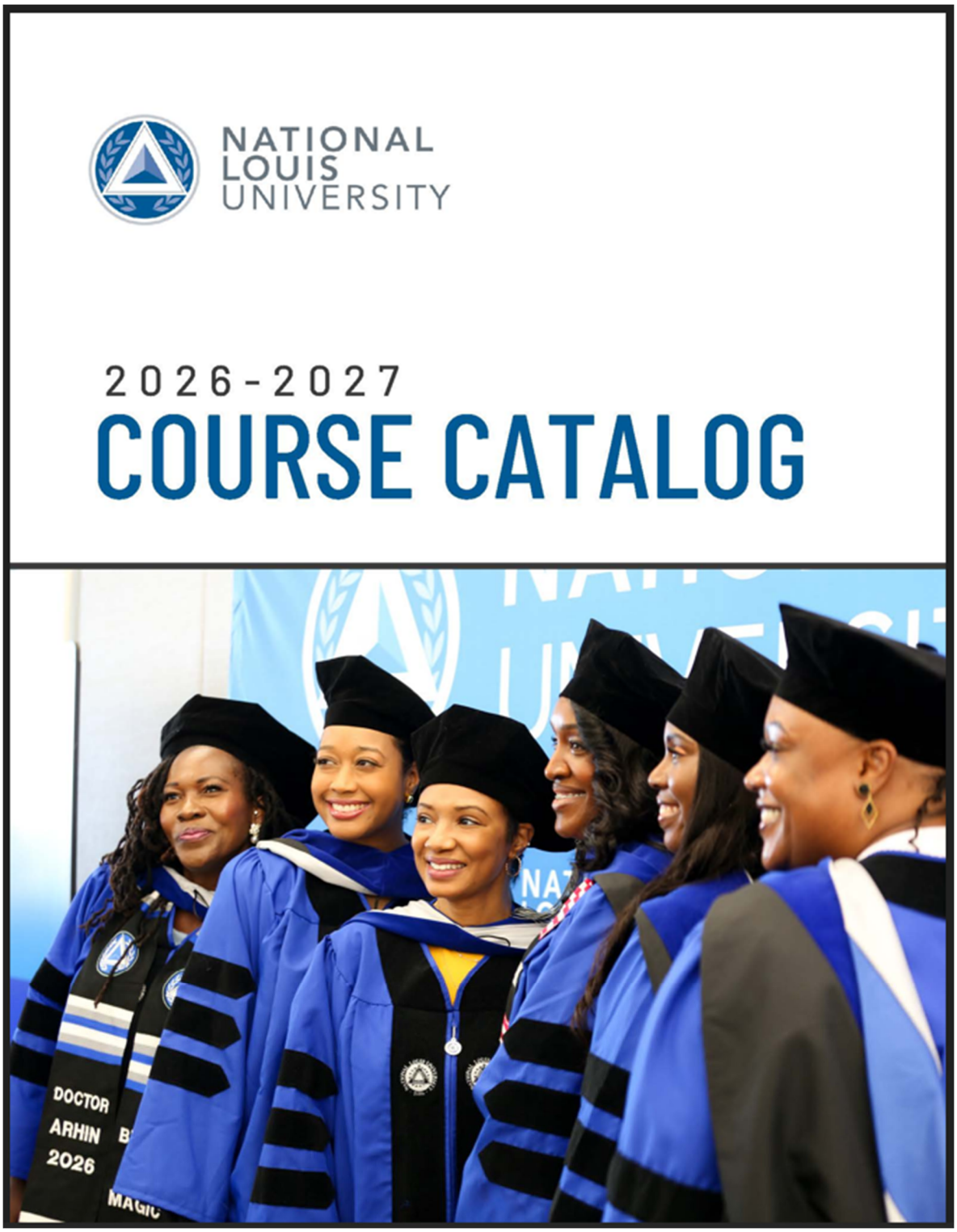

TABLE OF CONTENTS

About National Louis University 3
About the University Course Catalog 7
2026–2027 Academic Calendar 7
Tuition and Fees 10
Admissions 18
Types of Credit 23
Financial Aid 28
Student Services 33
Policies 35
Degrees Offered 60
Certificates 62
Non-Degree Endorsement Offerings 63
General Education Core 64
College of Psychology and Behavioral Sciences: Graduate 66
Graduate School of Business and Leadership 96
Kendall College of Culinary Arts and Hospitality Management 118
National College of Education 132
Undergraduate College 288
Minors 370
Concentrations 382
Other Programs of Study 400
Course Descriptions 411
Directory 678

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

One hundred forty (140) years ago, National Louis University was founded on the principle that a quality education can transform lives, careers, and communities. In 1886, urban education pioneer and community activist Elizabeth Harrison had the then-revolutionary idea to create a school to train women to teach very young children with the aim of improving prospects for families and neighborhoods. From its beginnings as Miss Harrison's Training School, the institution became the home of the modern American kindergarten movement and the National Congress of Mothers, later known as the Parent-Teacher Association (PTA). In 1930, after three other name changes, the school became the National College of Education (NCE) and introduced the first four-year teacher-training course in the state of Illinois.

In 1986, Michael W. Louis provided a historic $30 million gift – among the largest ever granted to a college or university in Illinois. This contribution enabled the institution to greatly expand its programs. The university was renamed National Louis University in 1990 in honor of the Louis family gift.

In 2015, NLU launched a new undergraduate experience designed to reimagine higher education, with the goal of increasing bachelor's degree attainment and employment opportunities for students who have faced persistent barriers in college and the workforce, and to do so by removing the most common obstacles to postsecondary success.

In 2018, NLU acquired Kendall College, adding culinary and hospitality management programs. 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.

In 2023, NLU launched the School of Nursing to help address the national shortage of nurses and provide opportunities for students interested in healthcare careers. Also, in 2023, Washington Monthly, which ranks colleges based on their contribution to the public good, ranked National Louis University at number 30 overall nationally, 4th in the nation for social mobility, and number 1 in the Midwest for "best bang for the buck."

Today, NLU is the outcome of and testament to the vision of our founders. A university that excels in creating learning communities where theory complements practice, NLU sustains a tradition of access to higher education for first-generation and urban university students who want to make a lasting impact in their lives and communities.

The University serves nearly 13,000 students annually at locations in Illinois, Florida, and online everywhere and is proud of the 100,000 living alumni using their NLU education to serve others. Eddie Phillips, Ed.D. is the institution's twelfth president. For more information visit www.nl.edu.

A Note from the President

Dear Student,

Welcome to National Louis University.

Whether you are beginning your academic journey or continuing toward your next educational or professional goal, I am honored that you have chosen National Louis University to be part of your future. You have joined a community that has been expanding opportunity through education for more than 140 years, and we are committed to helping you achieve your aspirations.

At NLU, students are at the center of everything we do. We believe that academic excellence extends beyond the classroom. It is reflected in rigorous and relevant curricula, exceptional faculty, personalized support, meaningful co-curricular experiences, and career preparation that equips you to succeed long after graduation. Our commitment is to provide an educational experience that challenges you intellectually, supports you personally, and prepares you to lead with confidence, integrity, and purpose.

The Academic Catalog is one of the most important resources available to you throughout your time at NLU. It serves as the official guide to our academic programs, policies, procedures, and degree requirements. I encourage you to become familiar

with its contents and to use it alongside your faculty, academic advisors, and student support teams as you plan your educational journey.

National Louis University offers a wide range of undergraduate, graduate, doctoral, and workforce education programs designed to meet the needs of today's learners and tomorrow's workforce. Whether your goal is to begin a new career, advance in your profession, continue your education, or develop new skills, you will find opportunities that are flexible, relevant, and aligned with your ambitions.

As you pursue your education, I encourage you to take full advantage of everything NLU has to offer. Engage with your faculty. Build relationships with your classmates. Participate in campus and co-curricular activities. Seek guidance from your advisors and career development professionals. The more you invest in your experience, the more you will gain from it.

More than 100,000 National Louis University alumni have gone on to lead meaningful lives and careers while making lasting contributions to their professions and communities. I look forward to seeing the impact you will make and the unique story you will add to that legacy.

On behalf of our faculty and staff, thank you for choosing National Louis University. We are honored to be part of your journey and are committed to supporting your success every step of the way. Together, we are building a stronger future—one learner, one community, and one generation at a time.

Best wishes,

Eddie J. Phillips Jr., Ed.D.

President

Locations

Illinois Locations

Downtown Chicago

122 South Michigan Avenue

Chicago, IL 60603-3032

888.658.8632

18 South Michigan Avenue

Chicago, IL 60603-3032

888.658.8632

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, Kendall College and Accelerate U are offered on this campus with classes scheduled during the daytime, evening and weekends. The NLU P.A.C.E. program 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 Center for Literacy Excellence 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.

Other Locations

Florida Regional Center

6550 West Hillsborough Avenue, Suite 100
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), an agency recognized by the United States Department of Education and the Council for Higher Education Accreditation.

Please visit NLU Accreditation for more information.

Specialized and Programmatic Accreditation

Please 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 (p. 132) meets all standards of the Council for the Accreditation of Educator Preparation. Select programs are approved by the Illinois State Board of Education for licensure of education professionals.
- Certain business and health-related programs in the Graduate School of Business and Leadership (p. 96) have earned professional accreditation from the International Accreditation Council for Business Education and the Commission on Accreditation of Allied Health Education Programs.
- The counseling programs in the College of Psychology and Behavioral Sciences (p. 66) are 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 Kendall College (p. 118) are accredited by the American Culinary Federation.
- The social work program in the Undergraduate College (p. 288) has initial accreditation from the Council on Social Work Education and select programs are approved by the Illinois State Board of Education for licensure of education professionals.

State Approvals

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

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

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

The University holds License by Means of Accreditation from the Florida Commission for Independent Education of the Florida Department of Education to operate as a university, to offer programs of instruction, and to award degrees. Additional information regarding NLU may be obtained by contacting the Commission for Independent Education at: 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400. Toll free phone number: 888.224.6684.

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

Please see the following program pages for specific licensure and endorsement information:

- M.A.T. Elementary Education (p. 180)
- M.A.T. Secondary Education (p. 218)
- Ed.S. School Psychology (p. 196)

For additional information regarding programs that lead to licensure and/or certification please visit the NLU Public Disclosures for Licensure page.

NLU is also a member of the National Council for State Authorization Reciprocity Agreements **(SARA)**.

As a SARA member, NLU is authorized to offer distance education to other SARA member states.

ABOUT THE UNIVERSITY COURSE CATALOG

The University Course Catalog contains official statements on University programs and academic policies. It is each student's responsibility to become familiar with their 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.

2026–2027 ACADEMIC CALENDAR

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

2026 Fall Quarter

September

15	Tuesday	Summer degree date
25	Friday	Summer term late degree date for students completing 12-week classes
21	Monday	Fall quarter classes begin
27	Sunday	Last day to add/drop classes

October

11	Monday	Indigenous Peoples Day (University open)
25	Sunday	First 5-week classes end

November

1	Sunday	First 6-week classes end
2	Monday	Late start classes begin
8	Sunday	Last day to drop late start classes
15	Sunday	December 31st degree date application deadline
26-27	Thursday–Friday	Thanksgiving Holiday (University closed)
29	Sunday	Fall 10-week classes end

December

6	Sunday	Second 5- and 11-week classes end
13	Sunday	Second 6- and 12-week classes end
24-31	Monday-Friday	Winter holiday (University closed)
31	Thursday	Fall term degree date

2027 Winter Quarter

January

1	Friday	New Year's Day Holiday (University Closed)
18	Monday	Winter quarter classes begin
18	Monday	Martin Luther King Jr. holiday (University closed)
24	Sunday	Last day to add/drop classes

February

15	Monday	April 15th degree date application deadline
21	Sunday	First 5-week classes end
28	Sunday	First 6-week classes end

March

1	Monday	Late start classes begin
7	Sunday	Last day to drop late start classes
28	Sunday	Winter 10-week classes end

April

4	Sunday	Second 5- and 11-week classes end
11	Sunday	Second 6- and 12-week classes end

2027 Spring Quarter

April

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

May

16	Sunday	First 5-week classes end
23	Sunday	First 6-week classes end
24	Monday	Late start classes begin
30	Sunday	Last day to drop late start classes
31	Monday	Memorial Day Holiday (University closed)

June

11-12	Friday-Saturday	Chicago Area Commencement Ceremony
18	Friday	Juneteenth holiday (University closed)

20	Sunday	Spring 10-week classes end
27	Sunday	Second 5- and 11-week classes end
30	Wednesday	Spring term degree date
TBD	TBD	Florida Commencement Ceremony

July

4	Sunday	Second 6- and 12- week classes end
14	Wednesday	Spring term late degree date for students completing 12-week classes

2027 Summer Quarter

July

5	Monday	Independence Day Holiday (University closed)
5	Monday	Summer quarter classes begin
11	Sunday	Last day to add/drop classes
25	Sunday	First 3-week classes end
26	Monday	Second 3-week classes being
31	Saturday	September 15th degree date application deadline

August

8	Sunday	First 5-week classes end
9	Monday	Second 5-week classes begin
15	Sunday	Second 3-week and first 6-week courses end
16	Monday	Second 6-week courses begin

September

6	Monday	Labor Day holiday (University closed)
12	Sunday	Second 5-week and 10- week classes end
26	Sunday	Second 6-week and 12-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 2026 term through the spring 2027 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 (Assumes 45QH/School year), transferring in with 30 QH or less $12,420/year

Full-time (14-18QH), transferring in with more than 30 QH -- Domestic
$6,242/term

Full-time (14-18QH), transferring in with more than 30 QH-- International
$7,080/term*
Fewer than 14 credits per term + per credit hour rate if more than 18 credits per term $449 credit hour

Housing (Optional)

Deposit $250

Housing charge per term ranges from $3,906 - $5,925
(please see University Housing's website for more details
and meal plan options and costs)

Kendall College of Culinary Arts and Hospitality Management

TUITION AND FEES

Certificate in Baking and Pastry & Professional Cookery

Per Quarter Hour	Per Term (8 Quarter Hours)	Per Academic Year (Full-Time/3 Terms)
$560/quarter hour	$4,480	$13,440
Student Fee	$175	$525
Maximum Federal and State Grants*	Grant: $1,652 IL MAP Grant**: $1,344	Pell Grant: $4,946 IL MAP Grant**: $4,032
Maximum Student Loans	$4,166	$12,500

Additional Fees

Uniform & Tool Kit (Estimate)	
Baking and Pastry	$819
Professional Cookery	$690
Insurance (Can be waived with Proof of Individual Insurance)	$700
Upass (Optional)	$130/Term

*All Federal and State aid based on eligibility.
**The IL MAP Grant is only available in the Fall, Winter, and Spring terms.
Additional individual lab and class fees may apply.

B.A. in Culinary Management

Per Quarter Hour	Per Term (12-19 Quarter Hours)	Per Academic Year (Full-Time/3 Terms)	Per Calendar Year (4 Terms)

$534/Quarter Hour	$6,556	$19,668	$26,224
Student Fee	$275/term	$825/year	$1,100/Year
Maximum Federal and State Grants*	Pell Grant: $2,465 IL MAP Grant**: $2,688	Pell Grant: $7,395 IL MAP Grant**: $8,064	Pell Grant: $9,860 IL MAP Grant**: $8,064
Maximum Student Loans	$4,166	$12,500	$12,500

Additional Fees

Uniform & Tool Kit (Estimate)	$1,000
Insurance (Can be waived with Proof of Individual Insurance)	$700
Upass (Optional)	$130

*All Federal and State aid based on eligibility.
**The IL MAP Grant is only available in the Fall, Winter, and Spring terms.
Students on a less than full time schedule will pay at the per quarter hour rate.
Additional individual lab and class fees may apply.

A.A.S. in Culinary Arts and Baking and Pastry

Per Quarter Hour	**Per Term (12-19 Quarter Hours)**	**Per Academic Year (Full Time/3 Terms)**	**Per Calendar Year (4Terms)**
$534/Quarter Hour	$6,556	$19,668	$26,224
Student Fee	$275	$825	$1,100
Maximum Federal and State Grants*	Pell Grant: $2,465 IL MAP Grant**: $2,688	Pell Grant: $7,395 IL MAP Grant**: $8,064	Pell Grant: $9,860 IL MAP Grant**: $8,064
Maximum Student Loans	$4,166	$12,500	$12,500

Additional Fees

Uniform & Tool Kit (Estimate)	$1,000
Insurance (Can be waived with Proof of Individual Insurance)	$700
Upass (Optional)	$130

*All Federal and State aid based on eligibility.
**The IL MAP Grant is only available in the Fall, Winter, and Spring terms.
Students on a less than full time schedule will pay at the per quarter hour rate.
Additional individual lab and class fees may apply.

BA Hospitality Management (First Time Freshman)

Per Quarter Hour	**Per Term (12-19 Quarter Hours)**	**Per Academic Year (Full-Time/3Terms)**	**Per Calendar Year (4 Terms)**
$276/Quarter Hour	$4,140	$12,420	$16,560
Student Fee	$275	$825	$1,100
Maximum Federal and State Grants*	Pell Grant: $2,465 IL MAP Grant**: $2,688	Pell Grant: $7,395 IL MAP Grant**: $8,064	Pell Grant: $9,860 IL MAP Grant**: $8,064
Out of Pocket Expense for Those Who Qualify	$0	$0	$0

*All Federal and State aid based on eligibility.
**The IL MAP Grant is only available in the Fall, Winter, and Spring terms.
Tuition Rate not applicable to Culinary programs.

BA Hospitality Management (Transfer)

Per Quarter Hour	Per Term (12-19 Quarter Hours)	Per Academic Year (Full-Time/3Terms)	Per Calendar Year (4 terms)
$449/Quarter Hour	$6,242	$18,726	$24,968
Student Fee	$275	$825	$1,100
Maximum Federal and State Grants*	Pell Grant: $2465 IL MAP Grant**: $2,688	Pell Grant: $7,395 IL MAP Grant**: $8,064	Pell Grant: $9,860 IL MAP Grant**: $8,064
Maximum Student Loans	$4,166	$12,500	$12,500

DIRECT TO SUCCESS (D2S)

Qualified students who apply to NLU within one year of earning an associate degree from one of our community college partners can receive a scholarship equal to 25% of total tuition. This scholarship makes NLU the most affordable private university in Chicago for transfer students.

Tuition with D2S Scholarship (15 QH)	Full-Time $4,505/Term
(>15 QH)	Part-Time $337/Credit hour
Tuition with Financial Aid and Grant*: $7,395	Pell
D2S Scholarship	IL MAP
Grant**: $8,064	$0 Annual Net Tuition

Program costs will be finalized upon transcript review.
*All Federal and State aid based on eligibility.
**The IL MAP Grant is only available in the Fall, Winter and Spring terms.

Accelerate U

Medical Assisting	$7,650 ($255/QH)
Technology Sales	$6,375 ($255/QH)
ITSS	$6,375 ($255/QH)
RBT	$6,375 ($255/QH)

Find more information on Accelerate U tuition and fees here.

Graduate Rates by College

Please Note: Rates listed per semester hour

National College of Education

Professional Development - $400

Reading Recovery - $400

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

M.Ed. and Ed.S. - $700

- Educational Leadership Principal (State Track
- Educational Leadership General
- Strategic Educational Leadership
- Reading Teacher
- Reading Specialist
- Teacher Leader
- Special Education
- Early Childhood Administration
- School Psychology
- Curriculum & Instruction
- Learning Sciences

Find more information on M.Ed. and Ed.S tuition and fees here.

M.A.T - $700

- Early Childhood Traditional
- Early Childhood Alt
- Early Childhood Accelerated
- Elementary Traditional

- Elementary Alt
- Special Education Traditional
- Special Education Alt
- Middle Grades Traditional
- Secondary Education Traditional
- Secondary Education Alt

Find more information on M.A.T. tuition and fees here.

Education Specialist and Doctor of Education Programs

- Curriculum, Advocacy, and Policy - $800
- Disability and Equity in Education - $800
- Reading, Language, and Literacy - $800
- Linguistic Diversity and Equity - $800
- School Level Leadership (Ed.S.) - $700
- School Level Leadership (Ed.D.) - $800
- District Level Leadership - $800
- Strategic Educational Leadership - $800
- Educational Leadership and Administration - $800

Find more information on Education Specialist and Doctor of Education tuition and fees here.

Florida Programs

- M.Ed. in Educational Leadership - $650 ($520 for Florida Educators)
- Ed.S. in Educational Leadership - $650 ($520 for Florida Educators)
- Ed.D. in Educational Leadership - $705 ($635 for Florida Educators)
- Ed.S. in School Psychology - $650 ($520 for Florida Educators)
- M.A.T. in Elementary Education - $400 EPI ($650 non-EPI)
- M.A.T. in Secondary Education - $400 EPI ($650 non-EPI)

Find more information on Florida NCE programs here.

Graduate School of Business and Leadership

Program	Per Semester Hour	Total Semester Hours	Program Total
Project Management Certificate	$561	9	$5,049
Master of Business Administration Fully Online Low Residency Blended	$400 $561	30 30	$12,000 $16,830
Master in Health Services Administration	$561	30	$16,830
Master or Public Administration	$561	30	$16,830
M.S. in Human Resources Management and Development	$561	30	$16,830
M.S. in Business Data Analytics	$561	30	$16,830
M.S. in Industrial and Organizational Psychology Without Prerequisites With Prerequisites	$561 $561	30 36	$16,830 $20,196

M.S. in Marketing and Communication	$561	30	$16,830
M.S. in Organizational Leadership	$561	30	$16,830
M.Ed. in Higher Education Leadership	$561	33	$18,513
M.A. in Human Lactation Studies Generalized Program Pathway 2 Concentration	$561 $561	36 40	$20,196 $22,440
Ed.D. in Higher Education Leadership	$816	60	$48,960
Doctorate of Business Administration	$816	60	$48,960
Miscellaneous Fees *			
Student Fee			$175/Term
Additional Course Fees **			Varies by Program

College of Psychology and Behavioral Sciences

Program	Per Semester Hour	Total Semester Hours	Program Total
M.A. in Psychology	$800	36	$28,800
M.S. in Counseling Clinical Mental Health Addictions School Counseling	$800 $800 $800	60 63 68	$48,000 $50,400 $54,400
M.S. in Counseling: Virtual Program Clinical Mental Health	$800	60	$48,000
M.S. in Applied Behavior Analysis	$800	38	$30,400
Ed.S. in Applied Behavior Analysis	$800	27	$21,600
Ph.D. in Community Psychology Without Thesis With Thesis	$800 $800	69 72	$55,200 $57,600
Ph.D. in Counselor Education and Supervision	$800	60	$48,000
Psy.D. in Clinical Psychology	$1,162	112	$130,144
Miscellaneous Fees *			
Student Fee			$175/Term
Additional Course Fees **			Varies by Program

Exceptions

Partnerships

Contact the NLU Partnerships Team for specific rate information: partnerships@nl.edu

Credit for Prior Learning

Credit for Prior Learning Rates

ACL 301 Fees

Tuition for the course (2QH)

$880

Essay Reviews

Up to 2 essays

$0

Subsequent essays require 2QH registration

All **Credit by Credential** regardless of program and level $0

All **Credit by Portfolio** regardless of program and level $300 per portfolio

Credit by Examination (CLEP and DSST)

Administrative fee to proctor exam

$35

Visit our Credit for Prior Learning (CPL) 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
- Watson-Glaser Critical Thinking Appraisal - $55

All Other Fees

- Deferred Payment Plan*** - $35
- Diploma Reorder - $35
- Late Payment per Month - $15
- NCE Assessment & Tech Fee*** (NCE students - one time fee) - $115
- Clinical/Field Experience Fee - $83.33
- NLU ID
  - Replacement Card - $25/card
- Office of Registrar Special Requests - $15
- Print and Copy Charge***
  - First 200 sheets - FREE
  - Additional Black & White sheets - $0.05/sheet
  - Additional Color sheets - $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** - $800
- Transcript (Paper) - $15
- Transcript (Electronic) - $12
- Tuition Reimbursement Plan*** - $35
- U-Pass****
  - Summer term - $100
  - Fall/Winter/Spring term - $130

** 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 2026-2027

Student Course Fees 2025-2026

Undergraduate College

Course	Fee	Description
MTH 101** software fee	$62	Knewton course
MTH 102** software fee	$62	Knewton course
MTH 105** software fee	$62	Knewton course
MTH 115** software fee	$62	Knewton course
CAR 490	$25	Career Course fee

HRM 400 $35 Career Course fee

MCH 460 $125 Internship Fee

** Non Pathways sections only

Kendall College

Course	Fee	Description
CAPK 498	$100	Culinary Classroom Fee I
CUL 110	$90	Sanitation Materials fee
CUL 345	$150	Beverage fee
HOS 120	$5	Management Materials fee
HOS 125	$40	Art of Dining fee
HOS 203	$150	Beverage fee
HOS 318	$150	Beverage fee
HOS 319	$65	Beer Course fee
HOS 364	$40	Catering and Banquet Service fee
HOS 366	$40	Simulation Course fee
HOS 445	$70	Knowledge Matters Simulation fee
HOS 480	$100	Culinary Classroom fee II
KCUL 105	$50	CPR Course fee
KCUL 111	$200	HOS Kitchen Lab fee (Hospitality Student Only)
KCUL 120	$50	HOS Nutritional Cooking fee (Hospitality Student Only)
KCUL 121	$200	HOS Kitchen Lab fee (Hospitality Student Only)
KCUL 127	$200	HOS Kitchen Lab fee (Hospitality Student Only)
KCUL 115/125	$45	Field Excursion fee*
KCUL 164	$40	Art of Dinning fee
KCUL 399	$60	Art of Cheese Course fee

* Excursion fee does not apply to Certificate students.

Nursing Program Fees

ATI Nursing Educational Learning System:

$3321/per program 2 equal charges of $1,660.50 across the program duration

Complio Fee - Compliance Tracking subscription- $39.00/24 months

My Clinical Exchange Clinical Partner Platform - $39/yr

ScrubIn Uniforms and Equipment – as per ordered

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 510	$83.33	Field Experience fee
ELE 587	$250	Partnership Field Experience fee
ELE 590	$83.33	Field Experience fee
EPS 512	$250	Partnership 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

College of Psychology and Behavioral Sciences

Course	Fee	Description
HSC 501	$30	NLUCA Fee (Illinois sections only)
HSC 533	$220	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 $220 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 $215 Tevera courseware fee required by that program

School of Business and Information Technology

Course	Fee	Description
DTE 501		$105 EIFE
MBA 505	$105	EIFE
MBA 505	$27	ETFE

All fee amounts are subject to change and effective beginning in the summer term each year

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. 60) 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
- Students must submit a new application if their inactive or incomplete application exceed three years from the original application date
- Supporting documents from inactive or incomplete applications 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 University reserves the right to rescind an offer of admission at any time if new or additional information becomes available that materially affects the basis upon which the admission decision was made. This includes, but is not limited to, information provided by recommenders, prior institutions, or other third parties. Rescission may occur prior to enrollment or after enrollment if such information is discovered.
- If a University faculty or staff member discovers that this policy has been violated by an applicant for admission, that applicant shall be denied admission by the Director of Admissions
- The decision to deny admission cannot be appealed. Admission decisions are made at the discretion of the University and, where applicable, the academic program. The University reserves the right to deny admission to any applicant and is not obligated to provide the basis or rationale for an admission decision.
- Official Submission of Admission Documents: Official transcripts, foreign credential evaluations, letters of recommendation, and any other third-party documents required for admission must be submitted directly to the National Louis University Admissions Office by the issuing institution, credential evaluation agency, recommender, or other authorized third party. Documents submitted by the applicant may be considered unofficial and may not satisfy admission requirements.

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 Re-entry Request Form.

The following rules apply to re-entry:

- Students return with the same academic status (p. 57) as when they left
- Students who were dismissed for reasons of academic ineligibility must follow Academic Dismissal Appeal Procedures (p. 58).
- Students returning with a GPA below the minimum GPA required for graduation must gain approval of the designated university official in order to return. The requirements for Re-Entry with a low GPA are as follows:
    - Undergraduate students with an undergraduate level GPA lower than the minimum required by their program must complete additional questions on the Re-Entry Request Form as required by the university.
        - The decision for Re-Entry will be made by the Registrar or Registrar's Office designee.
        - Undergraduate students may appeal the decision to the dean of the college of their enrollment.
    - Graduate students with a program GPA below a 3.0 must complete additional questions as requested by the university and submit other documentation as required by their college to the Registrar's Office designee.
        - The decision for Re-Entry will be made by the program chair or the designated committee of the college of enrollment.
        - The decision is non-appealable.
- Students are subject to degree requirements in effect at the time of re-entry, see the Catalog of Entrance (p. 46) policy
- Undergraduate students must submit official transcripts of any college work taken since leaving NLU in order to have additional credit reviewed and applied toward their program at 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 official transcripts required for admission.

The following rules apply to readmission:

- Students return with the same academic status (p. 57) as when they left
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 58). Petition for reinstatement should be send 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 or graduate program 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. 46) 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)
  - Official transcripts from all higher education institutions attended. Official e-transcripts are preferred and must be submitted directly from the issuing institution to documents@nl.edu. Official paper transcripts must arrive in envelopes sealed by the issuing institution.
- 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. 20).
- Please note:
  - Minimum GPA requirement for the B.S. Nursing program is 3.0.
  - Minimum GPA requirement for the B.S. Health Science program is 2.5.

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. 20).
- B.S. Nursing programs require a minimum of 3.0 GPA. In addition, students must meet all additional pre-requisites before full admission to the program.
- 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.

Freshmen students are excluded from petitioning to the Accelerate U Certificate programs.

Students who meet the 3.0 GPA requirement for preliminary admission to Nursing, and who satisfy all required prerequisites, may petition for admission to B.S. in Nursing if their GPA falls between 2.75- 2.99.

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 (depending on the program) 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. United States Citizens are not required to submit proof of English proficiency. This requirement may also 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. Undergraduate transfer applicants must submit a course by course evaluation of foreign transcripts.
- 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 4 for the Internet-based test (iBT).
    - Graduate applicants: A minimum score of 4.5 for the Internet-based test (iBT).

    - TOEFL scores are 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 are U.S. Citizens and/or 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

- 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 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
- ACC 202- Principles of Managerial Accounting
- BUS 101- Principles of Business, 5 quarter hours
- EDU 290- Professionalism and Ethical Engagement with Children, Families and the Community
- ENT 295- Intro to Entrepreneurship, 5 quarter hours
- EDU 200- Applied Educational Psychology, 5 quarter hours
- EDU 210- History and Philosophy of Education, 5 quarter hours

Please visit https://nl.edu/student-services/office-of-the-registrar/transfer-credit-and-agreements/dual-credit-/ for more detailed information. To register for classes, visit https://forms.nl.edu/dual-credit-registration-form/. For D2L Dual Credit Scholarship opportunities, visit https://nl.edu/tuition-and-aid/types-of-aid/scholarships/d214-national-louis-scholarship/.

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. 288) accept only credit from schools accredited by one of the following agencies; Accrediting Commission for Community and Junior Colleges (ACCJC), Middle States Commission on Higher Education (MSCHE), Higher Learning Commission (HLC), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), WASC Senior College and University Commission (WSCUC), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), with a minimum grade of "C" or better)
- 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 the 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.

66) and Health Care Leadership (p. 96) 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. 119)
- 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 must follow requirements outlined in Foreign Credit (p. 27) section.

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 (TAG) to learn how their credit will transfer to NLU programs. Transfer students, including students matriculating from colleges that are not available on the drop-down menu in TAG are encouraged to use Transfer Equivalency Self-Service tool to view how their credit is transferred toward specific NLU program. For additional questions, students should contact their Enrollment Specialist at enrollment@nl.edu.

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. 45).

Although specific NLU colleges and programs may have additional requirements, all transfer credit completed elsewhere must meet the minimum criteria set at the University level as outlined below:

- Students must be admitted before submitting a request for transfer credit
- Credit must be bona fide graduate credit
- Credit must be from a school with institutional accreditation
- Courses may have been used toward a previous earned degree at the discretion of the academic program with appropriate approvals through the designated college level process.
    - The total hours of coursework used towards another degree that may be accepted is at the discretion of the academic college and program, and may not exceed the overall maximum transfer hours identified by that college.
    - Courses presented for transfer into a doctoral program are expected to be at the post-masters level. Exceptions may be considered with appropriate approvals through the designated college level process.

- 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 Registrar 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. 136)
  - Doctoral Transfer Completed at another Institution (p. 250)
- **College of Psychology and Behavioral Sciences:**
  - Graduate Transfer Completed at another Institution (p. 69)
  - Doctoral Transfer Completed at another Institution (p. 80)
- **Graduate School of Business and Leadership:**
  - Graduate Transfer Completed at another institution (p. 102)
  - Doctoral Transfer Completed at another institution (p. 114)

Credit for Prior Learning (CPL)

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

CPL includes several options that can be applied towards undergraduate and graduate (including doctoral) Elective, General Education, and Major course credit. CPL options:

Application of CPL may help more nontraditional students find smoother pathways that include:

- NLU's Credit by Portfolio (p. 26)
- American Council on Education (ACE) - credit recommendations for Military Experience and Professional Training (p. 26)
- Nationally recognized examinations such as DSST, CLEP, UExcel Exams, NYU Language Proficiency Exams, or Advanced Placement (AP) (p. 26)
- NLU's Credit by Credentials (p. 27) (p. 27)

Credit for Prior Learning options may be accepted toward undergraduate and/or graduate (including doctoral) programs 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 (NYU) Language Proficiency Exams, and Advanced Placement (AP) unless approved by the applicable college committees.
- The last 45 quarter hours taken for a degree must be taken at NLU. Credit for Prior Learning 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, education 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 by Portfolio

NLU offers two internal Credit by Portfolio options:

1. Undergraduate students seeking to fulfill General Education and Elective credits may take the ACL301, *Perspectives on Prior Learning* (p. 417) 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.
2. Credit by Portfolio for Major courses is possible in some programs at both undergraduate and graduate (including doctoral) 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, https://nl.edu/cpl/

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 Credit for Prior Learning 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.

To learn more about the ACE credit, visit: https://nl.edu/student-services/office-of-the-registrar/transfer-credit-and-agreements/ace-credit/.

Credit by Examination

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), UExcel 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 DSST and adopted the American Council on Education's (ACE) recommendations for acceptable score requirements and credit awards for CLEP and UExcel Exams. CLEP

exams may be taken at NLU and are scheduled on a regular basis. Fees (p. 15) are charged to cover the costs of test administration.

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

Credit by Credentials

Credit by Credentials offers students the opportunity to earn credit for current, active certificates or certifications including, but not limited to, Licensure, 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 recommended and vetted by program faculty and the Provost Office prior to becoming an option for students to determine course-equivalent learning outcomes. Visit our Credit by Credential webpage for more details and a list of acceptable credentials.

Foreign Credit

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

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

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

FINANCIAL AID

National Louis University participates in the federal Title IV financial assistance programs and the Illinois and Florida State Grant programs and 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. 30)
- 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 the University an registered in 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 academic year (July 1-June 30) they want to utilize financial aid.

Please visit https://nl.edu/financial-aid-workshop/ 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 or withdrawing from 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. If a student withdraws from all courses before the 60% mark of the term, all financial aid must be reviewed and adjusted as needed via a Return to Title IV calculation required by the Dept. of Education.

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. 49) 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. 28).

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. 49).

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. 57) 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. 30). 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) 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 printout from the ebenefits website.

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 accessed.

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.

Student Records

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

Alumni

NLU has an active Alumni Association..

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.

Housing

Student housing is offered through the Office Housing. National Louis provides apartment-style student residences, located at The Infinite (28 E. Jackson Blvd), which promote academic and professional success in a rich, stimulating metropolitan environment. These secure, luxury high-rise residences are less than blocks from NLU's Michigan Avenue campus, and include many

amenities. They are footsteps away from compelling job and internship opportunities at world-class restaurants, hotels, and businesses. Additionally, residential students take advantage of the numerous activities and programs sponsored by National Louis resident assistants (RAs) and community assistants (CAs). These events are designed to give students opportunities to create new friendships, expand their horizons, strengthen their ties to the community, and ultimately enhance their college experience. All students living in student housing are required to follow the rules and policies that are listed in the National Louis Student Housing Resident Handbook. Copies of the resident handbook are available at the Office of Housing or by contacting housing@nl.edu.

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 or in person.

University Store

The NLU University Store is located on the Chicago campus. Apparel and gift items are also available through the virtual bookstore.

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 Certificate, Associates, and Bachelor level whose grades reflect academic excellence. All undergraduate Associate and Bachelor 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. Certificate students enrolled in a program that is greater than one-term in length and at least 24 quarter hours in total may be enrolled at a full time or part time status but must earn a quarter grade point average of 3.75 or higher to be awarded Academic Excellence. These students will be recognized quarterly by the college dean or designee.

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. Reasonable and customary academic judgments are specifically excluded from this review process.
4. The decision was substantially influenced by factors other than published criteria; i.e., the decision was discriminatory.

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 (ie. exams, papers, presentations, projects, and field experience)
- Final grades

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. Additionally, appeals of disciplinary actions

resulting from disruptive classroom behavior are governed by the Disruptive Behavior 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.

An Academic Unit

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

Academic Administrators

Academic administrators include the Senior Academic Officer (Provost, Vice Provost, or Provost Designee) 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 visit https://www.eeoc.gov/discrimination-type.

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

Procedure

Step I. Informal Review by the Individual Responsible for the Decision (Instructor Review)

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. Academic Program Administrator (Program Chair/Director) 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 (program chair/director) 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 the 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. College Appeals 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 – Dean or 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

* Nursing and PACE student academic appeals will be governed under the Undergraduate College

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. When a decision is reached regarding the appeal, the decision shall be forwarded to the appropriate college dean (or dean designee) or appropriate academic unit leader for review. The dean (or dean designee) or academic unit leader, acting as an officer of the University may, when warranted, alter or reverse a decision of the faculty governance unit, if in their judgement, it is in the best interest of the institution (e.g., due process issues, financial and/or legal considerations). However, a dean (or dean designee) or academic unit leader will not reverse a decision of a faculty governance committee without first attempting to get a consensus of the committee as to an appropriate resolution of the issue.

Each college governance unit may develop a specific 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 timelines (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.
    m. 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.

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 or project, inside or outside of class, is the actual work of the student whose name appears on the material, and that portions of the work not done by the student are appropriately documented. The concept of academic honesty includes plagiarism, receiving improper assistance, and/or unethical or unauthorized use of software tools (e.g., AI) based on faculty expectation Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

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

When evidence of academic dishonesty is detected, a procedure is activated to bring the matter to a conclusion (see below). For additional guidance on how to apply such policies and procedures, faculty may contact their program administrator, Dean's office, or the Provost's Office.

Definitions

Plagiarism

Plagiarism is commonly defined as using the words or ideas of another person or source without proper acknowledgment. This includes taking credit for materials from any print or electronic source, whether or not that material has been previously published or copyrighted.

Plagiarism is applied not only to extensive borrowing of words or phrases that are not attributed to the original source, but also to ideas found in another's work, even if the ideas are reworded by the student or by AI, unless they fall into the category of common knowledge.

To summarize, students need to submit their own work, and any verbatim reproduction of the work of another, no matter how brief, must be explicitly documented, as well as any summary or paraphrase of the ideas of another, unless they are common knowledge.

Common knowledge

Information that a great majority of people know or can find from a number of sources.

Other Academic Dishonesty

In addition to plagiarism, the academic community consider several other kinds of behavior as academic dishonesty. Since the evaluation of student work results in a formal grade legally recorded on a student's transcript, any work offered in support of that grade which demonstrates plagiarism or academic dishonesty as listed below is an attempt at fraud and will be dealt with accordingly.

These include:

- Turning in an assignment (test, paper, presentation, project, discussion post) that was created wholly or in part by another person or entity without prior approval (for example, turning in a paper purchased online)
- Turning in an assignment (test, paper, presentation, project, discussion post) created wholly or in part for another course for which academic credit was received, without so specifying.
- Submitting another's answers on a test or other assessment.
- Using AI tools to write papers or responses beyond their use for limited editing unless otherwise specified by instructor.
- Otherwise violating the NLU student conduct policies.

Procedure for Handling Incidents of Academic Dishonesty

1. A faculty member or related University employee who has reason to believe that a student has violated the University's Academic Honesty policy is obliged to notify the student, in writing, of this concern. This written notification should detail the nature of the alleged violation and attach a copy of or link to the Academic Honesty policy.
2. After notification, if the issue is not resolved through email exchanges, the faculty member (or other University employee) shall arrange a meeting (on-line, by telephone, or in person) within fourteen (14) business days of the occurrence of the alleged incident or fourteen (14) business days of the date they learned of the incident. It may be advisable for the faculty member to have one witness present during the meeting, and the student may also bring one witness. At this meeting, the faculty member will again explain the alleged violation of the Academic Honesty policy, present the reasons or evidence to support the allegation; and provide a copy of the Policy. The desired outcome of this meeting shall be a mutually satisfactory remedy, and this

outcome will be provided in written form by the faculty member (or related University employee) and uploaded to the University's electronic student success system. If a satisfactory agreement is obtained, no further intervention is necessary.

3. If the faculty member and the student are unable to agree on an available remedy, the program administrator or college dean may be notified, and an additional meeting, either online, by phone, or in person, with the student, the faculty member and the program administrator/dean will take place. This meeting will take place within ten (10) working days, or at the mutual agreement of all parties, of notification of the administrator/dean that a resolution was not reached in the previous two efforts. The outcome of this meeting will be reported, in writing, to the electronic student success system, by either the program administrator or the faculty member. If at that time, the electronic student success system reveals that repeated violations of the Academic Honesty policy have taken place, regardless of a positive outcome of the individual occurrence, a formal hearing will be called to resolve the matter. If, on the other hand, prior incidents of violation of the policy are not found, any agreement requires no further intervention.
4. If the student, faculty, and program officer/dean have been unable to come to a conclusion on the incident, or if there are repeated examples of academy dishonesty in the electronic student success system, any one of the three parties shall file a petition for a Hearing on Academic Dishonesty (hereinafter Petition) to occur within ten (10) business days of the previous meetings described above. Said Petition shall be filed with the Senior Academic Officer (Provost) of the University.
5. 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 upon among the parties, convene a Hearing Committee which shall hear and decide the matter. The Hearing Committee ("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 they are a party to the dispute.
6. 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.
7. The Committee shall evaluate all available evidence and materials, including the written record and 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 all parties in writing of the decision and place a copy of said notification in the student's electronic file, maintained by the Office of the Registrar.
8. The student or faculty member 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 notification of the Committee's decision.
9. 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 the decision. This action shall be the final administrative remedy available. Any remedy requiring further action by the President or Board of Trustees shall be carried out within a reasonable period of time.

Remedies

1. No further action, after first, second, or third communication process with student
2. Student referred to Learning Support: https://www.nl.edu/learningsupport/
3. Revision and resubmission of assignment(s)
4. Extra assignment(s)
5. Re-examination(s)
6. Lowered grade or no credit for assignment, examination, thesis, course, or internship
7. Suspension from the University
8. Dismissal from the University
9. Rescission of an awarded certificate
10. Recommendation to the Board of Trustees to rescind an awarded degree

Note: Remedies 1-6 will be documented in the university's electronic student success system. Remedies 7-10 shall be imposed only by the President.

Timeline will be set in motion according to the outcome of each of the proposed actions, but will proceed in as timely a way as possible so as not to impede the academic progress of the student.

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

PURPOSE:

NLU's Credit Hour Compliance (CHC) ensures compliance with the federal definitions regarding the assignment of credit for all types of courses, disciplines, programs, credential levels, formats, regardless of modality, and reflects practices and expectations across academic units.

DEFINITIONS:

Credit Hour:

Federal definitions and regulations regarding the assignment of credit hours appear as follows under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act:

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Direct instruction:

Any required activity completed by the student that is actively and intentionally facilitated by the instructor. The estimated time should be the average expectation of instruction/interaction spent per occurrence by the student.

Non-direct instruction:

Any activity required out-of-class or any in-class activity without direct instruction, in other words, activities students complete on their own. The estimated time is the total average amount of time-on-task for each non-direct instruction activity.

REQUIREMENTS:

Standard courses require one hour of direct instruction and a minimum of two hours of non-direct instruction for approximately fifteen weeks (for semester courses) or ten weeks (for quarter courses).

Non-standard courses require the instructional equivalent of 30 total hours per quarter credit hour and 45 total hours per semester credit hour. Student engagement in courses such as laboratories, studios, clinicals, practica, internships, and field experiences may include a combination of direct supervision, instruction, site-based activity, independent study, or reflection, or other methods of instruction.

Departments are responsible for ensuring that credit hour assignments are consistent across all delivery modalities and term lengths. Course content, learning outcomes, and academic rigor must be consistent with those of the full-term version of the course. Proposals for non-standard or accelerated courses must include a credit hour justification that demonstrates equivalency in total student learning time. For reference, equivalency tables will be kept in the CHC Guidance Document.

Awarding student credit:

Category	**One (1) Quarter Hour**		**One (1) Semester Hour**	
	Minimum Number of <u>Direct</u> Instruction Hours(s) Per Term	**Minimum Number of <u>Non-direct</u> Instruction Hours(s) Per Term**	**Minimum Number of <u>Direct</u> Instruction Hours(s) Per Term**	**Minimum Number of <u>Non-direct</u> Instruction Hours(s) Per Term**
Standard Courses*				
Lecture/ Discussion / Demonstration /Seminar/ Workshops	**10 hours**	**20 hours**	**15 hours**	**30 hours**
Non-Standard Courses**				
Internships	**0 hours**	**30 hours**	**0 hours**	**45 hours**
Student Teaching	**5 hours**	**25 hours**	**8 hours**	**37 hours**
Labs	**20 hours**	**10 hours**	**30 hours**	**15 hours**
Independent Study	**1-10 hours**	**20-29 hours**	**1-15 hours**	**30-44 hours**
Thesis/Dissertation	**n/a**	**n/a**	**1-15 hours**	**30-44 hours**

*The minimum number of direct or non-direct instruction hours per week is based on a standard 10-week course. For courses of other lengths, weekly hours should be calculated by dividing the total required hours (based on credit hours) by the number of instructional weeks. Additional guidance on the total number of hours for direct and non-direct instruction can be found in the Credit Hour Compliance Guidance Document on the Program & Curriculum Development website.

**Direct and non-direct hours for non-standard courses may vary depending on course content, learning outcomes, and/or programmatic accreditation/licensure requirements. For further information on credit-hour compliance for non-standard courses, please see the Credit Hour Compliance Guidance Document on the Program & Curriculum Development website.

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.
- All new and revised courses are developed according to CHC requirements and must include a completed and approved Credit Hour Compliance form prior to the new or revised course being offered (if the course revisions affect CHC compliance in any way).
- Program leaders (or designee) are responsible for ensuring CHC forms comply with the documented master course syllabus and credit hour requirements, regardless of modality for all new and revised courses.
- At the time of course approval, college curriculum committees evaluate and attest that the average expected student work per week is aligned with the credits of the course.
- The Learning Experience and Design (LXD) team provides a quality check at the completion of new

course development and course revision for the appropriate direct and non-direct instruction hour allocation based on the course credit hour. LXD designers review the learning activities and instructional materials to ensure that they are appropriate for the course, course level, and modality.

- The Provost's Office ensures compliance with CHC requirements through ensuring a CHC form is on file for each course and modality and general adherence to the expectations laid out in this CHC policy document.
- For non-standard courses consult the Provost Office for review and to publish equivalency tables in the CHC Guidance document.

Degree Requirements

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

All Baccalaureate Degree Programs

All students completing baccalaureate degree programs must:

- Be formally admitted to the program from which they are 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. 64)
- 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 Major, Minor and Concentration General Policies

All baccalaureate programs require a major that must be at least 45 QH including 25 QH of upper level coursework. Traditional majors require 15 QH of upper level coursework to be completed at NLU.

Undergraduate students may also choose to complete any eligible 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. Eligible Minors or Concentrations are those that are open to all students or those that apply specifically to their program of study, if all prerequisites and admissions criteria are met.

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
- A minimum grade of a C or better or equivalent is required for any course in a minor or concentration
- Minors require a minimum of 25-30 QH, which may be taken at NLU through coursework and CPL credit, or earned via transfer credit
- Concentrations require a minimum of 15 QH; all hours are transferable, subject to each concentration requirements
- Minors and concentrations with courses designated as "GA" or "UA" are Accelerated Pathways (p. 56)and Advanced Standing (p. 55), respectively, and have separate admissions standards and progression requirements.

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.

Second Baccalaureate Degree Policy

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

Students Receiving Dual Baccalaureate Degrees

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

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

Post-Baccalaureate Degrees

All students completing post-baccalaureate degree programs must:

- Be formally admitted to the program
- Satisfy all the requirements and regulations of the individual college and program by the term completion date
- Fulfill all degree requirements, including required coursework, thesis, research project and comprehensive examination as required by the student's specific degree program, within the time frame specified by the college and the program
- Have a minimum GPA of 3.0
- Have all the grades in the program be a "C" or better
- Fulfill the residency requirement for his or her particular degree or program
  Certain programs at NLU allow the completion of up to five courses (22.5 quarter hours/15 semester hours) and apply such coursework to both master's and doctoral degrees (if enrolling in the future). The following criteria apply:
- The student must fulfill all pre-requisite and/or co-requisite requirements of the course, including obtaining appropriate permissions from the Program Chair/Director/Coordinator in the student’s primary program;
- Student will be registered for the 500-level course;
- To apply credit to a master’s degree, the student must meet the minimum grade requirements established for their master’s degree program (typically, a grade of "C" or higher);
- To be eligible to apply credit for the course upon enrollment in the doctoral program, the student must earn a grade of B or higher in the course.Note: Credit for a course may be applied to no more than two degree programs at the same level (excluding certificates). The second degree must be substantially different from the first degree. This differentiation is indicated by completion of at least 25% of new and unique degree content, as measured by credit hours, 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.

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, they 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.

Enrollment and Registration

Catalog of Entrance

National Louis University assigns students to a catalog term of requirements consistent with their first term of course registration in a program. The catalog term is an academic term identifying the catalog requirements that govern a student's enrollment; both degree requirements and university and academic policies are impacted by catalog term. Students' catalog term will remain unchanged as long as they maintain enrollment at NLU with no periods of absence greater than 3 academic quarters or 2 academic semesters (one calendar year). If a student has met the above enrollment requirements in a 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 or Student Success Coach; they will then be required to complete the degree requirements in effect at the time of the start the new program.

Note: Regardless of enrollment status, students may have to meet new requirements if a 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

While National Louis University will make a reasonable effort to recognize previously-completed requirements, all students who have been away from their program for a calendar year or more will be reassigned to the catalog term in effect at the point of their return, which may impact both degree requirements and policies.

- Re-entry Status:
    - Students who have been away from the University for at least one full calendar year but fewer than five years fall into the re-entry status. Re-entry students are not required to apply for re-admission but must submit a Re-entry Request available on Student Portal.
    - Re-entry students will be governed by the catalog at the time of their re-entry

- Re-admission Status:
  - Students who have been away for more than five years must apply for re-admission to the University
  - Program requirements and policies for re-admission vary; specific academic programs may have more restrictive re-admission policies
  - Re-admission students are required to apply for re-admission
  - Re-admission students will be governed by the catalog at the time of their re-admission

The following exceptions exist in establishment of returning student catalog term of degree requirements. Exceptions are not guaranteed.

- Undergraduate students in Bachelor's degree programs who completed all requirements or were missing up to 15 QH for completion of their original degree requirements may be granted an exception to return and be graduated under their original catalog requirements as determined by the Office of the Registrar.
- Graduate students who completed all requirements or were missing up to 6 SH for completion of their original graduate (Master's or Educational Specialist) degree requirements OR 9 SH for completion of their original doctoral degree requirements may be granted an exception to return and be graduated under their original catalog term of requirements as determined by the Program Director.

In all cases, decisions are final and cannot be appealed. Returning student exceptions apply only to programs that are currently offered at NLU unless all degree requirements were completed.
Returning students must adhere to all program, college, and university policies in place at their original catalog term of entry. Time limitations and other restrictions apply for all graduate and doctoral programs. Students seeking entitlement for licensure must meet all current requirements.

If, during the review for re-entry or readmission, a student's academic record indicates that all degree requirements were completed during their final term at NLU or that degree requirements were fulfilled through transfer credit not previously submitted to NLU, the degree will be conferred effective the student's final NLU term or the final term of the transfer credit applied toward the degree, whichever comes later.

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.

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)

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.

Cross-listed Courses

When two or more sections of a course are merged, a process referred to as "cross-listing" at NLU, students may have the ability to view the names of students from all the merged sections. If a student is enrolled in a cross-listed course, it will display as "X-List" in D2L.

If you are enrolled in a cross-listed course and have more questions, please reach out to your academic advisor or advising@nl.edu.

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. 28).

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. 51) 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. 49).

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. 35).

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 Executive Director of Advising.

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.

Course Repeat and GPA Recalculation Policy

The policies below govern the processes by which students may address prior academic performance in an effort to improve their GPA. All GPA recalculation policies may affect student's financial aid eligibility. It is very important that students consult the Student Finance Office regarding the possible implications for satisfactory academic progress (SAP) and financial aid awards. Under all policies below, courses excluded from GPA calculation are also excluded from degree-applicable requirements. All grades earned and credits attempted will remain on the student transcript.

Course Repeats

Students may repeat a course, except where prohibited by their program, to earn a higher grade when needed to meet academic or program requirements or to improve their GPA. To be eligible under this policy, the repeated course must be an exact match in course prefix and number or be an updated version of the course with a different prefix, number, or title that is 100% equivalent in content. All course repeats require registration by the student; while no additional notification or application is required for grade replacement, students are encouraged to confirm course equivalency with their academic advisor or success coach.
Both the original and repeated grades will remain on the academic record. For purposes of cumulative credit earned and GPA calculation, the attempt with the highest grade will be used. All course attempts are included in attempted hours. Students are responsible for tuition and fees for each attempt, and financial aid may not be available for all repeated courses.

Grade Forgiveness Policy

This policy provides eligible students the opportunity to exclude from their cumulative GPA coursework that is no longer offered at National Louis University and cannot, therefore, be retaken for grade replacement through the Course Repeat policy. University and programmatic policies, requirements, and decisions, including GPA minimums, accreditation requirements, and student conduct determinations, supersede this policy. Students who have been academically dismissed from a program or the university without the option to appeal are not eligible to return to that program or the University through the Course Forgiveness policy.

Grade forgiveness appeals may be denied if the coursework was previously the subject of a grade appeal, student adjustment form, established teach-out plan, or other University decision. All decisions on grade forgiveness appeals are final.

Undergraduate Students
Undergraduate students who earned a grade of D or F in a course that is no longer offered are eligible to apply for Grade Forgiveness subject to the following requirements:

- Students must have achieved a minimum of a 2.0 GPA for their most recent 15 quarter hours of attempted credit with no more than one "W" grade. An exception to this will be made for students who are returning to NLU after an absence of one year or more and who are within one term (15 quarter hours) of program completion; these students may apply for forgiveness of a grade with a minimum cumulative GPA of 2.0 at the time of their return.
- A maximum of 25 quarter hours of credit are eligible for forgiveness
- Students may apply for forgiveness at any point after above requirements have been met; however, all appeals must be received by the end of the add/drop period of the final term of study to allow time for consideration and review in advance of degree conferral deadlines. No exceptions will be granted.

Graduate Students

Graduate students with a C, D, or F grade in a course that is no longer offered are eligible to apply for Grade Forgiveness according to the following requirements:

- Students must have achieved a minimum of a 3.0 GPA for their most recent 6 semester hours of enrollment for master's and 500-level EDS programs and most recent 9 semester hours of enrollment for doctoral and 600-level EDS programs with no more than one "W" grade. An exception to this will be made for students who are returning to NLU after an absence of one year or more and who are within one term (6 semester hours/9 semester hours depending on program level, above) of program completion; these students may apply for forgiveness of a grade with a minimum cumulative graduate GPA of 2.5 at the time of their return.
- A maximum of 6 semester hours of credit (master's and 500-level EDS programs)/ 9 semester hours of credit (doctoral and 600-level EDS programs) are eligible for forgiveness

- Students may apply for forgiveness at any point after above requirements have been met; however, all appeals must be received by the end of the add/drop period of the final term of study to allow time for consideration and review in advance of degree conferral deadlines. No exceptions will be granted.

Academic Amnesty

This policy applies only to coursework completed for a major, program-specific minor, and/or concentration that does not apply to the graduation requirements of the program in which the student is currently enrolled. It is intended to provide students who are making academic progress in a new program with the opportunity to exclude from their cumulative GPA coursework from an earlier program that is not applicable to their current program. Amnesty decisions will be reversed if a subsequent student change of program makes the coursework applicable again.
University and programmatic policies, requirements, and decisions, including GPA minimums, accreditation requirements, and student conduct, supersede this policy. Students who have been academically dismissed from a program or the university without option to appeal cannot return to that program or the University through the Academic Amnesty policy. Amnesty appeals may be denied if coursework was the subject of an earlier grade appeal, established teach-out plan, or other University decision. All amnesty appeal decisions are final.

Students are eligible to apply for Academic Amnesty according to the following requirements:

- Students have successfully completed the Change of Program process to their new program of study.
- Students have completed coursework for a major, program-specific minor, and/or concentration with a grade of D or F (also includes C for graduate programs) that does not apply to the requirements of their new academic program.
- Students have successfully completed the below levels of coursework in their new program of study (all GPA requirements apply to the new program of study):
    - Undergraduate degree programs - 15 quarter hours of major coursework with a minimum GPA of 2.00
    - Accelerate U certificate programs - 50% of required credits with a minimum GPA of 2.0
    - Kendall College certificate programs - because certificate requirements are almost fully embedded in the degree programs, students must have a minimum GPA of 2.0 on a minimum on 12 quarter hours of coursework that applies to the certificate program
    - Graduate certificate programs - 50% of required credits with a minimum graduate GPA of 2.5
    - Master's and 500-level EDS programs - 6 semester hours of required coursework with a minimum GPA of 3.0
    - Doctoral and 600-level EDS programs - 9 semester hours with a minimum GPA of 3.0
- The maximum credit amounts eligible for amnesty by program level are:
    - Bachelor's degree programs - 25 quarter hours
    - Associate's degree programs - 15 quarter hours
    - Undergraduate certificate programs - 6 quarter hours
    - Graduate certificate programs - 3 semester hours
    - Master's and 500-level EDS programs - 6 semester hours
    - Doctoral and 600-level EDS programs - 9 semester hours
- Students are eligible for only one amnesty appeal at National Louis University.
- Students may apply for amnesty at any point after above requirements have been met; however, all appeals must be received by the end of the add/drop period of the final term of study to allow time for consideration and review in advance of degree conferral deadlines. No exceptions will be granted.
- Amnesty appeals may be denied if coursework was the subject of an earlier grade appeal or other University decision.

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.
- All "I" grades without the Provisional Grade will be lapsed to a grade of "F" for undergraduate students and a grade of "N" (no credit) for graduate students if the coursework is not completed within the specified 90 days
- 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, ECE 470A, ECE 470B, ECE 471CB, ECE 472CB, ELE 470A, ELE 470B, ELE 590, ELE/ELEF 597, MGE 590, MGE 597, SEC 470A, SEC 470B, SEC/SECF 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

Pathways to Advanced Degrees

Advanced Standing Coursework

Certain programs at NLU allow the completion of up to 50% of the graduate program requirements with specifically designated advanced standing undergraduate coursework and apply such coursework to both a baccalaureate degree and a master's degree (if enrolling in the future). The following criteria apply:

- The student must have successfully completed and earned 90 quarter hours of undergraduate credits (junior standing).
- The student must have a cumulative grade point average (CGPA) of 3.00 or higher through the academic term preceding the term in which the advanced standing course will be completed

(CGPA is based on the student's performance at NLU).

- The student must fulfill all pre-requisite and/or co-requisite requirements of the course, including obtaining appropriate permissions from the Program Chair/Director/Coordinator in the student's primary major.
- The student will be registered for a 400-level specifically designated Upper Division course(s) which may be cross-listed with the graduate course.
- To have the advanced standing coursework applied toward an undergraduate degree, the student must meet the minimum grade requirements established by their undergraduate program.
- To have the advanced standing coursework applied toward a graduate degree enrollment in the graduate program, the student must earn a grade of "B" or higher in the course. Each five quarter hours of advanced standing course credit successfully completed will satisfy three semester hours of graduate credit.
- Satisfy all requirements as outlined in the Post-Baccalaureate Degree Policy (p. 45).
- Related transfer credit can still be accepted toward an undergraduate degree and be used in lieu of the advanced standing course requirements (subject to each program transfer rules) but only courses completed at NLU are eligible to receive the advanced standing designation and be applied toward a graduate program at NLU.
- Upon formal admission to a graduate program, the advanced standing coursework that meets criteria will be automatically applied toward a corresponding graduate course requirement (University limits apply).
- The advanced standing coursework will be denoted with a "UA" following the course number in course schedules and on student transcripts beginning in the 2026/2027 Academic Year.
- Undergraduate advanced standing courses cannot be used toward education specialist or doctoral degrees.

Accelerated Pathways

Certain bachelor's degree programs at NLU allow students to complete a major, minor, or concentration of specifically-designated coursework at the graduate level prior to undergraduate degree conferral and apply such coursework to the requirements of both the baccalaureate degree and a master's degree (if enrolling in the future). The following criteria apply:

- Each accelerated pathway has its own defined entry requirements, admissions process, policies, and progression standards. Refer to the specific accelerated pathway program requirements for all details.
- Coursework in the accelerated pathway will be denoted with a "GA" following the course number.
- Accelerated pathway courses are awarded in semester hours. Each three semester hour accelerated pathway graduate course will satisfy five quarter hours of undergraduate degree requirements.
- Accelerated pathway graduate courses are not included in the undergraduate GPA.
- Accelerated pathway graduate coursework may not be applicable to another undergraduate degree upon student withdrawal, change of program, or dismissal from the accelerated pathway program. Refer to specific accelerated pathway program details for more information.

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 on Student Rights & 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://nl.edu/ada-accessibility-services/

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. 57), 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. 30).

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% they will be placed on Academic Warning. It is recommended that students meet with their academic advisor or student success coach to improve their academic work. If the student meets the review criteria the next term, they will return to good academic standing.

Academic Suspension

The second consecutive term a student does not meet academic standards they will be placed on Academic Suspension. At this time the student is required to meet with their academic advisor and develop an academic plan within 7 days of the Academic Suspension notification email.

If the plan is accepted, the student will be placed on Academic Probation (p. 57). If the student meets academic standards the following term, they will return to good academic standing.

Academic Probation

A student on Academic Probation must meet the terms of their academic plan to remain on Academic Probation. If they do not meet the terms of the plan, they will be subject to Academic Dismissal (p. 57).

Academic Dismissal

If a student on Academic Probation fails to meet the terms of the academic plan, they 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. 30), 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 non-enrollment. 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 circumstances that contributed to the academic difficulty, including documentation of any extenuating circumstances
- Describe the corrective steps taken and any changes that support future academic success
- For any college coursework completed since academic dismissal, an official transcript must be provided
- 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 non-enrollment, the request will be subject to the Policy on Returning to NLU (p. 19).

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 (p. 30) 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 (p. 59) for more details.

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

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

Gambling

Greek Life and Student Organizations

Hazing

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 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.

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

Bias Response and Hate Crimes Reporting Policy

Contact Information

Damage, Liability, Loss or Theft

Dependents and Visitors on Campus

Disruptive Behavior

Field Trip and Off-Campus Sponsored Activity

Identification Card

Health and Immunization

Student Insurance

Inspection, Search and Seizure

Intellectual Property

Observance of Religious Holiday

Preferred Name

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

DEGREES OFFERED

Associate Degrees

Baking and Pastry, A.A.S. (p. 120)

Culinary Arts, A.A.S. (p. 122)

General Studies, A.A. (p. 350)

Baccalaureate Degrees

Applied Behavioral Sciences, B.A. (p. 66)

Applied Educational Studies, B.A. (p. 290)

Communication and Media, B.A. (p. 340)

Business Administration, B.S. (p. 338)

Business Management, B.S. (Learn and Earn in 3) (p. 407)

Computer Science and Information Systems, B.S. (p. 342)

Criminology and Criminal Justice, B.A. (p. 345)

Culinary Management, B.A. (p. 124)

Cybersecurity and Artificial Intelligence, B.S. (p. 348)

Early Childhood and Elementary Education, B.A. (p. 295)

Early Childhood Education, B.A. (p. 298)

Elementary Education, B.A. (p. 309)

Health Care Leadership, B.S. (p. 96)

Health Science, B.S. (p. 352)

Hospitality Management, B.A. (p. 127)

Human Services, B.A. (p. 355)

Infant-Toddler Studies, B.A. (p. 313)

Interdisciplinary Studies, B.A. (p. 357)

Marketing, B.A. (p. 359)

Maternal Child Health, B.S. (p. 98)

Nursing, B.S. (p. 327)

Psychology, B.A. (p. 364)

Secondary Education, B.A. (p. 315)

Social Work, B.S.W. (p. 366)

Special Education, B.A. (p. 321)

Master's Degrees

Applied Behavior Analysis, M.S. (p. 69)

Business Administration, M.B.A. (p. 110)

Business Data Analytics, M.S. (p. 103)

Counseling, M.S. (p. 72)

Curriculum and Instruction with Advanced Professional Specializations, M.Ed. (p. 139)

Early Childhood Administration and Leadership, M.Ed. (p. 152)

Early Childhood Education, M.A.T. (p. 153)

Early Childhood Education, M.Ed. (p. 159)

Educational Leadership, M.Ed. (p. 160)

Educational Studies, M.Ed. (p. 174)

Elementary Education, M.A.T. (p. 176)

General Special Education, M.Ed. (p. 181)

Health Services Administration, M.H.A. (p. 104)

Higher Education and Student Affairs, M.Ed. (p. 105)

Human Lactation Studies, M.A. (p. 106)

Human Resource Management and Development, M.S.- Dual Degree (p. 107)

Industrial and Organizational Psychology, M.S. (p. 108)- Dual Degree (p. 109)

Marketing and Communication, M.S. (p. 109)

Middle Grades Education, M.A.T. (p. 182)

Organizational Leadership, M.S. (p. 111)

Psychology, M.A. (p. 79)

Public Administration, M.P.A. (p. 112)

Reading, M.Ed. (p. 188)

Secondary Education, M.A.T. (p. 198)

Special Education, M.A.T. (p. 227)

Special Education, M.Ed. (p. 231)

Strategic Educational Leadership, M.Ed. (p. 237)

Teacher Leadership, M.Ed. (p. 242)

Education Specialist Degrees

Applied Behavior Analysis, Ed.S. (p. 71)

Curriculum and Instruction with Advanced Professional Specializations, Ed.S. (p. 145)

Educational Leadership, Ed.S. (p. 160)

Reading, Ed.S. (p. 188)

School Psychology, Ed.S. (p. 193)

Strategic Educational Leadership, Ed.S. (p. 239)

Teacher Leadership, Ed.S. (p. 243)

Teaching and Learning, Ed.S. (p. 244)

Doctoral Degrees

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

Clinical Psychology, Psy.D., Illinois School of Professional Psychology (p. 87)

Community Psychology, Ph.D. (p. 92)

Counselor Education and Supervision, Ph.D. (p. 93)

Doctorate in Business Administration, D.B.A. (p. 114)

Educational Leadership, Ed.D. (p. 253)

Higher Education Leadership, Ed.D. (p. 116)

Strategic Educational Leadership, Ed.D. (p. 260)

Teaching and Learning, Ed.D. (p. 263)

CERTIFICATES

Baccalaureate Certificates

Baking and Pastry, Baccalaureate Certificate (p. 122)

Cisco Certified Network Associate, Baccalaureate Certificate (p. 400)

Cybersecurity Analyst, Baccalaureate Certificate (p. 401)

IT Support Specialist, Baccalaureate Certificate (p. 402)

Medical Assistant, Baccalaureate Certificate (p. 403)

Phlebotomy, Baccalaureate Certification (p. 404)

Professional Cookery, Baccalaureate Certificate (p. 130)

Registered Behavior Technician, Baccalaureate Certificate (p. 405)

Technology Sales Professional, Baccalaureate Certification (p. 406)

Graduate Certificates

Coaching and Mentoring, Graduate Certificate (p. 138)

General Psychology, Graduate Certificate (p. 77)

Mental Health Counseling Certificate (p. 77)

Project Management, Graduate Certificate (p. 112)

Strategic Educational Leadership, Graduate Certificate (p. 235)

NON-DEGREE ENDORSEMENT OFFERINGS

Bilingual Education Endorsement (p. 272)

Bilingual Special Education Approval (p. 273)

Director of Special Education Endorsement (p. 274)

Early Childhood Education Subsequent Teaching Endorsement (p. 275)

Early Childhood Special Education Approval (p. 276)

Elementary Education Subsequent Teaching Endorsement (p. 276)

Elementary Mathematics Specialist Endorsement (p. 277)

English as a Second Language/ Bilingual Endorsements (p. 278)

English as a Second Language Endorsement (p. 278)

English as a Second Language Special Education Approval (p. 279)

Learning Behavior Specialist I (LBS I) Endorsement (p. 280)

Learning Behavior Specialist II (LBS II) Endorsement (p. 281)

Middle Grades Education Subsequent Teaching Endorsement (p. 282)

Reading Endorsement (Florida) (p. 282)

Reading Specialist Endorsement (p. 283)

Reading Teacher Endorsement (p. 284)

Safety and Driver's Education Endorsement (p. 284)

School Counseling Endorsement (p. 285)

Secondary Education Subsequent Teaching Endorsement (p. 286)

Teacher Leader Endorsement (p. 286)

Technology Specialist Endorsement (p. 287)

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. 64).

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. 19). 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. 35) 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

PLO1. Students will demonstrate diverse processes of 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 communicate transferable skills and transformative learning through a portfolio that showcases their growth.

Admission Requirements

The program requires a minimum of 90 quarter hours of previous college credit and transfer credit at a GPA average 2.0 for acceptance, or permission from the Program Chair or designate.

Program Details

- Requires 180 QH, including 60 QH of General Education (p. 64), for completion
- Requires a minimum of 90 QH of previous college credit to be admitted
- Up to 135 QH may be transferred including 60 QH of technical credit
- Credit for Prior Learning 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 undergraduate minor (p. 370) or concentration (p. 384) as well as the ABS program optional Expanding Knowledge of Human Behavior Concentration. 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 the Education Minor 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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. Any exceptions must be approved by the Program Chair.

Program Core - 45 QH

ABS 301	Professional Development Assessment and Planning	1
ABS 300	Adult Development and Learning	5
ABS 309	Critical Thinking & Writing	2
ABS 331	Dynamics of Group Behavior	5
ABS 340	Effective Interpersonal Relationships	5
ABS 400	Methods of Inquiry in the Behavioral Sciences	5
ABS 406	Leadership in a Changing World	5
ABS 407	Applied Communication in Society	5
ABS 426	Critical Perspectives of Difference	5
ABS 431	Organizational Behaviors and Professional Development	5
ABS 435	Senior Seminar: Integrating the Applied Behavioral Sciences	2

Expanding Knowledge of Human Behavior Concentration - 20 QH

Students select 20SH from the list below:

ABS 305	Perspectives on Life Values, Philosophies, and Ethical Decision Making	5
ABS 350	Careers in the Applied Behavioral Sciences	5
ABS 375	Understanding and Working with Neurodiverse People	5
ABS 401	Independent Inquiry in the Behavioral Sciences	5
ABS 430	Human Behavior and the Economy	5
ABS 499	Independent Study in the Behavioral Sciences	5
ABS 495	Special Topics in the Applied Behavioral Sciences	5

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor, concentration or general electives in consultation with your Academic Advisor.

College of Psychology and Behavioral Sciences Graduate

Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 20), 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 admittedSpecific graduate programs may have additional degree requirements. See programs for details.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies (p. 46) for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements (p. 24), 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 and School Counseling majors 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. 45).

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. 69)
- Applied Behavior Analysis, Ed.S. (p. 71)

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

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 68)**, 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
- Requires completion of all program requirements within ten years of matriculation into the program, inclusive of any prior transfer credit earned

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 - 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
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

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 68)**, 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 Education 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
- Requires completion of all program requirements within ten years of matriculation into the program, inclusive of any prior transfer credit earned

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 - 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
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.

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. 72)
- Counseling, M.S. (Florida) (p. 74)

Counseling, M.S. - Illinois

NLU's CACREP-accredited Counseling program prepares students to become licensed professional counselors, licensed school counselors, or both in the State of Illinois.

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

1. Demonstrate the ability to apply ethical codes and legal standards in the profession. [2024 CACREP Standards Core Content Area: 3.A]

2. Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy. [2024 CACREP Standards Core Content Area: 3.B]

3. Describe and apply theories of individual and family development across the lifespan. [2024 CACREP Standards Core Content Area: 3.C]

4. Describe and apply theories and models of career development, counseling and decision-making. [2024 CACREP Standards Core Content Area: 3.D]

5. Describe, compare, contrast and apply major counseling skills and approaches to practice [2024 CACREP Standards Core Content Area: 3.E]

6. Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes. [2024 CACREP Standards Core Content Area: 3.G]

7. Describe, compare, contrast and apply major counseling theories to practice. [2024 CACREP Standards Core Content Area: 3.E]

8. Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development. [2024 CACREP Standards Core Content Area: 3.F]

9. 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. [2024 CACREP Standards Core Content Area: 3.A]

10. Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession. [2024 CACREP Standards Core Content Area: 3.H]

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements, 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 60–68 SH for completion
- Transfer credit may be accepted on an individual basis with the Program Chair approval
- Requires a grade of “B” or better in all coursework except the following courses required in the School Counseling option for students without a PEL; EPS 509, EPS 539, and SPE 500, which can be completed with a min grade of "C". School Counseling Students also must pass RLR 585N (please note, RLR 585N is graded as pass/fail).
- Requires a 3.0 GPA or greater on a 4.0 scale prior to graduation
- 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)

Required Courses

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 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 543	Introduction to Theory and Practice of Counseling Children and Adolescents	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

Addictions Elective Course

This is an optional elective course for those wishing to obtain the Certified Alcohol and Drug Counselor (CADC) certificate.

HSS 535	Substance Use Disorders and Treatment Considerations of Special Populations	3

School Counseling (for those with a Professional Educator License) - 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 533	Counseling Practicum	3
HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	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

Additional ISBE Requirements for Endorsement:

- Candidates must pass School Counselor Content Area Test (235)

School Counseling (for those without a Professional Educator License) - 68 SH

EPS 509	Structure and Organization of the Educational System for School Counselors	2
EPS 539	Foundations of Behavioral Support	2
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 533	Counseling Practicum	3
HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	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
RLR 585N	Workshop: Reading Literacy Methods for School Support Personnel	0.5 or 1.0
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: RLR 585N must be taken for 1SH. Students completing RLR 585N for 0.5SH must also register for supplemental RLR 585O Workshop for 0.5SH that covers content of instructional strategies for English learners and bilingual education required by ISBE.

Additional ISBE Requirements for Endorsement:

- Candidates must pass School Counselor Content Area Test (235)

Counseling, M.S. - Florida

The M.S. Counseling program in Florida offers the following majors:

Counseling, M.S. - Clinical Mental Health Counseling (p. 74)

Counseling, M.S. - School Counseling (p. 76)

Counseling, M.S. - Clinical Mental Health Counseling

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

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements, 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
- 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 HSCF 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

HSCF 501	Fundamentals of Counseling	3
HSCF 503	Counseling Across Populations	3
HSCF 504	Clinical Techniques of Counseling	3
HSCF 505	Clinical Assessment and Diagnosis	3
HSCF 506	Introduction to Theory and Practice of Family Therapy	3
HSCF 509	Human Development Theory	3
HSCF 510	Theories of Counseling	3
HSCF 511	Professional Practice and Ethics in Counseling	3
HSCF 512	Theories and Techniques of Group Counseling	3
HSCF 514	Counseling for Career Development	3
HSCF 519	Psychological Assessment in Counseling	3
HSCF 520	Human Sexuality	3
HSCF 524	Introduction to Clinical Mental Health Counseling	3
HSCF 533	Counseling Practicum	3
HSCF 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSCF 560	Comprehensive Exam	0
HSCF 581	Counseling Internship I	3
HSCF 582	Counseling Internship II	3
HSCF 508	Research and Evaluation Methodology	3
HSCF 536	Perspectives on Substance Abuse	3

Note: Students must also complete HSCF 588 Program Residency (0sh). Students may also register for HSCF 533X Counseling Practicum Continuation of HSCF 533 and HSCF 585X Internship and Supervision Continuation of HSCF 581/582 courses.

Elective Courses - 3sh

Students are required to complete one of the courses from the list below:

HSCF 542	Psychopharmacology for Counselors	3

HSCF 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSCF 547	Private Practice Management	3
HSCF 548	Play Therapy	3
HSCF 550	Grief and Loss Counseling	3
HSCF 555	Geriatric Counseling	3
HSCF 556	Integrating Spirituality in Counseling	3

Counseling, M.S. - School Counseling

The M.S. in School Counseling major program prepares PK–12 school counselors who design, deliver, and evaluate comprehensive school counseling programs aligned to the ASCA National Model, Florida's School Counseling Standards, and CACREP 2024 standards. Graduates will be prepared to fulfill licensure requirements, such as state testing, in order to serve in elementary, middle, and high schools across Florida as a certified School Counselor. This program is appropriate for Florida educators to add the School Counseling certification area to their current Professional Educators Certificate or for educators who hold a current Temporary Certificate for which the requirements will be fulfilled for a professional certificate before the conclusion of the program. Educators from other states may participate in the program but are encouraged to check their education licensing board to ensure compliance for licensure.

Program Learning Outcomes

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 evidence-based counseling approaches that are responsive to clients' backgrounds, values, and situational contexts.

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 68), 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
- Submit a copy of the applicant's valid and current teaching certificate (for certification eligibility in School Counseling)
    - Valid and current temporary certification may be accepted if applicant will complete professional licensure requirements prior to completing the program

Program Details

- Requires 60 SH in the School Counseling major for completion
- Requires a grade of "B" or better in all coursework
- Requires a minimum 100 hour practicum completedin a PK-12 school setting
- Requires a minimum 600 hour internship completed in a PK-12 school setting
- Requires at least two attempts to pass the comprehensive exam that is part of the HSCF 560 course in preparation for the licensure exams
- Students may transfer a maximum of 15SH upon approval of the Program Chair and Faculty

School Counseling - 60SH

Required Courses

HSCF 501	Fundamentals of Counseling	3
HSCF 503	Counseling Across Populations	3
HSCF 504	Clinical Techniques of Counseling	3
HSCF 505	Clinical Assessment and Diagnosis	3
HSCF 506	Introduction to Theory and Practice of Family Therapy	3
HSCF 508	Research and Evaluation Methodology	3
HSCF 509	Human Development Theory	3
HSCF 510	Theories of Counseling	3
HSCF 511	Professional Practice and Ethics in Counseling	3
HSCF 512	Theories and Techniques of Group Counseling	3
HSCF 514	Counseling for Career Development	3
HSCF 519	Psychological Assessment in Counseling	3
HSCF 520	Human Sexuality	3
HSCF 533	Counseling Practicum	3
HSCF 534	School Counseling: Theory, Issues and Practice	3
HSCF 536	Perspectives on Substance Abuse	3
HSCF 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSCF 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSCF 560	Comprehensive Exam	0
HSCF 581	Counseling Internship I	3
HSCF 582	Counseling Internship II	3
HSCF 588	Program Residency	0

Note: Students may also register for HSCF 533X Counseling Practicum Continuation of HSCF 533 and HSCF 585X Internship and Supervision Continuation of HSCF 581/ HSCF 582 courses.

This major program serves educators who already hold a valid and current Professional Educator Certificate or Temporary Educator Certificate for which the requirements for professional licensure will be complete before the conclusion of the School Counseling program. Based on the variation between states regarding state licensure for educators, the initial audience is certified educators who will add on the School Counseling certification area to their existing certificate. The certification rules, test preparation, and professional standards are based on Florida requirements and standards, but students from other states are encouraged to check their state certification rules and apply for the program if NLU program meets requirements for initial, provisional, or professional certification.

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. 79), with all credits transferring.

This certificate is offered in both blended and online formats.

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. 539) or cognate discipline elective not included in the program.

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.

This certificate is offered in an online and blended formats.

Program Learning Outcomes

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements (p. 68)**, applicants must:**

- Have completed a Master's degree in Counseling, School Counseling, Marriage and Family Therapy, or Psychology 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 and form or letter from a state licensure 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 a counseling state licensure board)
- Requires completion of all courses in the certificate at NLU with a grade of "B" or better
- A minimum GPA of 3.0 is required

Required Courses

Mental Health Counseling - 12-15 SH

Students choose 12-15 SH of the below coursework based on their state licensing requirements

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 511	Professional Practice and Ethics in Counseling	3
HSC 510	Theories of 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 534	School Counseling: Theory, Issues and Practice	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models and Techniques	3
HSC 542	Psychopharmacology for Counselors	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3

HSC 547	Private Practice Management	3
HSC 548	Play Therapy	3
HSC 550	Grief and Loss Counseling	3
HSC 555	Geriatric Counseling	3
HSC 556	Integrating Spirituality in Counseling	3
HSC 581	Counseling Internship I	3
HSC 582	Counseling Internship II	3
HSM 508	Research and Evaluation Methodology	3

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

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admissions Requirements (p. 68)**, applicants must:**

- Submit 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.nl.edu/lls for test information.
  - Students who submit a professional writing sample may still be directed to complete the Criterion Online Writing Assessment, at the discretion of the Program Chair.
- Submit a minimum of two professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate's capacity for undertaking graduate studies.
- Submit a written statement of academic and professional goals responding to questions as established and periodically revised by the faculty.
- Undergo a faculty review.

Program Details

- Requires 36 SH for completion
- Requires a minimum grade of C in all program courses
- Requires Comprehensive Exam **OR** Thesis with approval of graduate advisor
- Credit for Prior Learning may be accepted for LAP 526 or as determined appropriate by the program faculty for the maximum of 9 semester hours
- 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

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

General Psychology Concentration - 9 SH

LAP 520	Biological Bases of Behavior	3

LAP 552	Career Development in Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	or	
LAP 605	Principles of Community Psychology	3

Note: Students may complete other LAP or cognate discipline courses by permission of Program Chair.

Community Psychology Concentration - 9 SH

LAP 605	Principles of Community Psychology	3
	and	
LAP 526	Psychology of Organizational Leadership	3
	and/or	
LAP 660	Professional Writing for Community Psychology I	3
	and/or	
LAP 615	Community Organizing	3
	and/or	
LAP 665	Advanced Theoretical Foundations of Community Psychology	3

Teaching of Psychology Concentration - 9 SH

LAP 560	Instructional Design and Assessment in Teaching of Psychology	3
LAP 561	Teaching and Learning with Technology-Based Practices	3
LAP 563	Field Experience in Teaching of 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 admittedSpecific graduate programs may have additional degree requirements. See programs for details.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements, 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 graduate level 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.

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 the University Library via Digital Commons @ NLU (http://digitalcommons.nl.edu) for archiving and accessibility.

- Candidates apply for their diploma during their final term at NLU in accordance with quarterly degree finalization deadlines posted in the official NLU calendar.
- Diploma application alerts the Registrar’s office to conduct a degree audit to ensure that all required coursework has been completed and all grades have been entered on the candidate’s transcript.
- The candidate must successfully defend the dissertation. Successful defense of the dissertation is documented by a completed dissertation signature page transmitted to the respective Office of the Dean by the designated College officer.
- The candidate’s degree will be conferred at the end of the term in which the defense occurs upon receipt of the completed dissertation signature page by the Registrar.
- The candidate submits an electronic copy of their dissertation to the University Library via Digital Commons @ NLU (Instructions are found here: http://libguides.nl.edu/dc/dissertations).
- Upon publication of the dissertation on Digital Commons @ NLU, the Registrar will release the diploma and official transcript to the graduate.
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30th . Students who have their hearing after the April 30th deadline will be invited to participate in the June commencement ceremony the following year.

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.

Students enrolled in the Doctor of Psychology (Psy.D.) in Clinical Psychology degree program at the Florida School of Professional Psychology at National Louis University may opt to earn the **Master of Arts (M.A.) in Clinical Psychology** degree while working toward the doctoral degree. Students who wish to earn this degree must:

- Petition for the degree
- Complete a minimum of 50 semester hours of PsyD coursework
    - 43sh of PsyD Core or Elective Coursework
    - 7sh of Practicum and Seminar:
        - PSYD 820, PSYD 821, PSYD 821A, and PSYD 822
    - Seven of those required credit hours must be earned by successful completion of a Practicum and Seminar, with a minimum of 800 practicum training hours
    - Successfully complete the Clinical Capstone sequence (PSYD 820, PSYD 821, PSYD 821A, PSYD 822) - CCE-D associated with the Practicum and Seminar course
    - Have a GPA of 3.0 or higher
    - Submit a degree finalization form to graduate to the University Registrar.
- In addition, with approval from the Program Director, students enrolled in the PsyD program who determine that they are unable to complete the PsyD may petition to earn the MA degree. To earn the MA degree, students must meet the requirements as noted above.
- Note that the MA in Clinical Psychology degree is not a license-eligible degree

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

Program Learning Outcomes

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements, 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 (by invitation only)
- 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 courses are required:

- Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology)
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology

Program Details

- Requires 112 SH for completion, including practicum and concentration hours (if student chooses to complete a concentration)
- Successful completion of the diagnostic, therapy, and advanced practicum training totaling a minimum of 2000 practicum hours
- Successful completion of the Capstone Sequence:
  - Comprehensive Clinical Examination-Diagnostic (CCE-D)
  - Comprehensive Clinical Examination-Psychotherapy (CCE-I)
  - Comprehensive Scientific Examination (Comps)
- Requires successful completion of a one-year, 2000 hour, full-time pre-doctoral internship
- Requires successful completion and defense/formal of the Dissertation
- 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
- The maximum of 30 SH of graduate level degree coursework may be considered for transfer credit under the following conditions:
  - Courses must have been completed with a grade of "B" or better
  - Courses must have been completed prior to admission to the Florida School of Professional Psychology at NLU and earned within the five years of matriculation into the program
  - Transfer credit will not be considered for the following courses:
    - Assessment: PSYD 771/PSYD 771CL, PSYD 772/PSYD 772CL, PSYD 773/PSYD 773CL, PSYD 736/PSYD 736CL and PSYD 737/PSYD 737CL
    - Clinical Interventions/Psychotherapy: PSYD 801, PSYD 838/PSYD 838CL and PSYD 839/PSYD 839CL
    - Diversity: PSYD 740/PSYD 740CL and PSYD 744/PSYD 744CL
    - Ethics and Professional Conduct: PSYD 710A, PSYD 711 and PSYD 712
    - Practicum and Seminar: PSYD 820, PSYD 821, PSYD 823, and PSYD 824

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

Assessment - 20.5 SH

PSYD 771	Objective Personality Assessment	3
PSYD 771CL	Objective Personality Assessment Lab	0.5
PSYD 772	Projective Personality Assessment	3
PSYD 772CL	Projective Personality Assessment Lab	0.5
PSYD 773	Integrative Assessment	3
PSYD 773CL	Integrative Assessment Lab	0.5
PSYD 736	Clinical Interviewing	3
PSYD 736CL	Clinical Interviewing Lab	0.5
PSYD 737	Cognitive Assessment	3
PSYD 737CL	Cognitive Assessment Lab	0.5
	and one of the following courses	
PSYD 810	Family and Couples Assessment	3

PSYD 871	Geriatric Assessment/Introduction to Neuropsychological Screening	3
PSYD 875	Child Assessment	3
PSYD 884	Bilingual (Spanish) Mental Health Assessment	3

Clinical Interventions/Psychotherapy - 17.5 SH

PSYD 760	Clinical Psychopharmacology	3
PSYD 801	Integrative Approaches to Therapy	3
PSYD 838	Interventions I	3
PSYD 838CL	Interventions I Lab	0.5
PSYD 839	Interventions II	3
PSYD 839CL	Interventions II Lab	.5
PSYD 860	Group Psychotherapy	3
	and one of the following courses	
PSYD 800	Dialectical Behavior Therapy	1.5
PSYD 804	Acceptance and Commitment Therapy	1.5
PSYD 895G	Object Relations	1.5
PSYD 895I	Special Topics: Interpersonal Trauma	1.5

Diversity - 4 SH

PSYD 740	Issues in the Assessment and Treatment of Diverse Populations I	1.5
PSYD 740CL	Issues in the Assessment & Treatment of Diverse Populations I Lab	0.5
PSYD 744	Issues in the Assessment and Treatment of Diverse Populations II	1.5
PSYD 744CL	Issues in the Assessment & Treatment of Diverse Populations II Lab	0.5

Note: PSYD 740 must be taken for 1.5 SH.

Ethics and Professional Conduct - 5 SH

PSYD 710A	Professional Issues: Ethics, Conduct, and Law	3
PSYD 711	Professionalization Group I	1
PSYD 712	Professionalization Group II	1

Note: PSYD 710A must be taken for 3 SH.

Human Development - 3.5 SH

PSYD 701A	Life Span Development I - Child and Adolescent Development	1.5
PSYD 701B	Lifespan Development II - Adult Development and Aging	2.0

Psychological Foundation - 12 SH

PSYD 700	History and Systems	3
PSYD 704	Cognition and Affective Processes	3
PSYD 706	Social Psychology	3
PSYD 751	Physiological Psychology	3

Psychopathology - 7.5 SH

PSYD 730	Psychopathology I	3
PSYD 731	Psychopathology II	3
PSYD 733	Psychopathology III	1.5

Scientific Inquiry - 10 SH

PSYD 717	Research Methodology in Clinical Psychology	3
PSYD 720	Statistics and Research I	3
PSYD 720CL	Statistics and Research I Lab	0.5
PSYD 726	Statistics, Research, and Psychometrics	3
PSYD 726CL	Statistics, Research, and Psychometrics Lab	0.5

Supervision Consultation - 3 SH

PSYD 750	Consultation and Supervision	3

Practicum and Practicum Seminar - 16 SH

PSYD 820	Diagnostic Practicum and Seminar I	3
PSYD 821	Diagnostic Practicum and Seminar II	3
PSYD 821A	Diagnostic Capstone Sequence – CCE-D	0
PSYD 822	Diagnostic Practicum & Seminar II – Extended	.5 TO 1
PSYD 823	Intervention Practicum and Seminar I	3
PSYD 824	Intervention Practicum and Seminar II	3
PSYD 824A	Intervention Capstone Sequence - CCE-I	0
PSYD 825	Intervention Practicum and Seminar Extended	.5 TO 1
PSYD 826	Advanced Practicum and Seminar I	.5 TO 1
PSYD 826A	Advanced Practicum and Seminar II	.5 TO 1
PSYD 826X	Advanced Practicum and Seminar - Extended	0

Note: PSYD 822, PSYD 825, PSYD 826, and PSYD 826A must be each taken for 1 SH.

Clinical Research Project - 4 SH

PSYD 850	Dissertation Seminar	1

PSYD 851	Dissertation I	1
PSYD 851X	Dissertation I Extension	0
PSYD 851A	Dissertation II	1
PSYD 851AX	Dissertation II Extension	0
PSYD 851B	Dissertation III	1
PSYD 851BX	Dissertation III Extension	0

Note: PSYD 850 and PSYD 851 must be each taken for 1 SH.

Comprehensive Exam

PSYD 876	Comprehensive Exam	0

Internship

PSYD 890A	Internship	0 TO 1.5
PSYD 890B	Internship	0 TO 1.5
PSYD 890C	Internship	0 TO 1.5
PSYD 890D	Internship	0 TO 1.5

Note: All Internship courses should be taken for 0 SH.

Electives - 9 SH

Students are required to complete 9 SH of PSYD elective coursework or one of the following concentrations: Child and Adolescents Psychology, Geropsychology, Couples and Family Therapy, Neuropsychology, or Bilingual (Spanish) Mental Health.

PSYD 807	Family and Couples Therapy	3
PSYD 858	Clinical Hypnosis	1.5
PSYD 865	Assessment and Treatment of Substance Use and Addictive Disorders	1.5 OR 3
PSYD 868	Couples and Marital Therapy	3
PSYD 869	Human Sexuality	1.5 TO 3
PSYD 870	Child Therapy	3
PSYD 872	Neuropsychological Assessment I	3
PSYD 873	Neuropsychological Assessment II	3
PSYD 877	Geropsychology	3
PSYD 895D	Special Topics: Forensic Assessment	1.5
PSYD 895E	Child Interviewing	1.5
PSYD 895J	Special Topics: Introduction to Mindfulness	1.5
PSYD 895M	Working with Sexual and Gender Minority Individuals	1.5
PSYD 895O	Public Policy, Advocacy and Social Change	1.5
PSYD 895A	Special Topics: Women and Mental Illness	1.5
PSYD 895C	Latine Psychology	2
PSYD 895F	Special Topics: Death, Dying and Bereavement	1.5
PSYD 895K	Community Psychology	1.5
PSYD 895L	Business of Psychology	1.5
PSYD 884	Bilingual (Spanish) Mental Health Assessment	3
PSYD 884CL	Bilingual (Spanish) Mental Health Assessment Lab	0.5
PSYD 885	Bilingual (Spanish) Mental Health Interventions	3
PSYD 885CL	Bilingual (Spanish) Mental Health Interventions Lab	0.5

Note: PSYD 895M when chosen must be completed for 1.5 SH.

Optional Concentrations

Note: Students completing one of the optional concentrations are strongly encouraged to complete one or more of their clinical practica at a site that is related to the concentration area as well as focusing their Dissertation on a related topic in the concentration area.

Child and Adolescent Psychology

PSYD 733	Psychopathology III	1.5
PSYD 870	Child Therapy	3
PSYD 875	Child Assessment	3
PSYD 895E	Child Interviewing	1.5

Geropsychology

PSYD 871	Geriatric Assessment/Introduction to Neuropsychological Screening	3
PSYD 877	Geropsychology	3
	and	
PSYD 810	Family and Couples Assessment	3
	or	
PSYD 869	Human Sexuality	1.5 TO 3
	and	
PSYD 895I	Special Topics: Interpersonal Trauma	1.5

Note: PSYD 869 must be taken for 1.5 semester hours.

Couples and Family Therapy

PSYD 807	Family and Couples Therapy	3
PSYD 810	Family and Couples Assessment	3
PSYD 868	Couples and Marital Therapy	3
	or	
PSYD 870	Child Therapy	3
	or	
PSYD 871	Geriatric Assessment/Introduction to Neuropsychological Screening	3
	or	
PSYD 875	Child Assessment	3
	or	
PSYD 877	Geropsychology	3

Neuropsychology

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

Bilingual (Spanish) Mental Health

PSYD 895C	Latine Psychology	2
PSYD 884	Bilingual (Spanish) Mental Health Assessment	3
PSYD 884CL	Bilingual (Spanish) Mental Health Assessment Lab	0.5
PSYD 885	Bilingual (Spanish) Mental Health Interventions	3
PSYD 885CL	Bilingual (Spanish) Mental Health Interventions Lab	0.5

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 practitionerscholar 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.

Students enrolled in the Doctor of Psychology (Psy.D.) in Clinical Psychology degree program at the Illinois School of Professional Psychology at National Louis University may opt to earn the **Master of Arts (M.A.) in Clinical Psychology** degree while working toward the doctoral degree. Students who wish to earn this degree must:

- Petition for the degree
- Complete a minimum of 50 semester hours of PsyD coursework
  - 44sh of PsyD Core or Elective Coursework
  - 6sh of Practicum and Seminar:
    - PSYD 815 and PSYD 816 or PSYD 817 and PSYD 818
  - Six of those required credit hours must be earned by successful completion of a Practicum and Seminar, with a minimum of 650 practicum training hours
  - Successfully complete the Clinical Capstone sequence (PSYD 816A or PSYD 818A) associated with the Practicum and Seminar course
  - Have a GPA of 3.0 or higher
  - Submit a degree finalization form to graduate to the University Registrar.
- In addition, with approval from the Program Director, students enrolled in the PsyD program who determine that they are unable to complete the PsyD may petition to earn the MA degree. To earn the MA degree, students must meet the requirements as noted above.
- Note that the MA in Clinical Psychology degree is not a license-eligible degree

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

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. **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.
PLO2. **Ethics:** Students will demonstrate knowledge of ethical and legal standards, application of ethical decision making processes, and ethical conduct in professional activities.
PLO 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.
PLO4. **Diversity Self-Awareness:** Students will demonstrate self-awareness of the impact of their own social and cultural identities and biases.
PLO5. **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.
PLO6. **Communication:** Students will demonstrate professionalism through clear and effective written and verbal communication.
PLO7. **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.
PLO8. **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.
PLO9. **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.
PLO10. **Supervision:** Students will demonstrate knowledge of supervision models and practices.
PLO11. **Consultation:** Students will demonstrate knowledge of consultation models and practices, and exhibit respect for the roles and perspectives of other professions.
PLO12. **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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements, 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
- 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 Illinois School of Professional Psychology courses. The following courses are required:
    - Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology)
    - Abnormal, psychopathology, or maladaptive behavior
    - Statistics or research methods
    - Two additional courses in the field of psychology

Program Details

- Requires 112 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 1,750 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 Dissertation
- Requires completion of all program requirements within seven years of matriculation into the program
- The maximum of 30 SH of graduate level degree coursework may be considered for transfer credit under the following conditions:
  - Courses must have been completed with a grade of "B" or better
  - Courses must have been completed prior to admission to the Florida School of Professional Psychology at NLU and earned within the five years of matriculation into the program
  - Transfer credit will not be considered for the following courses:
    - Core Course: PSYD 710 and PSYD 741
    - Professionalization Group: PSYD 715 and PSYD 716
    - Practicum: PSYD 815, PSYD 816 and PSYD 818
    - Advanced Intervention Electives
    - Diversity Electives

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 - 77.5 SH

PSYD 703	History and Systems of Psychology	2 TO 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	3
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	2
PSYD 788	Advocacy Psychology	1.5
PSYD 802	Person-Centered and Experiential Theory and Therapy	3
PSYD 806	Psychoanalytic Theory and Therapy	3
PSYD 805	Family and Couples Therapy	3
PSYD 809	Cognitive Behavioral Theory and Therapy	3
PSYD 819	Science Capstone Examination	0
PSYD 840	Psychology and Trauma	3
PSYD 847	Adult Development and Aging	3
PSYD 865	Assessment and Treatment of Substance Use and Addictive Disorders	1.5 OR 3
PSYD 879	Group Psychotherapy	1.5

Note: PSYD 865 must be taken for 1.5 SH.

Research Elective - 1 SH

Student choose one course listed below:

PSYD 721	Advanced Quantitative Methods	1 TO 3

PSYD 724	Advanced Qualitative Methods	1

Note: PSYD 721 must be taken for 1 SH.

Professionalization Group - 2 SH

PSYD 715	Professionalization Group I	1
PSYD 716	Professionalization Group II	1

Practicum and Internship- 15 SH

PSYD 815	Diagnostic Practicum & Seminar I	1 TO 3
PSYD 816	Diagnostic Practicum & Seminar II	1 TO 3
PSYD 816A	Diagnostic Capstone Sequence	0
PSYD 816E	Diagnostic Practicum & Seminar II - Extension	0 TO 2
PSYD 817	Psychotherapy Practicum and Seminar I	1 TO 3
PSYD 818	Psychotherapy Practicum and Seminar II	1 TO 3
PSYD 818A	Psychotherapy Capstone Sequence	0
PSYD 818E	Psychotherapy Practicum & Seminar II - Extension	0 TO 2
PSYD 853	Advanced Clinical Psychology Practicum & Seminar I	0 TO 3
PSYD 854	Advanced Clinical Psychology Practicum & Seminar II	0 TO 1.5
PSYD 854E	Advanced Clinical Psychology Practicum & Seminar II - Extension	0 TO 1
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
PSYD 889	Internship Preparation	0

Note: PSYD 815, PSYD 816 and PSYD 816E must be taken for a total of 6 SH. PSYD 817, PSYD 818 and PSYD 818E must be taken for a total of 6 SH. PSYD 853, PSYD 854, and PSYD 854E must be taken for a total of 3 SH. PSYD 880A, PSYD 880B, and PSYD 880C must be each taken for 0sh. Students will complete Diagnostic Capstone I and II through one enrollment in PSYD 816A and Therapy Capstone I and II through one enrollment in PSYD 818A course.

Dissertation - 6 SH

PSYD 849	Dissertation Proposal Development	3
PSYD 856	Dissertation I	0.5 - 1
PSYD 856X	Clinical Research Project Extension	0
PSYD 857	Dissertation II	0.5-1
PSYD 857X	Dissertation II Extension	0
PSYD 859	Dissertation III	0.5-1
PSYD 859X	Dissertation III - Extension	0

Note: PSYD 856, PSYD 857 and PSYD 859 must be each taken for 1 SH. PSYD 856X, PSYD 857X and PSYD 859X are optional and not required for degree completion.

Advanced Intervention Electives - 3 SH

Students must choose 3 SH from the list of courses below:

PSYD 746	Evidence-based Treatment of Child and Adolescent Disorders	3
PSYD 747	Child and Adolescent Psychological Assessment	3
PSYD 748	Child/Adolescent Trauma Tx & Assessment	1.5-3
PSYD 764	Extended Empathic Responding I	1.5
PSYD 765	Extended Empathic Responding II	1.5
PSYD 775	Advanced Trauma Interventions	1.5
PSYD 833	Advanced Person-Centered Therapy and Supervision	3
PSYD 836	Assessment and Treatment of ADHD	1.5 TO 3
PSYD 841	Dialectical Behavior Therapy	1.5
PSYD 842	Pain Assessment and Treatment	1.5
PSYD 845	Advanced Pediatric Neuropsychology	1.5
PSYD 848	Death, Dying & Bereavement	1.5
PSYD 861	Advanced Cognitive Behavioral Psychotherapy	3
PSYD 862	Advanced Psychoanalytic Therapy and Supervision	3
PSYD 863	Advanced Family and Couples Therapy	3
PSYD 864	Advanced Treatment of Anxiety Disorders	1.5
PSYD 878	Global Migration and Mental Health	3

Diversity Electives - 3 SH

Students must choose 3 SH from the list of courses below:

PSYD 729	Serving Youth/Fam in Urban Env	1.5
PSYD 747	Child and Adolescent Psychological Assessment	3
PSYD 767	Exploring Diversity I	1.5
PSYD 768	Exploring Diversity II	1.5
PSYD 811	Advanced Interventions with Diverse Populations	1 TO 3
PSYD 836	Assessment and Treatment of ADHD	1.5 TO 3
PSYD 845	Advanced Pediatric Neuropsychology	1.5
PSYD 846	Fundamentals of International Mental Health Work	1.5 TO 3
PSYD 878	Global Migration and Mental Health	3
PSYD 881	Geriatric Neuropsychological Assessment	1.5

General Electives - 4.5 SH

Students must choose 4.5 SH from the list of courses below:

PSYD 734	Child Psychopathology	1 TO 3
PSYD 756	Neuroanatomy and Pathology	3
PSYD 762	Integrated Healthcare Psychology	1.5
PSYD 766	Self-Care for Mental Health Professionals	1.5
PSYD 808	Play Therapy	1.5
PSYD 812	Foundations of Mindfulness	1.5
PSYD 844	Introduction to Health Psychology	3
PSYD 866	Theories and Contemporary Issues of Motivation and Emotion	3
PSYD 867	Psychology, Stress, and the Human Body	3
PSYD 895H	Special Topics: Sleep Wake Factors and Psychopathology	1.5

Note: Students may take additional advanced intervention and/or diversity electives in lieu of a general elective course.

Optional Concentrations

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

Note: Each Concentration requires the completion of 10.5 credit hours of coursework, as indicated above. Students must also complete a Dissertation in the concentration topic area, with the topic approved by the concentration coordinator. Students are strongly encouraged to complete one or more of their clinical practica at a site that is related to the concentration area.

Child and Adolescent Psychology - 10.5 SH

PSYD 729	Serving Youth/Fam in Urban Env	1.5
PSYD 734	Child Psychopathology	1 TO 3
PSYD 746	Evidence-based Treatment of Child and Adolescent Disorders	3
PSYD 747	Child and Adolescent Psychological Assessment	3

Client Centered and Experiential Psychotherapy - 10.5 SH

PSYD 833	Advanced Person-Centered Therapy and Supervision	3
	and 7.5 semester hours of coursework listed below	
PSYD 764	Extended Empathic Responding I	1.5
PSYD 765	Extended Empathic Responding II	1.5
PSYD 766	Self-Care for Mental Health Professionals	1.5
PSYD 767	Exploring Diversity I	1.5
PSYD 768	Exploring Diversity II	1.5
PSYD 867	Psychology, Stress, and the Human Body	3

Health Psychology - 10.5 SH

PSYD 762	Integrated Healthcare Psychology	1.5
	and 9 SH of coursework listed below	
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

Trauma Psychology - 10.5 SH

Students choose 10.5 semester hours from the list below:

PSYD 748	Child/Adolescent Trauma Tx & Assessment	1.5-3
PSYD 766	Self-Care for Mental Health Professionals	1.5
PSYD 775	Advanced Trauma Interventions	1.5

PSYD 841	Dialectical Behavior Therapy	1.5
PSYD 846	Fundamentals of International Mental Health Work	1.5 TO 3
PSYD 848	Death, Dying & Bereavement	1.5
PSYD 878	Global Migration and Mental Health	3

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. In addition, the M.A.in Clinical Psychology along the way (the M.A. degree that is integrated into the Psy.D. program) is not a licensing eligible M.A. degree.

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

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.

Admission Requirements

In addition to the College of Psychology and Behavioral Sciences Graduate Admission Requirements, 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
- Credit for Prior Learning may be accepted for a maximum of 12 semester hours for the following courses: LAP 615, LAP 620, LAP 630, LAP 650, LAP 655, LAP 660, LAP 662, LAP 690, and LAP 693, including portfolio option for LAP 620, LAP 645, LAP 661, LAP 662, and LAP 670.

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 quarter will be dismissed from the program
- Students who earn three grades below a “B” during the entirety of the program will be dismissed
- Students who earn a grade of "C" or lower in any of the four, first term courses: LAP 600, LAP 601, LAP 605, and LAP 610, will be reviewed by faculty prior to beginning the next term and are subject to dismissal from the program

Required Courses

Program Requirements - 69-72 SH

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	Approaches to Social Problems: Community Prevention	3
LAP 615	Community Organizing	3
LAP 620	Advanced Community Development Planning and Policy	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 in Community Psychology	3
LAP 650	Principles of Consultation in the Community and Consultation Proposal	4
LAP 655	Proposal Writing to Advance Communities	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, Ph.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

Students in the Ph.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.

Admission Requirements

- 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.
- Faculty interview
- 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. 80) (i.e. CACREP-accredited coursework only)

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
CES 649	Teaching in Higher Education	3

Advanced Counseling Skills, Specialization and Practice - 12 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 (Choose from courses below)

Students must choose one course 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.

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. 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 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.

Program Learning Outcomes

At the completion of the B.S. in Health Care Leadership, students will be able to:

PLO-1: Utilize written and oral communication skills to convey health care issues to colleagues, administration, patients, or the public.

PLO-2: Critique team performance in completing a team project.

PLO-3: Present a professional healthcare-related presentation, showcasing proficiency in communication and audio/video skills.

PLO-4: Evaluate a healthcare delivery situation to make recommendations for improvement within a professional practice area from legal, ethical, cultural, clinical, technological, and financial perspectives.

PLO-5: Analyze organizational compliance with applicable human resource laws and regulations.

PLO-6: Formulate a strategic plan on a departmental level to add value to the department.

Admission Requirements

Students applying to the B.S. in Health Care Leadership program are subject to the Undergraduate Admission Requirements.

Program Details

- Requires 180 QH, including 60 QH of General Education, for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit for Prior Learning is accepted for general education, elective credit and as determined appropriate by the faculty, toward program major requirements
- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in

academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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 - 60 QH

Gateway Courses - 10 QH

HCL 301	Overview of Health Care Delivery	5
RES 410	Critical Thinking and Research Skills	5

Note: Enrollment in the gateway courses requires that the student completes, at a minimum, LAE101, English Composition I (or equivalent), as a prerequisite. For this degree completion program, the faculty recommends (but not requires) that the students complete or transfer in 60-90 quarter credit

hours of undergraduate coursework as well prior to entering the Health Care Leadership gateway courses.

Core Courses - 45 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 350	Quality Analysis and Improvement in Health Care	5
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

Capstone Course - 5 QH

HCL 499	Strategic Analysis and Planning in Health Care	5

Electives - 60 QH

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

Maternal Child Health, B.S.

The B.S. in Maternal Child Health: Human Lactation provides a comprehensive foundation in maternal and child health through an interdisciplinary core curriculum combining coursework in human anatomy and physiology, nutrition, research methods, social justice, lactation science, and supervised clinical practice.

The major embeds a Pathway 2 course sequence accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Lactation Education Accreditation and Approval Review Committee (LEAARC). This sequence provides the didactic lactation-specific education and supervised clinical practice experience required for International Board of Lactation Consultant Examiners (IBLCE) Pathway 2 from an accredited academic program. Students who successfully complete all lactation-specific coursework and demonstrate clinical competency through the internship course graduate as International Board Certified Lactation Consultant (IBCLC®) Candidates, qualified to sit for the credentialing exam overseen by IBLCE. IBCLC® credentials are earned upon passing the exam.

All courses are held asynchronously in six-week sections, except the internship courses, which are completed in person or via telehealth at sites secured by the student with support from the Clinical Coordinator, or via simulation as approved by LEAARC for the Maternal and Child Health program.

Students who already hold IBCLC® certification may apply for Credit for Prior Learning (CPL) for applicable core courses, with alternative course options available outside the Pathway 2 sequence. Additional courses may be satisfied through approved transfer credit. Major electives span perinatal mental health, community health, and applied research. Students are encouraged to consider courses from the B.S. Healthcare Leadership (p. 96) and B.S. Health Science (p. 352) majors as free electives.

Program Learning Outcomes

PLO1. Analyze and apply foundational concepts in human lactation and maternal-child health across diverse populations and global contexts.

PLO2. Evaluate contemporary and global issues in maternal-child health, including international policy frameworks, emerging lactation research, and their implications for practice and advocacy.

PLO3. Analyze how systems of power, racism, and structural inequities shape lactation outcomes and maternal-child health globally, and apply principles of biomedical ethics and social justice to policies and practices.

PLO4. Analyze the normal patterns of human growth and development and their relationship to lactation and infant feeding.

PLO5. Apply evidence-based research methods to critically examine issues in human lactation and maternal-child health within local and global contexts.

PLO6. Synthesize and apply knowledge from coursework to human lactation and maternal-child health practice through supervised clinical experience, independent research, or applied community-based projects.

Program Details

- Requires 180 QH for completion, including 60 QH of General Education
- Requires completion of the Human Lactation (MCHL) major
- Students are assigned the Pathway 2 concentration by default and will be enrolled in the Pathway 2 course sequence (MCH 250, MCH 460, MCH 461). Students who already hold IBCLC® credentials and receive Credit for Prior

Learning for the Pathway 2 sequence (or who do not wish pursue the IBCLC® credential) will be advised to remove the concentration and will instead complete MCH 388 (Applications in Maternal Child Health) as the experiential learning component of the major.

- Requires a minimum grade of C or better in all major coursework (Program Core, Experiential Coursework, Pathway 2 Concentration, and Electives Under Advisement)
- Requires a minimum GPA of 2.0 or better for graduation
- All major courses are held asynchronously in six-week sections, except the internship courses MCH 460 and MCH 461, which run the full 12-week term and are completed in person or via telehealth at sites secured by the student with support from the Clinical Coordinator or via simulation as approved by LEAARC for the Maternal Child Health program. MCH 462 is an optional 0 QH extension course available to students who need additional time to complete internship hours.
- Credit for Prior Learning (CPL) may be accepted for: MCH 140, MCH 220, MCH 324, MCH 329, MCH 335, MCH 460, MCH 461. MCH 250 (Pre-Internship) is automatically waived when CPL is accepted for the Internship (MCH 460/461)
- Transfer credit from an accredited institution with a grade of C or better may be accepted with Program Chair approval for:
  - MCH 140 (Medical Terminology)
  - MCH 150/150L (Human Anatomy and Physiology w/ Lab), equivalent to SCI 200/200L
  - MCH 223 (Life Cycle Nutrition), equivalent to HTH 201/NUR 201
  - MCH 429 (Infant and Child Growth & Development)
  - Additional major-related coursework will be sent to the Program Chair for evaluation

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

Transfer/equivalency: Any three general education courses in academic writing, oral communications, or communications. Courses such as Health Communications, or Consumer-Provider Health Communication may substitute for ENG 203.

Humanities and Fine Arts

Choose two courses (10 QH) 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	Introduction to Ethics and Social Critique	5

Transfer/equivalency: Any two general education courses in the humanities (foreign language, history, literature, philosophy, religious studies, interdisciplinary humanities) or fine arts (visual arts including art history, art appreciation, and studio arts; film and cinema studies; performing arts).

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
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science	5
SCI 225	Human Impact on Environment	5

Social and Behavioral Sciences

Choose two courses from the list below:

PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
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
SOC 222	Culture and Identity	5
SOC 250	Cultural and Ethnic Movements in the United States	5

Program Specific General Education

PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5
SCI 102	Survey of Biological Science	5

PSY 101 and SOC 101 courses must be completed with a grade of C or better. Cultural Sensitivity/Competency or Cultural Anthropology may substitute for SOC 101 with Program Director approval.

The following courses can be used in lieu of SCI 102 (Lab is not required for students who transfer science courses): General or Fundamentals of Biology, Human Biology, Zoology, Cell Biology, Genetics, Microbiology, Immunology or other courses approved by the program director. This requirement must be completed with a grade of C. If students do not transfer SCI 102 or an approved substitute, they must complete both SCI 102 and SCI 102 Lab at NLU.

General Education Electives

This area may be satisfied by two courses (10 QH) in any general education category listed above or other courses consistent with integrated general education competencies.

Student Success Seminar

Note: Incoming students will be required to take GEN 103 or GEN 203. GEN 103 is required for the first-time freshman students only. Students transferring in less than 90 QH are required to complete GEN 203.

Maternal Child Health: Human Lactation Major Requirements

Major Core Courses - 52 QH

MCH 140	Medical Terminology	3
MCH 150	Human Anatomy and Physiology in Maternal Child Health	5
MCH 150L	Human Anatomy and Physiology in Maternal Child Health Lab	1
MCH 220	Foundations of Maternal Child Health	5
MCH 223	Lifecycle Nutrition	5
MCH 322	Research and Evidence in Maternal Child Health	5
MCH 324	Skills & Strategies for Breastfeeding Problem Solving	5
MCH 329	Perspectives in Professional Lactation Support	5
MCH 330	Global Policies in Maternal and Child Health	2
MCH 335	Special Circumstances in Lactation Support	5
MCH 429	Infant and Child Growth and Development	5
MCH 481	Politics and Social Justice in Maternal Child Health	5

Note: MCH 150L must be taken for a total of 2 QH.

Pathway 2 Concentration - 13 QH

Pathway 2 IBCLC Certification-seeking students must complete MCH 250, and MCH 460/ MCH 461 as their foundational Pathway 2 course sequence. MCH 462 is an optional 0-credit Internship Extension course.

MCH 250	Pre-Internship Planning	3
MCH 460	Internship I in Maternal Child Health	3
MCH 461	Internship II in Maternal Child Health	3
MCH 462	Internship Extension in Maternal Child Health	0

Note: MCH 460 and MCH 461 are required to be completed for 5 QH each.

Prior to entering MCH 460, students must demonstrate eligibility for the 300-hour supervised clinical practice internship with a pre-approved clinical preceptor identified by the student in their own community. Students are subject to any additional requirements outlined by their internship site, including drug screening, background checks, vaccination requirements, and other site-specific conditions.

Experiential Coursework and Major Electives Under Advisement- 40qh

Students who do not seek IBCLC certification through Pathway 2 Concentration complete the below 40 QH track in place of the Pathway 2 Concentration (Experiential Component - 5QH and Major Electives Under Advisement - 35QH). The Experiential Component (MCH 388) is required of all non-certification-track students and serves as the applied learning capstone in lieu of the supervised clinical internship. The remaining 35 QH consist of all Major Electives Under Advisement listed below, which together provide breadth across perinatal mental health, community-based care, nutrition, cultural and social context, and policy.

MCH 388	Applications in Maternal Child Health	3
MCH 200	Folklore of Childbirth	5
MCH 323	Maternal-Infant Nutrition	5
MCH 325	Social and Cultural Issues in Health Care	5
MCH 327	Birth Outcomes: Joys and Sorrows	5
MCH 328	Developing a Community-Based Support System	5

MCH 380	Mood Disorders in the Perinatal Period	5
MCH 480	Power and Societal Inequities in Maternal and Child Health	3

Note: MCH 388 and MCH 480 must be completed for a total of 5 QH each.

Pathway 2 Major Electives under Advisement- 25qh

Pathway 2 Concentration students complete 25 QH of Major Electives Under Advisement from the list below, in addition to the Pathway 2 Concentration courses. Course selection is made in consultation with the Program Director to align with the student's professional interests and IBLCE health science requirements.

MCH 200	Folklore of Childbirth	5
MCH 323	Maternal-Infant Nutrition	5
MCH 325	Social and Cultural Issues in Health Care	5
MCH 327	Birth Outcomes: Joys and Sorrows	5
MCH 328	Developing a Community-Based Support System	5
MCH 380	Mood Disorders in the Perinatal Period	5
MCH 480	Power and Societal Inequities in Maternal and Child Health	3

Electives

Maternal Child Health: Human Lactation students may take free electives, general concentrations (p. 384), or general minors (p. 370) to reach the required 180 QH for graduation. Students are encouraged to take courses from the B.S. Healthcare Leadership or B.S. Health Science to satisfy outstanding free electives.

Additional Program Details

IBLCE Health Science Requirements and Eligibility Determinations

The B.S. in Maternal Child Health: Human Lactation is accredited by CAAHEP on the recommendation of LEAARC to provide the didactic lactation-specific education and supervised clinical practice required for IBLCE Pathway 2. IBLCE separately requires candidates to complete education in 14 health science subjects prior to applying for the IBCLC examination. While many of these subjects are addressed within the program's core or general education coursework, students are responsible for verifying that their full educational record satisfies all current IBLCE requirements at the time of application. The International Board of Lactation Consultant Examiners is the sole authority on which courses satisfy its health science requirements and on all eligibility determinations for the IBCLC examination. National Louis University does not represent IBLCE, cannot guarantee acceptance of any specific course toward IBLCE health science requirements beyond that which is included within the accredited Pathway 2 course sequence, and is not responsible for changes IBLCE may make to its requirements at any time. Students should consult the most current IBLCE Health Sciences Education Guide and IBCLC Examination requirements directly.

IBCLC Certification

Successful completion of this program does not guarantee IBCLC® certification. Graduates qualify to sit for the IBLCE certification examination as IBCLC® Candidates upon meeting all program requirements and demonstrating completion of the 14 IBLCE health science subjects. IBCLC® credentials are conferred only by IBLCE upon successful passage of the credentialing examination.

Clinical Internship Site Responsibility

Internship sites are secured by the student in their own community with support from the Clinical Coordinator. Students are responsible for completing all site-specific requirements established by their internship location, which may include but are not limited to drug screening, criminal background checks, vaccination requirements, professional liability insurance, health insurance, and auto insurance. National Louis University is not responsible for student safety while traveling to, from, or within the experiential learning site, and is not responsible for injury or illness while at the experiential learning site. Students may not be used to replace employees in the experiential learning site.

Credit for Prior Learning (CPL)

Eligibility for CPL is determined by the Program Director based on documentation of relevant prior credentials, certifications, or professional experience. CPL credit applied to the major does not exempt students from any IBLCE requirement; students remain individually responsible for verifying IBLCE eligibility at the time of examination application.

Graduate School of Business and Leadership: Graduate

Admission Requirements

In addition to the NLU Graduate Admission Requirements, the Graduate School of Business and Leadership requires the following:

- A professional resume or Curriculum Vitae (CV). In lieu of a resume or CV, U.S. military personnel may submit a copy of their DD214 and U.S. government employees may submit a copy of their SF171.
- 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 ways the program of study will help them achieve their goals.
- At least two professional letters of recommendation. At least one letter should be written by an individual who can speak to the applicant's capacity for successfully completing graduate work. Additional letters should be from individuals who know the applicant professionally, like a supervisor.
- Faculty review, which can result in full admission, decline, or a 2-course review

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. 110)

Master of Health Administration in Health Services Administration (p. 104)

Master of Science in Human Resource Management and Development

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 admittedSpecific graduate programs may have additional degree requirements. See programs for details.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements, 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.

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 a 10-course curriculum (30-semester credit), STEM-designated, interdisciplinary 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 business data analytic practitioners use 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 relevant to the ever-changing global market in various contexts (e.g., human resources, health care, banking, finance, and marketing). 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.

The program will be delivered in an online and low residency modalities.

Program Learning Outcomes

After completion of the M.S. Business Data Analytics, students will be able to:

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

PLO-2: Actualize 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: Choose analytical methodologies to gather insights via data access, production transparency, and analytical transparency to inform decision-making.

PLO-5: Illustrate 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.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH 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.

Note: All students in the M.S. Business Data Analytics program are required to maintain employment throughout the program in order to successfully complete this degree program. Students' employment/practical training is integral to all M.S. BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Required Courses

Foundational Courses

BDA 500	Introduction to Business Data Analytics	3
BDA 502	Statistics for Business Data Analytics	3
RES 510	Critical Thinking and Research Skills	3

Capstone Course

BDA 550	Business Analytics Capstone	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 Decision 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	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

At the completion of the M.S. in Master of Health Services Administration (MHA), students will be able to:

PLO1. 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) [CAHME: Domain: Communications & interpersonal effectiveness]

PLO2. Assess the impact of national health policies on institutional decisions. (Domain: Health Care Policy) [CAHME: Domain: Critical thinking, analysis & problem solving; Domain: Management & leadership]

PLO3. Distinguish the ethical and legal components of organizational decisions. (Domain: Ethical & Legal Issues) [CAHME: Domain: Management & leadership; Domain: Professionalism & ethics]

PLO4. Examine the cultural elements of health care organizational decisions. (Domain: Cultural Awareness) [CAHME: Domain: Critical thinking, analysis & problem solving; Domain: Management & leadership; Domain: Professionalism & ethics]

PLO5. Analyze the clinical, business operations, health informatics, economic, and financial components of organizational decisions. (Domain: Decision-Making) [CAHME: Domain: Critical thinking, analysis & problem solving; Domain: Management & leadership]

PLO6. Assess the use of current marketing trends and the use of health care information to achieve a competitive advantage. (Domain: Marketing) [CAHME: Domain: Critical thinking, analysis & problem solving; Domain: Management & leadership]

PLO7. Develop a strategic plan and an implementation plan to guide the delivery of new or enhanced health care-related service, support structure, or product at an institutional level. (Domain: Strategic analysis; Strategic Planning) [CAHME: Domain: Critical thinking, analysis & problem solving; Domain: Management & leadership]

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH for completion

- Credit for Prior Learning may be accepted for the following courses in the program: MHA 522, MHA 527, MHA 531, and MHA 532 (for the maximum of 12 SH) or toward other program requirements as determined appropriate by the program faculty

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
RES 510	Critical Thinking and Research Skills	3

Higher Education and Student Affairs, M.Ed.

The M.Ed. in Higher Education and Student Affairs (HESA) provides students with a pathway to student affairs and administrative careers in higher education institutions. This program is focused on student-centered, mission-driven work and challenges students to become critical scholar-practitioners. Throughout the program students engage with diverse voices and perspectives, and approach issues of educational justice through problem-based learning.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Analyze the impact of higher education policy, student demographics, and institutional characteristics on student success, retention, and academic achievement.

PLO2. Demonstrate the ability to use theory and data to identify trends, needs, and gaps in student affairs programs and services, and across higher education.

PLO3. Develop and implement effective strategies for promoting educational justice, diversity, equity, and inclusion within higher education institutions.

PLO4. Evaluate the effectiveness of student affairs programs and services in promoting student engagement, academic success, and personal development.

PLO5. Demonstrate a deep understanding of ethical and legal issues that impact higher education, such as student privacy, free speech, and academic freedom.

PLO6. Develop effective leadership skills in managing and supervising staff, budgeting and financial management, and strategic planning for higher education institutions and student affairs departments.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 33 SH for completion
- Requires a 3.0 cumulative GPA
- Students may apply up to 12 SH of M.Ed. program courses to the Ed.D. in Higher Education Leadership including 9 SH of approved electives and HED 580, which can be applied to HED 601.

Required Courses

HESA Program Core - 24 SH

HED 501	Introduction to Higher Education and Student Affairs	3
HED 502	Engaging Postsecondary Students	3
HED 509	Interpersonal Relationships and Intervention Skills	3
HED 511	Program Assessment and Evaluation	3
HED 520	Managing Resources in Higher Education	3
HED 530	Minority-serving Institutions and DEIJ in Higher Education	3
HED 580	Fundamentals of Educational Research	3
HED 599	Master's Capstone in Higher Education Leadership	3

Program Electives - 9 SH

Student choose three courses from the list below:

HED 540	Understanding HSIs: History, Challenges, and Impacts	3
HED 541	The Intentional HSI	3

HED 542	Persistence and Engagement at HSIs	3
HED 550	The Engaged Community College	3
HED 551	Community College Systems and Structures	3
HED 552	Community College Assessment and Accreditation	3
HED 595	Special Topics in HESA	3

Human Lactation Studies, M.A.

The Master of Arts in Human Lactation Studies program provides the skills and training necessary for graduates to counsel expectant birthing and nursing parents about infant feeding and human lactation. Students may choose from the generalized program or the International Board of Lactation Consultation Examiners (IBLCE) Pathway 2 Concentration.

The Human Lactation Studies major offers students the ability to learn from previous research while building the skills and strategies necessary in breastfeeding management as they prepare to become International Board Certified Lactation Consultants (IBCLC) (if the student selects the Pathway 2 Concentration) and/or aid in their professional development as a seasoned IBCLC (if the student takes the general course of study). The Human Lactation Studies major provides a strong foundation in research methods, health care ethics, evidence-based practice, and experiential learning.

The Master of Arts Human Lactation Studies program has embedded within it an IBLCE Pathway 2 Concentration. The optional Pathway 2 Concentration for this program offers the IBLCE Pathway 2 for students to achieve eligibility as an IBCLC and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Lactation Education Accreditation and Approval Review Committee (LEAARC), through December 31, 2028. This program provides didactic, lactation-specific education and supervised clinical practice experience required for an International Board of Lactation Consultant Examiners (IBLCE) Pathway 2 from an accredited academic program. Successful Pathway 2 program completion does not guarantee IBCLC certification. Only those students who complete a 300-hour internship and show successful completion of all lactation-specific competencies by passing the internship courses (LACT 528 & LACT 529) will qualify to sit for the IBCLE exam.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Integrates experiential learning outcomes into academic inquiry.

PLO2. Demonstrates knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods and/or approaches) related to human lactation (LEAARC Domain J: Research, Legislation and Policy).

PLO3. Discuss critical health and wellness components of human lactation, including personal physical and emotional health and community health issues from multiple perspectives (LEAARC Competency Domain I: Public Health).

PLO4 Assess the impact of national maternal-child health policies on human lactation and/or public health (LEAARC Competency Domain I: Public Health)

PLO5. Detail key components for health behavior change and apply this model to a health and wellness issue related to human lactation.

PLO6. Design and execute a meaningful thesis research project that demonstrates spatial thinking and uses the knowledge and skills learned while in the Human Lactation Studies program.

For Pathway 2 Concentration students:

PLO7. Demonstrate competency in all areas outlined by the Lactation Education Accreditation and Approval Review Committee (LEAARC) to meet requirements set forth by the International Board of Lactation Consultant Examiners (IBLCE) to qualify to sit for the International Board Certified Lactation Consultant (IBCLC) exam (LEARRC Competency Domains A-J).

Program Details

- Requires 36 SH for completion
  - Requires 40 SH for completion for Pathway 2 Concentration students who need to complete the IBLCE health science requirements
- Requires a minimum grade of "B" in all program coursework
- Requires a minimum GPA of 3.0 for graduation
- Requires thesis
- Credit for Prior Learning may be accepted with the Program Chair approval

Required Courses

Human Lactation Studies General Major Requirements

RES 510	Critical Thinking and Research Skills	3
LACT 509	Research Methods	3

LACT 512	Disciplinary Foundations I	3
LACT 513	Disciplinary Foundations II: Policy Foundations	3
LACT 521	Field of Study I	3
LACT 522	Field of Study II	3
LACT 525	Applications I: Lactation Praxis	3
LACT 526	Applications II: Integrated Practice	3
LACT 580	Advanced Research Methods	3
LACT 598	Thesis I	3
LACT 599	Thesis II	6

Human Lactation Studies Pathway 2 Concentration

Students are required to complete the following Pathways 2 Concentration pre-requisites that must be completed prior to graduation: LACT 591, LACT 592, LACT 593, and LACT 594. These requirements may be waived for students who have successfully satisfied all course prerequisites per IBLCE health science requirements, either from previously completed prior undergraduate or graduate coursework with a grade of "C" or better in these subject areas, through successful completion of an IBLCE-approved Medical Terminology course, or per Program Chair approval. Successful completion of an IBLCE approved Medical Terminology course with a grade of "P" (pass/fail course) will waive the LACT 594 requirement. The Program Chair will complete a review of health science coursework upon admission.

RES 510	Critical Thinking and Research Skills	3
LACT 509	Research Methods	3
LACT 512	Disciplinary Foundations I	3
LACT 514	Disciplinary Foundations II: Functioning as a Lactation Consultant	3
LACT 520	Field of Study: The Art and Science of Lactation Consulting	6
LACT 528	Applications I: IBLCE Pathway 2 Internship	3
LACT 529	Applications II: IBLCE Pathway 2 Internship	3
LACT 580	Advanced Research Methods	3
LACT 598	Thesis I	3
LACT 599	Thesis II	6

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. 109) with concurrent enrollment in M.S. in Industrial and Organizational Psychology.

Program Learning Outcomes

Program Learning Outcomes (PLOs)

PLO-1. Students will be able to evaluate personal talents for their use in the human resource management profession.

PLO-2. Students will integrate knowledge and competencies needed to practice HR functions focused on people.

PLO-3. Students will integrate knowledge and competencies needed to practice HR functions focused on organization performance.

PLO-4. Students will integrate knowledge and competencies needed to practice HR functions focused on workplace climate.

PLO-5. Students will integrate knowledge and competencies needed to practice HR functions focused on business and HR strategy.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH for completion
- Credit for Prior Learning may be accepted for the program core courses (HRM 513 or OBD 515) or as determined appropriate by the program faculty for the maximum of 9 semester hours

Required Courses

Gateway Courses

HRM 509	Human Resource Management Profession and Its Role	3
RES 510	Critical Thinking and Research Skills	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

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. 109) with concurrent enrollment in M.S. in Human Resource Management and Development.

Program Learning Outcomes

At the completion of the M.S. in Industrial and Organizational Psychology (I/O Psychology), students will be able to:

PLO1. Examine how the field of industrial and organizational psychology contributes to effective performance and productivity in the 21st century work organization.

PLO2. Interpret and critique published research in the field of industrial and organizational opportunities and solve organizational problems.

PLO3. Explain the foundational role of job analysis with respect to all personnel functions, evaluate various job analysis approaches, and conduct a job analysis.

PLO4. 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. Critically examine the role of work motivation and job attitudes in predicting work behavior.

PLO6. Critique and apply methods of optimizing team effectiveness in organizations.

PLO7. Summarize classic and contemporary theories of leadership, and critically evaluate the impact of leadership on organizational functioning.

PLO8. 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.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30- 36 SH for completion
- Credit for Prior Learning may be accepted for the following courses in the program: LAP 526 and OBD 515 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	Critical Thinking and Research Skills	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 - 24 SH

HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
LAP 521	Psychological Research Design and Analysis in the Workplace	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

Capstone Course - 3 SH

LAP 589	Capstone in Industrial and Organizational Psychology	3

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.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 48- 51 SH for completion

Required Courses

Program Major

LAP 509	Advanced Social Psychology	3
	or	
LAP 510	Advanced Theories of Personality	3
	and	
LAP 521	Psychological Research Design and Analysis in the Workplace	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	Critical Thinking and Research Skills	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.

Marketing and Communication, M.S.

The Master of Science in Marketing and Communication at National Louis University prepares students to lead in today's fast-changing, technology-driven marketplace. This innovative graduate program blends creative and analytical skill development through courses in integrated marketing communications, digital strategy, AI application and ethics, branding, storytelling, and global communication. Students learn to design data-informed campaigns, craft persuasive messages, and manage cross-platform brand experiences that resonate across diverse audiences. Emphasizing applied learning, ethical leadership, and emerging technologies, the program equips graduates to navigate challenges in digital marketing, consumer engagement, content creation, and brand management. Through portfolio development and real-world projects, students graduate with tangible evidence of their expertise and readiness for strategic roles such as Marketing Director, Brand Ambassador, Digital Media Strategist, Market Researcher, or Communications Executive. The program aligns with NLU's mission to empower learners through

inclusive, career-focused, and innovation-driven education that prepares professionals for impactful leadership in marketing and communication.

Program Learning Outcomes

PLO-1: Analyze complex organizational, cultural, and market environments to identify challenges and opportunities in the area of marketing and communications.

PLO-2: Evaluate and apply digital tools, data analytics, SEO, AI, and emerging technologies to design multi-channel marketing and communication strategies.

PLO-3: Create and produce professional-grade content, branding strategies, and persuasive multi-media campaigns that are audience-centered and responsive to industry needs.

PLO-4: Interpret marketing metrics, analytics, and performance data to evaluate the effectiveness of campaigns and to formulate data-driven recommendations that optimize strategic decision-making.

PLO-5: Synthesize and present professional expertise by curating a portfolio of applied projects and delivering a capstone symposium that demonstrates mastery of integrated marketing and communication practices.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH for completion
- Requires a minimum GPA of 3.0
- Minimum grade of "C" is required in all courses in the program
- Requires completion of portfolio as part of MKT 560 course

Marketing and Communication Major- 30 SH

Required Courses

MBA 522	Strategic Marketing and Storytelling	3
MKT 501	Strategic Integrated Marketing Communications	3
MKT 502	AI Efficacy and Ethics in Marketing	3
MKT 504	Branding and Content Creation	3
MKT 505	Digital Marketing and Advertising	3
MKT 510	Market Research for Design and Innovation	3
MKT 522	Consumer Behavior	3
MKT 525	Selling Through Short-Form Video	3
MKT 530	Global Communication: Media Messaging	3
MKT 560	Portfolio in Practice	3

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

At the completion of the *Master of Business Administration (MBA)*, students will be able to:

PLO-1. Utilize written and oral communication skills to convey business issues that assist colleagues, administration, and management make informed decisions. (IACBE-KLO: Communications)

PLO-2. Critique team performance in completing a team project. (IACBE-KLO: Teamwork)

PLO-3. Synthesize theory and practical implementation to assess business challenges and determine solutions. (IACBE-KLO: Critical Thinking/Problem Solving)

PLO-4. Utilize practical business expertise and theoretical frameworks to make business decisions. (IACBE-KLO: Business Knowledge)

PLO-5. Assess the impact of ethical, legal, economic, and global factors on practical business scenarios. (IACBE-KLO: Business Environment)

PLO-6. Analyze business problems using decision-support tools & technology. (IACBE-KLO: Analysis & Technology Utilization)

PLO-7. Distinguish the performance metrics to measure motivation and influence in achieving a coordinated goal. (IACBE-KLO: Management & Leadership)

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH for completion

MBA Program Requirements - 30 SH

Gateway Courses

MBA 505	Leadership: Principles to Practice	3
RES 510	Critical Thinking and Research Skills	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 522	Strategic Marketing and Storytelling	3
MBA 532	Technology and Leadership	3
OBD 533	Organizational Effectiveness and Development	3

Capstone Courses

MBA 524	Advanced Strategic Management	3

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

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.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

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

Note: All students in the Low-Residency MSOL program are required to maintain employment throughout this program in order to successfully complete this degree program. Students' employment/practical training is integral to all MSOL

Low-Residency courses, through class discussions, assignments, and reflection on practical application of this degree.

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/Nonprofit Organizations	3
RES 510	Critical Thinking and Research Skills	3

Project Management, Graduate Certificate

The Graduate School of Business and Leadership Project Management certificate incorporates three courses that build upon one another, providing the project management skillset that individuals in any field or position can benefit from. The project management certificate is designed to develop skills for planning, managing, and participating in projects. Students also learn the importance and approach towards organizational change and how to lead the change to ensure a focused and sustainable implementation of projects. Students do not need to be in a project management role to complete the certificate.

Program Learning Outcomes

PLO-1: Use project management principles, methodologies, and techniques to effectively plan and oversee project performance across key domains, such as scope, schedule, budget, risk, and communication.

PLO-2: Evaluate projects to enhance the value and performance of contemporary organizations.

PLO-3: Create a portfolio of strategic options that focus an organization's resources to execute its strategy.

PLO-4: Create a plan to communicate and lead a strategic change within an organization.

Admission Requirements

- An undergraduate degree or permission from the Program Chair

Program Details

- Requires completion of 9 SH
- Requires a min grade of "B" or better in all courses
- Transfer credit may be accepted toward PJM 526 Project Management course

Required Courses

Project Management Certificate

PJM 526	Project Management	3
PJM 527	Strategic Project Management	3
PJM 528	Leading Outstanding Projects	3

These PJM courses must be taken in sequential order.

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

At the completion of the Master of Public Administration program, students will be able:

PLO1. To lead and manage in public governance. Giving directions, setting and communicating expectations and values, learning how to understand group dynamics, work with a group, and developing teams are all important abilities in developing the ability to lead and manage in public governance.

PLO2. To articulate and apply a public service perspective. Understanding and applying professional standards and codes of ethics for public administration and the academic world. This includes

a sensitivity and ability to promote democratic values, constitutional principles, human dignity, and diversity.

PLO3. To analyze, synthesize, think critically, solve problems, and make decisions. The development and improvement of skills in writing, speaking, research, presentations, computers, program evaluation, and report writing.

PLO4. To participate in and contribute to the public policy process. Demonstrate a clear understanding about the public policy making process, in addition to having a firm grasp of the theories that inform our understanding about public policy making.

PLO5. To communicate and interact productively with a diverse and changing workforce and citizenry. Demonstrate the ability to communicate, interact, and understand the perspectives of individuals and groups that may differ from you in some fundamental way, such as race, class, ethnicity, gender, sexual orientation, disability, or national origin.

Admission Requirements

Graduate School of Business and Leadership Admission criteria apply. (p. 101)

Program Details

- Requires 30 SH for completion
- Credit for Prior Learning may be accepted for PPA 502 or toward other program requirements as determined appropriate by the program faculty

Required Courses

Gateway Courses - 6 SH

PPA 500	Foundations of Public Administration	3
RES 510	Critical Thinking and Research Skills	3

Core Courses - 18 SH

HRM 541	Employment Law and Regulations	3
LAP 693	Seminar in Program Evaluation	3
PPA 502	Public Policy Analysis	3
PPA 503	Leadership of Public/Nonprofit Organizations	3
PPA 504	Administrative Law and Ethics	3
PPA 560	Public Finance and Budgeting	3

Capstone Course - 3 SH

PPA 593	Capstone in Public Administration	3

Electives - 3 SH

Students choose one course from the list 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 595	Special Topic in Public Policy and Administration	3
LAP 605	Principles of Community Psychology	3
LAP 615	Community Organizing	3
LAP 655	Proposal Writing to Advance Communities	3

Note: LAP 605, LAP 615 and LAP 655 needs an approval of the Community Psychology Program Director.

Graduate School of Business and Leadership: Doctoral

Admission Requirements

In addition to the NLU Graduate Admission Requirements, the Graduate School of Business and Leadership requires the following:

- A professional resume or Curriculum Vitae (CV). In lieu of a resume or CV, U.S. military personnel may submit a copy of their DD214 and U.S. government employees may submit a copy of their SF171.
- 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 ways the program of study will help them achieve their goals.
- At least two professional letters of recommendation. At least one letter should be written by an individual who can speak to the applicant’s capacity for successfully completing graduate work. Additional letters should be from individuals who know the applicant professionally, like a supervisor.
- Faculty review, which can result in full admission, decline, or a 2-course review

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 admittedSpecific graduate programs may have additional degree requirements. See programs for details.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements, 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.

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

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.

Admission Requirements

In addition to the (p. 113)**Graduate School of Business and Leadership Admissions Requirements, 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).

Program Details

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

Note: All students in the Doctorate in Business Administration program are required to maintain employment throughout this program in order to successfully complete this degree program. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

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
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
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

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,

Higher Education Leadership, Ed.D.

The Ed.D. degree in Higher Education Leadership offers a comprehensive exploration of the functional areas of higher education institutions. The program is defined by mission-driven leadership, data-informed decision-making, research-informed practice, and student-centered outcomes. Designed to be completed in under three years (ten quarters), the curriculum integrates doctoral capstone work from the first year to ensure a streamlined path to graduation.

The Ed.D. in Higher Education Leadership program is offered in an asynchronous online format, with optional synchronous online engagement.

Program Learning Outcomes

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.

PLO6. Students will demonstrate the ability to collect, clean, analyze, and interpret data through both qualitative and quantitative methodologies.

PLO7. Students will create a doctoral research dissertation situated in the field of higher education and contributing new knowledge to the field.

Admission Requirements

In addition to the Graduate School of Business and Leadership Admission requirements, the program requires:

- A Master’s degree awarded by an accredited institution or an appropriately certified foreign institution.

Program Details

- Requires 60 SH for completion
- Requires a grade of “B” or better in all program coursework
- Requires dissertation signature page for completion

- The HED program will follow the Graduate School of Business & Leadership transfer credit policy (p. 114)
- Credit for Prior Learning (p. 25) may be accepted for the following courses in the program: HED 620, HED 622, HED 624, HED 626, HED 630, HED 632, and HED 634 (for the maximum of 12 SH)

Required Courses

Core Courses - 24 SH

HED 600	Higher Education in the United States	3
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

Research Courses - 15 SH

HED 601	Introduction to Doctoral Studies and the Scholar-Practitioner Model	3
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 Higher Education	3

Doctoral Research - 12 SH

HED 671	Doctoral Research in Higher Education I	3
HED 672	Doctoral Research in Higher Education II	3
HED 673	Doctoral Research in Higher Education III	3
HED 699	Doctoral Research in Higher Education IV	3

Electives - 9SH

Choose 9 semester hours from the suggested list below, or other courses with permission of the Program Director or designate.

CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
HED 640	Case Studies in Educational Justice	3
HED 689	Directed Study in Higher Education	.5 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	1TO 6
LAP 693	Seminar in Program Evaluation	3
OBD 633	Organizational Effectiveness and Development	3
OBD 650	Culture of Learning Organizations	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

KENDALL COLLEGE OF CULINARY ARTS AND HOSPITALITY MANAGEMENT

Mission Statement

The Kendall College of Culinary Arts and Hospitality Management at National Louis prepares students for successful careers and eventual leadership roles across the foodservice and hospitality industries.

Programs in Culinary Arts prepare students for successful careers through strong professional skill development, comprehensive and current understanding of the foodservice industry, environmental awareness, and exemplary professional demeanor. Appropriate to their program of study, graduates of Culinary Arts programs gain a working knowledge of business principles and a broad appreciation of the knowledge and skills required for global citizenry.

Through its highly qualified faculty and dedicated staff, the programs in Culinary Arts foster an environment that values diversity, passion for learning, discipline, caring for the individual, creativity, inspiration to achieve, and intensity in all areas of endeavor. Simply put, the objective is to produce the future leaders of the foodservice industry. The program is rigorous and the standards are demanding.

The hospitality industry is one of the world's most vast and diverse industries. Every time someone stays in a hotel or resort, dines in a bar or restaurant, or attends a sporting or cultural event, they are patronizing establishments in the industry. Large meetings and conventions are also part of the industry mix, as are casinos, cruise lines, and event planning.

At National Louis, students will earn a B.A. degree in Hospitality Management with the opportunity to focus in various concentration areas. Chicago's leading hotels rank the program the No. 1 Chicago program for preparing students for hospitality management careers. The program's focus is on the combination of theory and application. The core curriculum includes fundamental business management classes with an emphasis on the hospitality industry. The culmination of coursework and experience is the Senior Capstone Project, an 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. 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 students 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).

Required Certifications

BASSET

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. (Courses: KCUL 164, KCUL 161).

SERVSAFE

The SERVSAFE food managers certification is a certification that a food service worker in a management position is required to obtain by the City of Chicago Department of Health. Anyone who works in a food service establishment must have a minimum of food handlers certificate. At Kendall students in Culinary Arts Programs are required to take CUL 110 Sanitation and will have the opportunity to take the food managers certificate. If the student does not receive a passing test score then a student will need to take the food handlers in order to move on to scheduled Kitchen courses. Students that already have a SERVSAFE certificate or from an approved accredited body can speak to their advisor about meeting this requirement.

ALLERGEN

The ServSafe Allergens® Training program is developed by the National Restaurant Association and experts who have direct experience with the risks involved in serving to populations sensitive to allergens. Our connection to the foodservice industry provides insights that help prepare you for difficult situations. All Culinary students are required to take this certification in KCUL 135 Café Production and is required by the City of Chicago Department of Health to all employees that provide food for consumption.

SEXUAL HARASSMENT Prevention and Certification

Sexual Harassment Prevention for the Restaurant Industry is an interactive program designed specifically for managers working in food service. Building on the content in the employee program, the Manager edition focuses on the vital role managers play in creating and promoting a harassment-free workplace culture and provides them with the tools they need to respond confidently and appropriately to sexual harassment claims. Developed in compliance with EEOC guidelines, the program takes a frank and modern approach to addressing and preventing sexual harassment in the workplace. The City of Chicago required all employees working in the Food Service Industry to obtain this certification.

UNCONSCIOUS BIAS Training and Certification

Understanding Unconscious Bias in Restaurants is an interactive program designed specifically for employees and managers working in food service. Developed in conjunction with the Multicultural Foodservice & Hospitality Alliance (MFHA), the course shines a light on this issue with realistic scenarios meaningful to your staff.

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 the fall below the competencies.

Students are charged a $50 retake fee for KCUL 111 and a $100 retake fee for KCUL 125 and KCUL 155.

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://nl.edu/kendall-college/programs/baking-and-pastry/aas-in-baking-and-pastry/

Program Learning Outcomes

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 for completion
- Requires 25 QH of General Education; students in the Accelerated Major will have their General Education requirements waived per previously completed degree
- Requires 65 QH for the Traditional and Accelerated Major
- Requires Internship
- Requires 41 QH of lab courses: KBPA 105, KBPA 111, KBPA 120, KBPA 130, KBPA 131, KBPA 140, KBPA 142, KBPA 150, KBPA 160, KCUL 115, KCUL 120, KCUL 125, KCUL 155, KCUL 164, and KCUL 165
- Requires the following courses to be completed at NLU: KBPA 101, KBPA 105, KBPA 111, KBPA 120, KBPA 130, KBPA 131, KBPA 140, KBPA 142, KBPA 150, KBPA 160, KCUL 115, KCUL 120, KCUL 125, KCUL 155, KCUL 164, KCUL 165, HOS 101, HOS 108, and HOS 110
- Requires the following 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, KCUL 120, KCUL 164, and KCUL 165
- Students in the accelerated major aren't required to complete HOS 101 and HOS 108, instead they must select 6 QH of CUL, KBPA, KCUL, and/or HOS electives, which can be completed at NLU or transferred from another institution
- Credit for Prior Learning (p. 25) may be accepted for CUL 110

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
	or	
KCUL 101	Culinary Math	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
HOS 101	Exploring the Hospitality Industry	5
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	3
KCUL 165	Dining Room Production	3
KCUL 166	Supervision in Food Service	2
KBPA 101	Pastry Science	1
KBPA 105	Foundations of Professional Baking and Pastry	4
KBPA 111	Professional Cooking I for Baking	2
KBPA 120	Pastry Techniques	5

KBPA 130	Advanced Pastry: Mousses, Doughs, Plating and Sauces	5
KBPA 131	Breakfast Pastries	3
KBPA 140	Chocolates and Confectionery	2
KBPA 142	Foundations of Cakes	3
KBPA 150	Advanced Wedding Cakes and Sugar Artistry	2
KBPA 160	Artisan Breads	3

Note: KCUL164 and KCUL 165 must be taken for 3 QH each. KBPA 111, KBPA 140 and KBPA 150 must be taken for 2QH each.

Professional Development - 2 QH

HOS 108	College Success	1
HOS 110	Career Success	1

Baking and Pastry, Baccalaureate Certificate

The Baking and Pastry certificate focuses on professional techniques and introduces students to the commercial baking environment. The courses are designed to be offered at different modalities (evening and weekend options) and covers: safety and sanitation skills, baking and pastry terminology, and provides students the opportunity to advance in the field of baking and pastry as a career.

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 Learning Outcomes

PLO 1: **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.

PLO 2: **Wellness:** Students will be able to apply allergy awareness, safety, environmental stewardship, nutrition and science, and sanitation in culinary situations.

PLO 3: **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.

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 105, KBPA 120, KBPA 131, KBPA142 , KBPA 160
- Credit for Prior Learning (p. 25) may be accepted for CUL 110

Required Courses

Baking and Pastry Certificate

CUL 110	Sanitation	1
KBPA 101	Pastry Science	1
KBPA 105	Foundations of Professional Baking and Pastry	4
KBPA 120	Pastry Techniques	5
KBPA 131	Breakfast Pastries	3
KBPA 142	Foundations of Cakes	3
KBPA 145	Small Business Entrepreneurship	2
KBPA 160	Artisan Breads	3
KCUL 115	Professional Growth and Development I	1
KCUL 125	Professional Growth and Development II	1

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://nl.edu/kendall-college/programs/culinary-arts/aas-in-culinary-arts/

Program Learning Outcomes

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 for completion
- Requires 25 QH of General Education; students in the Accelerated Major will have their General Education requirements waived per previously completed degree
- Requires 65 QH for the Major
- Requires Internship
- Credit for Prior Learning may be accepted for KCUL 175 and CUL 110
- Requires 42 QH of lab courses: KBPA 100, KCUL 111, KCUL 115, KCUL 120, KCUL 121, KCUL 125, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 155, KCUL 161, KCUL 164, and KCUL 165
- Requires the following courses to be completed at NLU: KBPA 100, KCUL 111, KCUL 115, KCUL 120, KCUL 121, KCUL 125, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 155, KCUL 161, KCUL 164, KCUL 165, HOS 101, HOS 108, and HOS 110
- Requires the following courses to be completed with a grade of "C" or better: KBPA 100, KCUL 111, KCUL 120, KCUL 121, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 161, KCUL 164, and KCUL 165
- Students in the accelerated major aren't required to complete HOS 101 and HOS 108, instead they must select 6 QH of CUL, KBPA, KCUL, and/or HOS electives, which can be completed at NLU or transferred from another institution

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
	or	
KCUL 101	Culinary Math	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

KCUL 175	Culinary Internship	6

Culinary Arts Requirements

CUL 110	Sanitation	1
HOS 101	Exploring the Hospitality Industry	5
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	4
KCUL 125	Professional Growth and Development II	1
KCUL 131	Breakfast Cookery	3
KCUL 135	Café Production	3

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	3
KCUL 165	Dining Room Production	3
KCUL 166	Supervision in Food Service	2

Note: KCUL121 must be taken for 4 QH. KCUL 135, KCUL 164 and KCUL 165 must be taken for 3 QH each.

Professional Development - 2 QH

HOS 108	College Success	1
HOS 110	Career Success	1

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

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 6 QH of Internship (can be also earned through CPL 400 with the Program Director approval)
- Credit for Prior Learning may be accepted for KCUL 175 and CUL 110
- Students are required to complete one of the three Culinary Management program Concentrations listed below:
  - Culinary Entrepreneurship
  - Culinary Innovation
  - Culinary Wellness
- Students in the freshman major are required to complete the following courses with a grade of "C" or better: KBPA 100, KCUL 111, KCUL 120, KCUL 121, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 161, KCUL 164, KCUL 165 and CAPK 498

- Students in the accelerated major are required to complete the following course with a grade of "C" or better: CAPK 498
- Students in the freshman major are required to complete the following 46 QH of laboratory courses: KBPA 100, KCUL 111, KCUL 115, KCUL 120, KCUL 121, KCUL 125, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 155, KCUL 161, KCUL 164, KCUL 165 and CAPK 498
- Students in the accelerated major are required to complete the following laboratory course: CAPK 498
- Students in the freshman major must complete the following courses at NLU: KBPA 100, KCUL 111, KCUL 115, KCUL 120, KCUL 121, KCUL 125, KCUL 131, KCUL 135, KCUL 141, KCUL 145, KCUL 151, KCUL 155, KCUL 161, KCUL 164, KCUL 165, HOS 108, HOS 110, HOS 480, CUL 400, CUL 436 and CAPK 498
- Students in the accelerated major must complete the following courses at NLU: CAPK 498, CUL 400, CUL 436 and HOS 480

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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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
	or	
KCUL 101	Culinary Math	5
	and	
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 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**

Note: KCUL 101 can be taken in lieu of MTH 101.

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.

Culinary Management Major Requirements

Accelerated Major - 50 QH

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

CAPK 498	Senior Culinary Project	4
CUL 436	Facilities Planning	2
CUL 400	Professional Development	1
HOS 101	Exploring the Hospitality Industry	5
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 College.

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	4
KCUL 125	Professional Growth and Development II	1
KCUL 131	Breakfast Cookery	3
KCUL 135	Café Production	3
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	3
KCUL 165	Dining Room Production	3
KCUL 166	Supervision in Food Service	2
KCUL 175	Culinary Internship	6
CAPK 498	Senior Culinary Project	4
CUL 400	Professional Development	1
CUL 436	Facilities Planning	2
HOS 101	Exploring the Hospitality Industry	5
HOS 108	College Success	1
HOS 110	Career Success	1
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

Note: KCUL 121 must be taken for 4 QH. KCUL 135, KCUL 164 and KCUL 165 must be taken for 3 QH each.

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 55 QH. Those electives can be satisfied by the Culinary or Hospitality program courses (strongly recommended) or other NLU 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, B.A.

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 thought 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

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
- Credit for Prior Learning may be accepted for HOS 197, HOS 213, HOS 409, HOS 417, and KCUL 175
- Students may also complete any minor (p. 370) or concentration (p. 384) 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 Culinary Arts Minor, Marketing Minor (p. 377), Communications Minor (p. 370), or Leadership Concentration (p. 389).

- Students in the B.A. Hospitality Management Pathways (HOSP) program are required to complete Leadership Foundations Concentration (p. 389) 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.

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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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.

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	6
	and	
HOS 409	Hospitality Professional Development II	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	3
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. 370) and/or a concentration in Entrepreneurship (p. 393), Human Resource Management (p. 395), Leadership (p. 389), 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 Learning Outcomes

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

Program Details

- Requires 24 QH for completion
- Requires completion of all courses at NLU with exception of CUL 110, which can be transferred or used as Credit for Prior Learning (p. 25)
- Requires a minimum grade of "C" or better in all coursework

Required Courses

Professional Cookery Certificate- 24 QH

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 123	Certificate 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 (Field Hours, Practicum, Internships, Student Teaching)

NLU requires all candidates in programs that include time spent in an Illinois school to have the following requirements completed before beginning field experience:

- an Illinois State Police Criminal background fingerprint check (if you are in a CPS placement, you will complete the CPS background check process)
- a Mandated Reporter Training Certificate of Completion with the Department of Children and Family Services
- Office of Field Experience (OFE) Acknowledgment Form
- Field Experience Application

Listed below are details/links about these requirements:

- Documents and forms should be submitted to the Office of Field Experience. All requirements must be completed by the due date in order to move forward with field experience courses.
- Criminal background checks must be completed by the due dates required for your program. Please use the NLU UCIA Criminal Background Check form. 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. If you are an employee of a school district or childcare site, you may give evidence of your employment CBC if it was completed within 1 year of your field experience start date.
- Chicago Public Schools has their own process for field experience applications and background checks. CPS also requires students to complete the district's student teaching application.
- 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 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, TB test, or evidence of health insurance. The teacher candidate will be responsible for providing this documentation.

Student teaching field placements are linked with practicum hours for two consecutive quarters (fall/winter or winter/spring). All candidates for initial teacher licensure must successfully complete a student teaching experience of a minimum of 10 weeks in the classroom at an assigned school.

The following criteria must be met to start the linked placement practicum and student

teaching in the Traditional M.A.T. Programs (Early Childhood, Elementary, Middle Grades and Special Education), Teacher Resident M.A.T. Programs (Early Childhood, Elementary, and Special Education) and Accelerated Early Childhood Education programs:

- A score of at least 220 on the content test, verification of the score is required ***
- A GPA of 3.0 or higher
- Successful completion of field experiences and practicums with no unresolved student support plans
- Satisfactory Disposition Assessments
- All checks in SONIA completed by the due dates

***Passing the content test with a final score of 240 is not required for degree completion but is required for licensure for the programs listed above.

Alternative Teacher Licensure Graduate Programs (programs issuing an Alternative Provisional Educator License-APE); M.A.T. Secondary Education, Early Childhood Education, Elementary Education Alternative and Special Education.

The following criteria must be met before the APE is issued:

- A passing score 240 on the content test (required for admission to the program)
- A GPA of 3.0 or higher
- Successful completion of field experiences and practicums with no unresolved student support plans
- Satisfactory Disposition Assessments
- Offer or employment for a teacher of record position

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.

In addition to the NLU Graduate Admission Requirements (p. 20), 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 (this includes the M.A.T. Secondary Education- Traditional and ATL, M.A.T. Middle Grades Education- Traditional, ATL, and Resident Teacher, M.A.T. ECE and ELED- ATL programs); official transcripts from institutions in which a final degree was earned (showing the final degree) for applicants to NCE degree programs that do not require transcript evaluations.
- Create an ELIS account for applicants to the programs that lead to an initial PEL; M.A.T. in Early Childhood Education, Elementary Education, Middle Grades Education, Secondary Education, Special Education (all paths/majors), M.Ed. and Ed.S. in Educational Leadership-Principal Endorsement track (creation of the ELIS account is required for those without a PEL), and Ed.S. in School Psychology.
- A list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity. This requirement is waived for applicants with a GPA of 3.0 or higher. Some programs require letters of recommendation. See admission requirements for individual programs.

To be admitted, applicants must hold a baccalaureate degree from a school accredited by one of the following agencies; Accrediting Commission for Community and Junior Colleges (ACCJC), Middle States Commission on Higher Education (MSCHE), Higher Learning Commission (HLC), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), WASC Senior College and University Commission (WSCUC), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 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. 136) 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 Education 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.

Education Specialist (Ed.S.)

National College of Education offers two types of Education Specialist degrees; the first type of an Ed.S. degree requires a master's degree as a prerequisite while the second type allows students with a baccalaureate degree to enter the program.

Post-Master's Educational Specialist (Ed.S.) Degree

The post-master, pre-doctoral Ed.S. degrees are designed to meet the needs of school leaders who have completed their master's level work and need advanced specialization in the same field or related field as their master's degree.

In addition to the general NCE graduate admissions requirements, all applicants for the post-master's Ed.S. degree must have a master's degree from a school with institutional accreditation.

Individual programs may have additional requirements.

Post-Baccalaureate Education Specialist (Ed.S.) Degree

The Ed.S. degree in School Psychology is approved by the National Association of School Psychologists (NASP), and graduates are eligible for licensure as school psychologists by the Illinois State Board of Education (ISBE) and to become Nationally Certified School Psychologists (NCSP) by NASP. The program is 67 semester hours and does not require a master's degree for admission.

Six semester hours of non-institutional transfer, workshop and professional development graduate credit may be applied to the Ed.S. degree if approved by the student's program chair.

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 for more information.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements, 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.), Education 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
    - 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, Reading, Teacher Leadership, Higher Education Leadership, Teaching and Learning);
    - Ed.S. degrees that do not require master's degree may transfer any graduate level coursework (School Psychology).
- Doctoral students (Ed.D.) may apply up to 12 hours of graduate coursework completed after the first master's degree, doctoral candidates completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours. Acceptance of all transfer credit is dependent on the approval of the program chair.
- Doctoral students (Ed.D.) in the Strategic Education Leadership Program may use six semester hours at the master's level of equivalent foundational educational leadership courses with approval of the SEDL program chair
- Any additional transfer credit (above what is allowed by each program) must be approved by the APC

Application of Advanced Standing coursework toward Masters and Certificate Programs

A maximum of 9 SH of Advanced Standing coursework (p. 55) can be applied toward an approved Master's program. Please consult your Academic Advisor for requirements and details.

Application of NLU Credits to Subsequent Degrees (Applicable to M.Ed., Ed.S. and Ed.D. degrees)

NLU Programs designed with stackable credentials may apply the number of credits specified below to the next level degrees in the program.

- **Teaching and Learning Ed.D:**
    - The maximum of 12 SH of graduate level course- work post the first master's degree can be applied to the Ed.D. with approval from the chairs of the doctoral program.
    - All credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.
- **Education Leadership (Florida):**
    - The maximum of 9 SH of post-master's coursework from another institution can be applied to the Ed.S.
    - The maximum of 12 SH of post-master's coursework from another institution can be applied to the Ed.D.
    - The maximum of 10 SH from NLU Master's level programs can used towards the Ed.S. and Ed.D. degrees combined (this includes 4 SH from EDL 573, 6 SH of EDL 598 or 10 SH from another NLU masters' degree program).
    - The maximum of 39 SH from the Ed.S. in Ed Leadership can be applied to the Ed.D. in Educational Leadership.
- **Education Leadership (IL District):**
    - The maximum of 12 SH of graduate level course-work post the first master's degree can be applied the Ed.D. with approval from the chairs of the doctoral program.
    - 44 SH from the Ed.S in District Leadership can be applied to the Ed.D. in District Leadership.
- **Strategic Education Leadership:**
    - 12 SH from the Strategic Education Leadership Certificate can be applied to a M.Ed in Education Leadership (SEDL).
    - 12 SH from the Strategic Education Leadership Certificate can be applied to a Ed.S. in Education Leadership (SEDL).
    - 12 SH from NLU M.Ed. in Education Leadership, SEDL major or 15 SH from the M.Ed. in Early Childhood Administration, Early Childhood Higher Education Concentration can be applied to the Ed.D. in Strategic Education Leadership.

- 26 SH from an Ed.S in Education Leadership (SEDL) or 44 SH from an Ed.S. in District Level Leadership can be applied to the Ed.D. in Strategic Education Leadership.
- The maximum of 12 SH of graduate level course-work post the first master's degree can be applied to the Ed.D. with approval from the chairs of the doctoral program.

Application of Non-NLU Credit toward Ed.S. and Ed.D. Degrees

Nine semester hours of non-institutional, post the first master's degree, transfer, workshop and professional development credit may be applied to the Ed.S. degree if approved by the student's program chair.

For doctoral candidates completing Ed.S. degrees at institutions other than NLU, the reduction of credits in the doctoral program must not exceed 18 semester hours (from the prior completed Ed.S.). Approval for transfer credit beyond the maximum listed above may be obtained through petition to the Academic Policies Committee. Credit for courses taken more than six years prior to when the student was admitted to the doctoral program must also be approved by the chair. Final approval for the program reduction must be obtained from the doctoral program chair and submitted to the registrar's office.

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.

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.), Education 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 three-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 or Teacher Leadership (p. 241). 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	3
LDR 531	Leading Teacher Development and Student Learning	3

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. 139)
- Curriculum and Instruction with Advanced Professional Specializations, Ed.S (p. 145)., 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. 134), applicants must:

- Hold valid current Illinois Professional Educator License endorsed in the teaching field if they wish to apply for an Illinois endorsement (teaching endorsements can't be added to administrative and school support PEL's)

Program Details:

- Requires 32- 40 SH for completion
- Credit for Prior Learning may be accepted for LSE 585BA (Personalized Option Concentration (p. 152))
- Requires completion of the following Core Courses- 3sh:
  - CIC 501
  - CIC 555
  - CIC 597
- 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. These courses are subject to academic advisor and program chair approval.

Concentrations:

- Curriculum and Instruction (p. 140)
- Early Childhood Education (p. 140)
- Early Childhood Special Education (p. 147)
- Elementary Education (p. 147)
- Elementary Mathematics Specialist Endorsement (p. 148)
- English as a Second Language (p. 142)
- ESL/Bilingual Education (p. 149)
- Learning Behavior Specialist (LBS I) (p. 149)
- Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 150)
- Learning Behavior Specialist (LBS II) - Transition Specialist (p. 150)
- Learning Sciences Education (p. 144)
- Mathematics Education (p. 150)
- Reading Teacher (p. 151)
- Teacher Leader (p. 151)
- Technology Specialist (p. 151)
- Personalized Option (p. 152)

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
CIC 505	Data Literacy	3

Early Childhood Education

Concentration Requirements

Required Courses - 18SH

Child Growth & Development

ECE 504	Human Development: Infancy and Childhood	3

Planning and Assessment -candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2

Early Childhood Methods & Content Pedagogy- candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	3

Literacy Methods- candidates take one of the following

ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

Collaborative Relationships with Family or Communities

ECE 510	Child, Family and Community	3

Electives

Candidates must complete one of the following courses not chosen in the requirements above to satisfy 18sh.

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	3
ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

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 - 12 SH

SPE 510	Early Childhood Special Education Language Development, Differences, and Challenges	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

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 for Elementary Social Studies: Planning and Assessment	3
LSE 511	Human Learning and Development in Instructional Contexts	2
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	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.

Elementary Mathematics Specialist Endorsement

This endorsement is designed for candidates who have a Professional Educator License who wish to earn the Mathematics Specialist Endorsement. Candidates must hold a master's degree from a regionally accredited institution and have 2 years of teaching experience (either on an educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12) at the point of entitlement to qualify for the endorsement.

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

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must:**

- Have a GPA no lower than 3.0, on a 4 point scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99

- Hold a valid Illinois Professional Educator License with an endorsement in Special Education, Middle Grades Education, Elementary Education or Early Childhood Education and provide evidence of successfully completing MHE 540 or the equivalent coursework

Program Details

- Requires 18 SH for completion
- Candidates must complete a 50-hour practicum. Candidates must score proficient or higher in all areas of their clinical/performance evaluations.
- Prior to entitlement, candidates must show evidence of holding a master's degree from a regionally accredited institution
- Candidates must earn a C or better in all coursework to be eligible for the ISBE endorsement

Entitlement/Licensure Requirement:

- Each candidate for the elementary mathematics specialist endorsement shall present evidence of two years of teaching experience, either on an educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12.
- Candidates are required pass the Elementary Math Specialist Content Test (#314)

Required Courses

Elementary Mathematics Specialist

MHE 501	Number Concepts & Operations for Teachers	3
MHE 503	Mathematics Education Issues & Trends	3
MHE 504	Foundations of Mathematical Leadership	3
MHE 523	Differentiating Mathematics Instruction	3
MHE 541	Advanced Methods for Teaching Mathematics	3
MHE 542	Mathematics for Elementary and Middle School Teachers	3

Note: Candidates in the Curriculum and Instruction with Advanced Professional Specializations (CIAPS), M.Ed. or Ed.S. program seeking a mathematics concentration must choose either the Mathematics Education Concentration or the Elementary Mathematics Specialist Concentration. CIAPS students interested in completing additional mathematics-related coursework for additional endorsement may select a Personalized Option Concentration.

English as a Second Language

Concentration Requirements

Required Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
	or	
CIL 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
	and	
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: CIL 507 must taken for 3 SH if chosen.

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 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
CIL 508	Methods and Materials for Teaching Dual Language 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
CIL 543	Using Music and Song to Teach and Learn New Languages	1

Note: CIL 507 must taken for 3 SH if chosen.

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 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	Curriculum Adaptations in the Least Restrictive Environment	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 Special Education	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 transcripted 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 527	Curriculum Adaptations in the Least Restrictive Environment	3
SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 588A	LBS II Contextual Applications	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 588A	LBS II Contextual Applications	3

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.

Learning Sciences Education

Required Courses

Concentration Requirements - 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 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
LSE 598	Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience	3

Note: Candidates can declare only one of the following concentrations: Learning Sciences Education Concentration OR Technology Specialist Concentration. CIAPS students interested in completing additional courses for either of those concentrations may declare Personalized Option concentration (12sh).

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 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. 282) 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	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 520	Survey of Youth Literature, P to Grade 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	2
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	3
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	2
LDR 531	Leading Teacher Development and Student Learning	3
LDR 535	Advocating for the Teaching Profession	2

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: 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.

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. 134), applicants must:

- Hold master's degree from a school with institutional accreditation
- Hold valid current Illinois Professional Educator License endorsed in the teaching field if they wish to apply for an Illinois endorsement (teaching endorsements can't be added to administrative and school support PEL's)

Program Details:

- Requires 30- 43 SH for completion
- Credit for Prior Learning may be accepted for LSE 585BA (Personalized Option Concentration (p. 152))
- Requires completion of the following Core Courses- 3sh:
  - CIC 501
  - CIC 555
  - CIC 597
- 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. These courses are subject to academic advisor approval.

Concentrations:

- Curriculum and Instruction (p. 146)
- Early Childhood Education (p. 147)
- (p. 147)Early Childhood Special Education (p. 147)
- (p. 147)Elementary Education (p. 147)
- (p. 147)Elementary Mathematics Specialist Endorsement (p. 148)
- (p. 148)English as a Second Language (p. 148)
- ESL/Bilingual Education (p. 149)
- (p. 149)Learning Behavior Specialist (LBS I) (p. 149)
- (p. 149)Learning Behavior Specialist (LBS II) - Curriculum Adaptation Specialist (p. 150)
- (p. 150)Learning Behavior Specialist (LBS II) - Transition Specialist (p. 150)
- Learning Sciences Education (p. 150)
- (p. 150)Mathematics Education (p. 150)
- (p. 150)Reading Teacher (p. 151)
- (p. 151)Teacher Leader (p. 151)
- (p. 151)Technology Specialist (p. 151)
- (p. 151)Personalized Option (p. 152)

Curriculum and Instruction, Ed.S.

Concentration Requirements

Required Courses - 12 SH

CIC 505	Data Literacy	3
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

Early Childhood Education

Concentration Requirements

Required Courses - 18SH

Child Growth & Development

ECE 504	Human Development: Infancy and Childhood	3

Planning and Assessment -candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2

Early Childhood Methods & Content Pedagogy- candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3

Literacy Methods- candidates take one of the following

ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

Collaborative Relationships with Family or Communities

ECE 510	Child, Family and Community	3

Electives

Candidates must complete one of the following courses not chosen in the requirements above to satisfy 18sh.

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	3
ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

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 - 12 SH

SPE 510	Early Childhood Special Education Language Development, Differences, and Challenges	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

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 for Elementary Social Studies: Planning and Assessment	3
LSE 511	Human Learning and Development in Instructional Contexts	2
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	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.

Elementary Mathematics Specialist Endorsement

This endorsement is designed for candidates who have a Professional Educator License who wish to earn the Mathematics Specialist Endorsement. Candidates must hold a master's degree from a regionally accredited institution and have 2 years of teaching experience (either on an educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12) at the point of entitlement to qualify for the endorsement.

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

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must:**

- Have a GPA no lower than 3.0, on a 4 point scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99
- Hold a valid Illinois Professional Educator License with an endorsement in Special Education, Middle Grades Education, Elementary Education or Early Childhood Education and provide evidence of successfully completing MHE 540 or the equivalent coursework

Program Details

- Requires 18 SH for completion
- Candidates must complete a 50-hour practicum. Candidates must score proficient or higher in all areas of their clinical/performance evaluations.
- Prior to entitlement, candidates must show evidence of holding a master's degree from a regionally accredited institution
- Candidates must earn a C or better in all coursework to be eligible for the ISBE endorsement

Entitlement/Licensure Requirement:

- Each candidate for the elementary mathematics specialist endorsement shall present evidence of two years of teaching experience, either on an educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12.
- Candidates are required pass the Elementary Math Specialist Content Test (#314)

Required Courses

Elementary Mathematics Specialist

MHE 501	Number Concepts & Operations for Teachers	3
MHE 503	Mathematics Education Issues & Trends	3
MHE 504	Foundations of Mathematical Leadership	3
MHE 523	Differentiating Mathematics Instruction	3
MHE 541	Advanced Methods for Teaching Mathematics	3
MHE 542	Mathematics for Elementary and Middle School Teachers	3

Note: Candidates in the Curriculum and Instruction with Advanced Professional Specializations (CIAPS), M.Ed. or Ed.S. program seeking a mathematics concentration must choose either the Mathematics Education Concentration or the Elementary Mathematics Specialist Concentration. CIAPS students interested in completing additional mathematics-related coursework for additional endorsement may select a Personalized Option Concentration.

English as a Second Language

Concentration Requirements

Required Courses - 15 SH

CIL 500	Foundations of ESL and Bilingual Education	3
	and	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
	or	
CIL 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
	and	

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: CIL 507 must taken for 3 SH if chosen.

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 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
CIL 508	Methods and Materials for Teaching Dual Language 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
CIL 543	Using Music and Song to Teach and Learn New Languages	1

Note: CIL 507 must taken for 3 SH if chosen.

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 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	Curriculum Adaptations in the Least Restrictive Environment	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 Special Education	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 transcripted 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 527	Curriculum Adaptations in the Least Restrictive Environment	3
SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 588A	LBS II Contextual Applications	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 588A	LBS II Contextual Applications	3

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.

Learning Sciences Education

Required Courses

Concentration Requirements - 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 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
LSE 598	Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience	3

Note: Candidates can declare only one of the following concentrations: Learning Sciences Education Concentration OR Technology Specialist Concentration. CIAPS students interested in completing additional courses for either of those concentrations may declare Personalized Option concentration (12sh).

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 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. 282) 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	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 520	Survey of Youth Literature, P to Grade 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	2
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	3
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	2
LDR 531	Leading Teacher Development and Student Learning	3
LDR 535	Advocating for the Teaching Profession	2

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: 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.

Early Childhood Administration and Leadership, M.Ed.

This online program is designed for current and aspiring leaders in the field of early childhood education. The curriculum provides students with an examination of core content areas through a leadership lens, emphasizing the knowledge, skills, and leadership competencies that guide innovation, strategic decision-making, and future-focused impact within the early childhood profession.

In this program, students explore early childhood education as a diverse and complex system, applying innovative and ethically informed leadership practices to strengthen outcomes for children and families. Emphasis is placed on the role of leadership as a change agent within the field, grounded in professional ethics and culturally and contextually responsive, high-quality practices. These foundational elements guide leaders in using evidence-informed practices to strengthen decision-making, support continuous improvement, and drive meaningful change across early childhood settings.

Throughout the program, students build essential leadership competencies that support diverse roles within the field, including a deep understanding of child development, curriculum systems, and environmental design that inform teaching and learning at the program level and guide decision-making across early childhood settings. Organizational culture, systems leadership, and community engagement are further explored through legal and fiscal management, strategic planning and marketing, the use of technology as a catalyst for communication and innovation, and the role of advocacy in influencing practice and driving meaningful change within the field. This program prepares graduates to lead across diverse roles through adaptive, strategic, and transformational leadership, strengthening outcomes for children and families while contributing to the advancement of the early childhood field.

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

PLO 1. Visionary and Entrepreneurial Leadership

Demonstrate visionary and entrepreneurial leadership to drive innovation and sustainable growth across early childhood systems, including the advancement of high-quality teaching and learning.

PLO 2. Collaborative Organizational Dynamics and Shared Leadership

Cultivate collaborative organizational cultures that promote shared leadership, trust, and collective responsibility, including professional learning communities that strengthen educator practice and child outcomes.

PLO 3. Personal and Professional Identity Development

Develop and continuously refine a reflective personal and professional leadership identity grounded in ethical practice, equity, and culturally and linguistically responsive leadership.

PLO 4. Strategic Planning and Systems Leadership

Lead strategic planning and systems-level initiatives to improve outcomes for children, families, and the workforce, including program quality, access, and equity across early childhood systems.

PLO 5. Contextually Responsive and Adaptive Leadership

Apply adaptive leadership practices that respond to diverse contexts, communities, and changing conditions, including the needs of children, families, and the early childhood workforce.

PLO 6. Evidence-Informed Leadership

Analyze and apply multiple sources of evidence, including child, program, and workforce data, to inform leadership decisions, program improvement, and policy development.

PLO 7. Transformational Leadership through Inquiry and Innovation

Integrate inquiry, continuous improvement, and innovation to support transformational leadership practices, including the enhancement of teaching, learning environments, and family engagement.

PLO 8. Advocacy and Professional Influence

Advance advocacy efforts and exert professional influence to shape policy, practice, and systems in early childhood, promoting equitable access to high-quality learning experiences for all children and families.

Program Details

- Requires 34 SH for completion
- Requires a minimum GPA of 3.0
- Requires a minimum grade of "C" in major and minor courses

Required Courses

M.Ed. Core - 9 SH

ECE 504	Human Development: Infancy and Childhood	3
ECE 510	Child, Family and Community	3
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3

Program Requirements - 25 SH

ECE 525	Leadership Strategies for Supervision and Professional Development	.5 TO 3
ECE 527	Organizational Theory, Group Dynamics, and Leadership Applications	.5 TO 3
ECE 529	Financial and Legal Foundations in Early Childhood Education	3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	3
ECE 542	Public Relations and Marketing of Early Childhood Programs	3
ECE 543	Early Childhood Curriculum and Environmental Design	3
ECE 550	Foundations of Early Childhood Leadership	1
ECE 555	Inquiry and Research in Early Childhood Education	3
ECE 582	Advocacy and Leadership Connections: Professional Seminar	3

Note: ECE 525 and ECE 527 must be completed for 3 semester hours each.

Early Childhood Education, M.A.T.

National College of Education offers three different ways to earn the Early Childhood Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 2).

The Early Childhood Education, M.A.T. (Alternative Teacher Licensure) (p. 153) is an immersion learning program that places teacher candidates in on-site residencies within high-needs schools.

The Early Childhood Education, M.A.T. (Teacher Resident) (p. 155) is for candidates accepted into NLU's teacher residency licensure partner program.

The Early Childhood Education, M.A.T. (Accelerated Track) (p. 156) 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. 157) 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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, 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. If the individual does not meet these requirements, transcripts must be evaluated by the State Superintendent of Education for equivalency. This process will be started by the Transfer Articulation Analyst in the Registrar's office and appropriate documents and transcripts send to ISBE.
    - ISBE review requires a min of 9SH in any one or a combination of the four areas listed above to be admitted to the program
- Have a GPA no lower than 3.0, on a 4.0 point scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99. They must complete the first four courses in the program with grades of B or better.
- Receive a minimum score of 240 the ECE content test to be admitted to the program. The passing of the content test is not required for a degree completion but it's required for teaching license.
- Provide written statement describing interest in entering a degree in Early Childhood Education through an Alternative Licensure program and description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in at the appropriate grade level or content area
- Complete a student interview with the Program Coordinator, program faculty and the university partners
- Provide three references (from BA degree, and/or employment experience appropriate for teaching experience)

Program Details

- Requires 40SH for completion
- Candidates must meet the ISBE requirements for a Provisional Teaching License before ECE 591
- 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

Required Courses

ECE Alternative Teacher Licensure Coursework

ECE 503	Teaching and Learning in Early Childhood	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 537	Early Literacy Methods, PreK-3	3
ECE 591	Early Childhood Alternative Licensure Seminar	1 TO 7
EDU 572	Creating Diverse and Equitable Classrooms	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
CIL 531	Cross Cultural Education	3

Note: ECE 591 must be taken for a total of 7 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

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.

Admission Requirements

Program Details

- Requires 35 SH for completion
- Requires practicum
- Requires student teaching
- Requires a minimum score of 220 on the Early Childhood Content Area Test (206) before ECE 588 Early Childhood Residency Seminar. *See Residency Handbook for specific date for each year*. The passing of the content test is not required for a degree completion but it's required for teaching license.

Required Courses

Program Requirements - 35 SH

CIL 531	Cross Cultural Education	3
	or	
ECE 510	Child, Family and Community	3
	and	
ECE 503	Teaching and Learning in Early Childhood	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 537	Early Literacy Methods, PreK-3	3
ECE 588	Early Childhood Residency Seminar	1 TO 11
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

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.

Admission Requirements

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Hold a bachelor's degree
- Hold at least the Gateway for Opportunity ECE Credential Level 4
- 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 and has 3 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

Before being admitted to the Accelerated Early Childhood Program, candidates must complete ISBE Form 83-12 https://www.isbe.net/Documents/83-12-Verification-Cooperating-Teacher.pdf providing the site at which the student teaching experience will take place and the name of the teacher that will serve as the mentor. The site must comply with the regulations listed below and the mentor must meet ISBE's requirements. The licensure officer will verify the eligibility of the site and the mentor before the student is admitted to the program.

Early Childhood Student Teaching Site Requirements

Part 25.620 Educator Licensure Rules Requires:
The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of an educator preparation program and conducted in a public school, a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), a community-based early childhood education setting, or an out-of-state or international school.

Part 25.96 Educator Licensure Rules Requires:
Each candidate enrolled in an Illinois approved program shall complete field experiences, as defined in Section 25.610, in addition to one student teaching experience, as required under Section 25.620, that together include opportunities to work in at least two of the three early childhood age groupings of birth through age 3, age 3 through 5 years, and age 5 through 8 years. The student teaching experience may satisfy work in one of the three early childhood age groupings and at least one field experience must be completed in one of the two remaining areas.

Early Childhood Mentor Requirements

• The Cooperating Teacher is licensed and qualified to teach in the area, in ECE a Gateway Level 5 Credential is accepted.
• The Cooperating Teacher has three years of teaching experience
• The Cooperating Teacher has received a minimum of "Proficient" rating in his/her most recent performance evaluation.

Program Details

- Requires 35 SH for completion
- Requires practicum/ seminar
- Requires student teaching
- Requires a minimum score of 220 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. The passing of the content test is not required for a degree completion but it's required for teaching license.

Required Courses

Program Requirements - 35 SH

CIL 531	Cross Cultural Education	3
	or	
ECE 510	Child, Family and Community	3
	and	
ECE 503	Teaching and Learning in Early Childhood	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 537	Early Literacy Methods, PreK-3	3
ECE 588	Early Childhood Residency Seminar	1 TO 11
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

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 and Learning in Early Childhood	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 537	Early Literacy Methods, PreK-3	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
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
- Receive a minimum score of 220 on the Early Childhood Content Test (206) before ECE 580 Practicum II. The passing of the content test is not required for a degree completion but it's required for teaching license.
- 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

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 and Learning in Early Childhood	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	Leadership Strategies for Supervision and Professional 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	3
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 Education 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.

Educational Leadership Track (State Credential):

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. 161).

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. 163)

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. 164).

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. 166)

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. 167).

Applicants who have a master's degree and are not seeking state endorsement should select the Educational Leadership, Ed.S. (General Education Leadership) (p. 168).

District Level Educational Leadership Track (State Credential):

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. 169).

Educational Leadership & Administration Track (Non-Endorsement)

Applicants who have a master's degree should select the Educational Leadership, Ed.S. (Educational Leadership & Administration track, Illinois) (p. 171)

Applicants who have a master's degree should select the Educational Leadership, Ed.S. (Educational Leadership & Administration track, Florida) (p. 172)

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.
This program is conveniently offered in an online format (some synchronous sessions are required).

In addition to National College of Education Graduate Admission Requirements (p. 134)**, this program requires:**

In addition to National College of Education Graduate Admission Requirements (p. 134)**, this program requires:**

Program Learning Outcomes

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDL program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to the National College of Education Graduate Admission Requirements (p. 134)**, the program requires:**

- A copy of the applicant's valid and current Illinois Professional Educator License. Candidates without the current Illinois teaching license seeking to earn an administrative PEL or administrative endorsement approved by ISBE must meet the requirements in the Illinois School Code Part 25.25 coursework in the following areas:

    - Characteristics and methods of instruction for cross-categorical special education students (SPE 500)
    - Methods of reading and reading in the content area (RLP 550 or RLP 540)
    - Instructional Strategies for English learners which shall address bilingual education or English as a Second Language (CIL 505 or CIL 506)
        - Please note: These requirements must be completed before entitlement and an administrative PEL will not be issued until they are met. Candidates who earn an administrative PEL without holding teaching PEL will not be able to add teaching endorsements.
- 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 by Portfolio (p. 26) may be accepted for EDL 529

Required Courses

EDL 510	Change Leadership for Organizational Equity, Development, and Continuous Improvement	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 complete the Administrator Academy 2001 Teacher Evaluation Training
- Candidates must pass ISBE Content Tests 195 and 196

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

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDLF program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Learning Environment: Candidates develop and maintain a school climate that cultivates a caring, supportive, and safe learning environment that promotes the academic success and well-being of all students.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to National College of Education Graduate Admission Requirements, 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 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

Student may apply a maximum of 10 SH from NLU Master's level programs can used towards the Ed.S. and Ed.D. degrees combined (this includes 4 SH from EDLF 573, 6 SH of EDLF 598 or 10 SH from another NLU masters' degree program).

Required Courses

EDLF 510	Leadership and Organizational Development	2
EDLF 520	Leading Schools That Meet the Needs of All Students	2
EDLF 521	Building School-Community Partnerships	2
EDLF 522	Leading Student-Centered Schools	2
EDLF 523	Navigating School and Special Education Law	2
EDLF 525	Decision-Making for Educational Systems & Organizations	2
EDLF 526	Realizing Vision Through Technical, Human, and Financial Resources	2
EDLF 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDLF 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDLF 529	Improving Instruction Through Teacher Evaluation & Professional Learning	2
EDLF 570	Internship Seminar I: Organizing Leadership Competency Demonstrations	1
EDLF 571	Internship Seminar II: Resume Building & Professional Writing	1
EDLF 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDLF 573	Educational Leadership Project	1 TO 4
EDLF 598	Administration and Supervision Internship	1 TO 6

Notes: EDLF 573 must be taken for a total of 4 semester hours. EDLF 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.

This program is conveniently offered in an online format (some synchronous sessions are required).

Program Learning Outcomes

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDL program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to the National College of Education Graduate Admission Requirements (p. 134), **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. Candidates without the current Illinois teaching license seeking to earn an administrative PEL or administrative endorsement approved by ISBE must meet the requirements in the Illinois School Code Part 25.25 coursework in the following areas:
  - Characteristics and methods of instruction for cross-categorical special education students (SPE 500)
  - Methods of reading and reading in the content area (RLP 550 or RLP 540)
  - Instructional Strategies for English learners which shall address bilingual education or English as a Second Language (CIL 505 or CIL 506)
    - Please note: These requirements must be completed before entitlement and an administrative PEL will not be issued until they are met. Candidates who earn an administrative PEL without holding teaching PEL will not be able to add teaching endorsements.
- 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 by Portfolio (p. 26) may be accepted for EDL 529

Required Courses

EDL 510	Change Leadership for Organizational Equity, Development, and Continuous Improvement	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 complete the Administrator Academy 2001 Teacher Evaluation Training
- Candidates must pass ISBE Content Tests 195 and 196

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

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDLF program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Learning Environment: Candidates develop and maintain a school climate that cultivates a caring, supportive, and safe learning environment that promotes the academic success and well-being of all students.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to National College of Education Graduate Admission Requirements, 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 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

EDLF 510	Leadership and Organizational Development	2
EDLF 520	Leading Schools That Meet the Needs of All Students	2
EDLF 521	Building School-Community Partnerships	2
EDLF 522	Leading Student-Centered Schools	2
EDLF 523	Navigating School and Special Education Law	2
EDLF 525	Decision-Making for Educational Systems & Organizations	2
EDLF 526	Realizing Vision Through Technical, Human, and Financial Resources	2
EDLF 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDLF 528	Maintaining Accountability with Data Use and Program Evaluation	2
EDLF 529	Improving Instruction Through Teacher Evaluation & Professional Learning	2
EDLF 570	Internship Seminar I: Organizing Leadership Competency Demonstrations	1
EDLF 571	Internship Seminar II: Resume Building & Professional Writing	1
EDLF 572	Internship Seminar III: Demonstrating School Leadership Competence	2
EDLF 598	Administration and Supervision Internship	1 TO 6

Note: EDLF 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

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDL program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to National College of Education Graduate Admission Requirements (p. 134)**, 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 by Portfolio (p. 26) may be accepted for EDL 529

Required Courses

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.

Program Core - 28 SH

EDL 510	Change Leadership for Organizational Equity, Development, and Continuous Improvement	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.

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

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions. Specifically, Program Learning Outcomes of the EDL program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families,

community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Building Professional Capacity: Candidates build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Admission Requirements

In addition to National College of Education Graduate Admission Requirements (p. 134)**, 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 by Portfolio (p. 26) may be accepted for EDL 529

Required Courses

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.

Program Core - 24 SH

EDL 510	Change Leadership for Organizational Equity, Development, and Continuous Improvement	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

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.

This program is conveniently offered in an online format (some synchronous sessions are required).

Program Learning Outcomes

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.

Admission Requirements

In addition to meeting the National College of Education Graduate Admission Requirements (p. 134), **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 44 SH for completion
- Requires an internship
- Credit by Portfolio (p. 25) 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 - 8 SH

EDL 690	Educational Leadership Internship	1 TO 8

Note: EDL 690 must be taken for a total of 8 SH.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Superintendent Content Area Test (225)
- Candidates must complete the Administrator Academy 4050 Principal Evaluation Training

Educational Leadership & Administration, Ed.S. (Non-Endorsement Track, IL)

The Ed.S. degree in the Educational Leadership Program at the 600-level with a major in Educational Leadership & Administration prepares candidates for instructional, operational, organizational, and ethical leadership roles in school districts and other complex educational systems. In Illinois, candidates in this major are not seeking the superintendent endorsement. Candidates earning an Ed.S. in the Educational Leadership & Administration major may go on to the Ed.D. in Educational Leadership Program (p. 257) to complete their doctorate at a future date. Standard rules concerning the acceptance of previously completed coursework and the time limitation for completion of the program apply to candidates wishing to re-enter the doctoral program.

For more details, visit Licensure and Endorsements at NLU.

Program Learning Outcomes

At the completion of the program, students will be able to:

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.

Admission Requirements

In addition to meeting the National College of Education Graduate Admission 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 3.00 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
- Applicants to the Educational Leadership & Administration major do not need to present a prior earned teacher license, certification, or administration credential.

Program Details

- Requires 44 SH for completion
- Requires an internship
- Credit by Portfolio 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 (Educational Leadership & Administration major) program may be applied toward the Ed.D. in Educational Leadership with the Educational Leadership & Administration (p. 257) major within 8 years. Applicants for each degree must be admitted to that degree.
- Up to 12 semester hours of graduate level coursework post the first master's degree can be applied the Ed.D. with approval from the chairs of the doctoral program, 44SH from the Ed.S. in Educational Leadership, Educational Leadership & Administration major can be applied to the Ed.D. in Educational Leadership, Educational Leadership & Administration major

Required Courses

Major Requirements - 44

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
EDL 690	Educational Leadership Internship	1 TO 8

Note: EDL 690 must be taken for a total of 8 SH.

Educational Leadership & Administration, Ed.S. (State Credential Track, FL)

The Ed.S. degree in the Educational Leadership Program at the 600-level with a major in Educational Leadership Administration prepares candidates for instructional, operational, organizational, and ethical leadership roles in school districts and other complex educational systems. In Florida, candidates who complete the 600-level Ed.S. major in Educational Leadership Administration may take the Florida Educational Leadership Examination and earn their certification in Educational Leadership, which is the certification for the principalship in Florida. Candidates earning a 600-level Ed.S. in the Educational Leadership Administration major may go on to the Ed.D. in Educational Leadership Program to complete their doctorate at a future date. Standard rules concerning the acceptance of previously completed coursework and the time limitation for completion of the program apply to candidates wishing to re-enter the doctoral program.

For more details, visit Licensure and Endorsements at NLU.

Program Learning Outcomes

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 excellence through interpersonal effectiveness that promotes the academic success and the overall well-being of all students.

PLO6. Candidates will act professionally, ethically, and demonstrate emotional intelligence in a compassionate, caring manner promoting each student's academic success and well-being.

PLO7. Candidates will strive for school improvement by diagnosing challenges, working collaboratively, and using evidence to initiate change that promotes students' academic success.

Admission Requirements

In addition to meeting the National College of Education Graduate Admission 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 3.00 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
- Applicants to the Educational Leadership & Administration major do not need to present a prior earned teacher license, certification, or administration credential.

Program Details

- Requires 39 SH for completion
- Requires an internship
- Credit by Portfolio may be accepted for the following courses: EDLF 601, EDLF 605, EDLF 622, and EDLF 628.
- The maximum of 9 SH of post-master's coursework from another institution can be applied to the Ed.S.
- The maximum of 12 SH of post-master's coursework from another institution can be applied to the Ed.D.
- The maximum of 10 SH from NLU Master's level programs can used towards the Ed.S. and Ed.D. degrees combined (this includes 4 SH from EDLF 573, 6 SH of EDLF 598 or 10 SH from another NLU masters' degree program).
- The maximum of 39 SH earned in the Ed.S. Educational Leadership (Educational Leadership & Administration major) program may be applied toward the Ed.D. in Educational Leadership with the Educational Leadership & Administration (p. 258) major within 8 years. Applicants for each degree must be admitted to that degree.

Required Courses

Year 1

EDLF 605	Leading Change	3
EDLF 606	Utilizing Effective Leadership Principles and Processes	3
EDLF 622	Curriculum Planning, Organization, and Evaluation	3
EDLF 624	Improving Instruction through Professional Development and Evaluation	3
EDLF 625	Scholarly Writing for Practitioners	1 TO 4
EDLF 626	Leading Instruction to Advance Student Learning	3
EDLF 630	Understanding and Using Educational Research	3
EDLF 632	Utilizing Data to Inform Decision-Making	3
EDLF 690	Educational Leadership Internship	1 TO 8

Note: EDLF 625 and EDLF 690 must be taken for a total of 2 SH.

Year 2

EDLF 601	Analyzing Structure and Allocation in School Financial Management	3

EDLF 604	Developing Proficient Leaders and Opportunity for all Students	3
EDLF 608	Communicating and Engaging with Staff, Families, and Communities	3
EDLF 620	Understanding the Dynamics of Legal, Ethical, and Political Issues in Education	3
EDLF 625	Scholarly Writing for Practitioners	1 TO 4

Note: EDLF 625 be taken for a total of 2 SH.

Educational Studies, M.Ed.

The M.Ed. in Educational Studies degree provides candidates with foundational and practical knowledge in the field of education. This program is designed for candidates interested in studying education but are not seeking the a license or endorsements required to teach in public schools in Illinois. Candidates will choose one of the following majors: Early Childhood Education, Elementary Education, Middle School Education or Secondary Education.

Program Learning Outcomes

PLO 1: Learner Development. 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: Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.

PLO 3: Planning for Instruction. 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.

Admission Requirements

- Students will have a minimum of a bachelor's degree from an accredited institution.
- Admission to this program is limited to students who have completed at least 15SH in a teacher preparation in one of the MAT programs at NLU as identified below:
    - Educational Studies in Early Childhood Education major is for students previously enrolled in the MAT Early Childhood Education (traditional, residency and alternative programs).
    - Educational Studies in Elementary Education major is for students previously enrolled in the MAT Elementary Education (traditional, residency and alternative programs).
    - Educational Studies in Middle School Education major is for students previously enrolled in the MAT Middle School Education (traditional, residency and alternative programs).
    - Educational Studies in Secondary Education major is for students previously enrolled in the MAT Secondary Education (traditional, residency and alternative programs).
- Upon approval by the school director, the student will pursue the program requirements for the appropriate M.Ed. program.

Program Details

- Requires minimum of 32 SH for completion
- Requires completion of a major in one of the following areas:
    - Educational Studies in Early Childhood Education
    - Educational Studies in Elementary Education
    - Educational Studies in Middle School Education
    - Educational Studies in Secondary Education
- Requires a min GPA of 3.0
- Students will choose additional elective coursework from any disciplinary content area approved by the Director of Advanced Professional Specializations or a designee to earn the minimum of 32 credit hours to meet graduation requirements for an M.Ed.

Required Courses

Core Courses - 10 SH

CIL 531	Cross Cultural Education	3
	or	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2

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

Educational Studies in Early Childhood Education Major Required Courses

ECE 502	Quality Child Care for Infants and Toddlers	2
ECE 503	Teaching and Learning in Early Childhood	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 537	Early Literacy Methods, PreK-3	3

Students must also choose 2 SH elective credits from any ECE, EDU, ELE, RLP, RLR, CIL, SPE or SCE course at the 400 level or above.

Educational Studies in Elementary Education Major Required Courses

CIS 540	Methods for Elementary Social Studies: Planning and Assessment	3
ELE 500	Elementary Education Practicum I:Teaching and Learning in Diverse Settings	3
ELE 505	Instructional Practices in Context: Curriculum, Assessment, and Technology	3
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	3

Educational Studies in Elementary Education Major Electives

Students must also choose 1SH from a EDU, ELE, RLP, CIL, SPE or SCE course at the 400 level or above.

Educational Studies in Middle Grades Education Major Required Courses

MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 505	Teaching and Learning Practicum: Young Adolescents in Context III	3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
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

Educational Studies in Middle Grades Education Major Electives

Students must also choose 8 SH from from any EDU, ELE, MGE, SEC, RLP, RLR, CIL, SPE or SCE course at the 400 level or above.

Educational Studies in Secondary Education Major Required Courses

RLP 540	Teaching Content Area & Disciplinary 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
	or	
SEC 510	Methods of Teaching Biological Sciences at the Secondary Level	3
	or	
SEC 512	Methods of Teaching English at the Secondary Level	3
	or	
SEC 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	3
	or	
SEC 516	Methods for Teaching Physical Science at the Secondary Level	3
	or	
SEC 522	Methods of Teaching Classical Languages (Latin) K-12	3
	or	
SEC 524	Methods of Teaching World Languages K-12	3

Educational Studies in Secondary Education Major Electives

Students must also choose 13 SH from from any EDU, MGE, SEC, RLP, RLR, CIL, or SPE course at the 400 level or above.

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) as well as eligibility for a Florida Professional Educator Certification (Grades K-6) :

- The Elementary Education, M.A.T. (Alternative Teacher Licensure) (p. 176) 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. 177) is for candidates accepted into NLU's teacher residency licensure partner program
- The Elementary Education, M.A.T. (Traditional) (p. 178) is appropriate for most candidates
- The Elementary Education, M.A.T. (Alternative Program) (p. 180) is for candidates seeking Florida certification

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, 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. If the individual does not have a major in a content area for any level of teaching, the transcripts must be evaluated by the State Superintendent of Education for equivalency. This process will be started by the Transfer Articulation Analyst in the Registrar's office and appropriate documents send to ISBE.
    - ISBE review requires a min of 9SH in any one or a combination of the four areas listed above to be admitted to the program.

- Have a GPA no lower than 3.0 on a 4.0 scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99. They must complete the first four courses in the program with grades of B or better.
- Receive a minimum score of at least 240 on the Elementary Education Content Test to be admitted to the program. The passing of the content test is not required for a degree completion but it's required for teaching license.
- Submit form indicating employment experience in schools and working with students for a minimum of four weeks in grade level or content related to application
- Submit a letter of confirmation of interview and position pending ELS (APE) from the District
- Submit three references (from B.A. degree, employment experience appropriate for teaching experience)

Program Details

- Requires 42 SH for completion
- Candidates must earn a grade of "B" or better in the following methods courses: CIS 540, MHE 540, RLP 551, and SCE 540
- Requires immersive school placement
- Candidates must meet the ISBE requirements for a Provisional Teaching License before starting the internship. This includes passing of EDU 572.

Required Courses

Program Requirements - 42 SH

CIS 540	Methods for Elementary Social Studies: Planning and Assessment	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
ELE 577	Teaching and Learning in Context	1
ELE 587	Resident Teacher Practicum	1 TO 7
ELE 597	Resident Teacher Student Teaching	1 TO 3
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: CIS 540, ELE 597, MHE 540 and SCE 540 must be taken for 3 SH. ELE 587 must be taken for a total of 7 SH.

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.

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.

Program Learning Outcomes

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 minimum score of 240 on the Elementary Education Content Area Test (305) before ELE 597 Resident Teacher Student Teaching. The passing of the content test is not required for a degree completion but it's required for teaching license.
- Requires practicum
- Requires student teaching

Required Courses

Program Courses - 35 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
CIS 540	Methods for Elementary Social Studies: Planning and Assessment	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
ELE 577	Teaching and Learning in Context	1
ELE 587	Resident Teacher Practicum	1 TO 7
ELE 597	Resident Teacher Student Teaching	1 TO 3
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Notes: ELE 587 must be taken for 2 SH. ELE 597 must be taken for a total of 4 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

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

Program Details:

- Requires 43 SH for completion
- Requires observations
- Requires practicum
- Requires degree conferral for licensure entitlement
- 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 for Elementary Social Studies: Planning and Assessment	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
ELE 500	Elementary Education Practicum I:Teaching and Learning in Diverse Settings	3
ELE 505	Instructional Practices in Context: Curriculum, Assessment, and Technology	3
ELE 510	Elementary Education Practicum II: Advanced Field Experience in Teaching and Learning	3
ELE 590	Elementary Education: Student Teaching	6
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	3

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
- Receive a minimum score of 220 on the Elementary Education (Grades 1-6) Content Area Test (305) before ELE 510 Practicum II. The passing of the content test is not required for a degree completion but it's required for teaching license.
- 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

Elementary Education, M.A.T. (Alternative Florida Program)

This program is designed for students with baccalaureate degrees seeking a Professional Educator Certification in Florida endorsed for self-contained general education (Grades K-6). Students completing the Elementary Education program will be eligible for the Florida ESOL endorsement.

In the state of Florida, students need to graduate from a state-approved program and then pass any FTCE exams not exempted through program requirements in order to receive a certification from Florida DOE in Elementary Education that enables them to hold teaching positions within Florida public school districts. As a state-approved program, graduates of NLU's MAT in Elementary Education Alternative Program: Florida Educator Preparation Institute will be awarded the degree which fulfills the eligibility requirements to obtain a Florida Professional Educator Certificate in Elementary Education. The Florida Reading Endorsement and the Florida ESOL Endorsement are included in the program.

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

Program Learning Outcomes

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 to ensure a learning environment that promotes the academic success and wellbeing of all students.

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.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 38 SH for completion
- Requires practicum and student teaching
- Requires a min grade of "C" in program coursework
- Requires a min grade of "B" in the following methods courses: EDUF 500, EDUF 505, EDUF 542, EDUF 543, EDUF 544, EDUF 545, EDUF 550, and EDUF 551
- Students are eligible for endorsement in ESOL after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
  - Professional Education Test
  - Subject Area Test
  - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 505	Methods and Materials for Teaching English as a Second Language	3
EDUF 507	Linguistic Dimensions and Instructional Strategies for English Language Learners	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 542	Mathematics for Elementary and Middle School Teachers	3
EDUF 543	Methods for Teaching Social Studies	3
EDUF 544	Methods of Teaching Science	3
EDUF 545	Methods for Teaching Elementary School Mathematics	3
EDUF 550	Teaching Comprehension and Content Literacy (Grades 1-6)	3
EDUF 551	Literacy Methods (Grades 1-6)	3
ELEF 577	Teaching and Learning in Context	1
ELEF 587	Resident Teacher Practicum	1 TO 2
ELEF 597	Resident Teacher Student Teaching	1 TO 3

Note: ELEF 587 must be completed for a total of 2 SH. ELEF 597 must be completed for a total of 4 SH.

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. 226).

Program Learning Outcomes

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 Special Education	3
SPE 527	Curriculum Adaptations in the Least Restrictive Environment	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

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. 183) is appropriate for most candidates
- The Middle Grades Education, M.A.T. (Teacher Residency Program) (p. 184) is for candidates accepted into NLU's teacher residency licensure partner program
- The Middle Grades Education, M.A.T. (Alternative Teacher Licensure) (p. 186) 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 concentrations:

- 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.

The program is conveniently offered in the online modality.

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

Program Learning Outcomes

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 36 SH for the degree completion (33 SH for PEL entitlement)
- Candidates cannot be admitted to the program with more than two content coursework deficiencies; these must be completed prior to participation in MGE 505
- Candidates must choose a concentration which corresponds with the endorsement area and provide evidence of taking 15 SH of content coursework or equivalent CLEP/Dantes tests in the following:
- For candidates seeking MG science endorsement: 15 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences) and MGE 510 as part of the program concentration
- For candidates seeking MG literacy endorsement: 15 SH of literacy content and MGE 512 as part of the program concentration
- For candidates seeking MG math endorsement: 15 SH of math content and MGE 514 as part of the program concentration
- For candidates seeking MG social science endorsement: 15 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) and MGE 518 as part of the program concentration
- Requires a minimum score of 220 on the Middle Grades Education Content Area Test prior to MGE 505 Practicum II. The passing of the content test is not required for a degree completion but it's required for teaching license.
- 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
EDU 515	Human Learning and Development in Instructional Contexts	2

Program Requirements - 26 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context I	2 TO 3
MGE 503	Advocacy Practicum: Young Adolescents in Context II	3
MGE 505	Teaching and Learning Practicum: Young Adolescents in Context III	3
MGE 509	Integrated Curriculum in the Middle Grades	1 TO 3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
MGE 590	Student Teaching: Young Adolescents in Context IV	6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: MGE 501 and MGE 509 must be each taken for a total of 3 semester hours.

Science Concentration - 3 SH

MGE 510	Methods of Teaching Middle Grades Science	3

Literacy Concentration - 3 SH

MGE 512	Methods of Teaching Middle Grades English/Language Arts	3

Math Concentration - 3 SH

MGE 514	Methods of Teaching Middle Grades Mathematics	3

Social Science Concentration - 3 SH

MGE 518	Methods of Teaching Middle Grades Social Studies	3

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

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.

Admission Requirements

- Requires faculty review

Program Details

- Requires **33** SH for completion
- Candidates cannot be admitted to the program with more than two content coursework deficiencies; these must be completed prior to participation in MGE 587
- Candidates must choose a concentration which corresponds with the endorsement area and provide evidence of taking 15 SH of content coursework or equivalent CLEP/Dantes tests in the following:
    - For candidates seeking MG science endorsement: 15 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences) and MGE 510 as part of the program concentration
    - For candidates seeking MG literacy endorsement: 15 SH of literacy content and MGE 512 as part of the program concentration
    - For candidates seeking MG math endorsement: 15 SH of math content and MGE 514 as part of the program concentration
    - For candidates seeking MG social science endorsement: 15 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) and MGE 518 as part of the program concentration
- Requires a minimum score of 220 on the Middle Grades Education Content Area Test before MGE 587 Resident Teacher Practicum. The passing of the content test is not required for a degree completion but it's required for teaching license.
- Requires practicum
- Requires student teaching

Required Courses

MAT Core - 10 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Program Requirements - 20 SH

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 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	3
MGE 587	Resident Teacher Practicum	1 TO 3
MGE 597	Resident Teacher Student Teaching	1 TO 3

Note: MGE 501, MGE 509 and MGE 577 must be each taken for a total of 3 SH.

Science Concentration - 3 SH

MGE 510	Methods of Teaching Middle Grades Science	3

Literacy Concentration - 3 SH

MGE 512	Methods of Teaching Middle Grades English/Language Arts	3

Math Concentration - 3 SH

MGE 514	Methods of Teaching Middle Grades Mathematics	3

Social Science Concentration - 3 SH

MGE 518	Methods of Teaching Middle Grades Social Studies	3

Middle Grades Education, M.A.T. 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 toward professional educator licensure with an endorsement in Middle Grades Education. 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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must:**

- Be admitted before starting the first term of Jumpstart (Phase 1).
- Have a bachelor's degree with a major in the content area of English/language arts, mathematics, science or social sciences
- If the candidate does not have a major in the content area, transcripts must be evaluated by the State Superintendent of Education for equivalency.
    - ISBE review requires a min of 9SH of content in the candidate's initial content endorsement
- Candidates must pass the appropriate Middle Grades Content Test (math, science, social studies or Language Arts, aligned to their BA major) by May 1st prior to the summer start. Candidates without a passing score must attend tutoring sessions May- June. Candidates must pass the test by June 20th.

- Complete an interview with a partner district and provide a letter as proof or complete an interview with faculty.
- Submit three references (from B.A. degree, employment experience appropriate for teaching experience)
- Written statement describing a candidate's interest in earning a degree in Middle Grades Education through an Alternative Licensure program and description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in at the appropriate grade level or content area.

Program Details

- Requires 35 SH for completion
- Candidates cannot be admitted to the program with more than two content coursework deficiencies; these must be completed prior to participation in the residency phase of the program
- Candidates must choose a concentration which corresponds with the endorsement area and provide evidence of taking 15 SH of content coursework or equivalent CLEP/Dantes tests in the following:
  - For candidates seeking MG science endorsement: 15 SH of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences) and MGE 510 as part of the program concentration
  - For candidates seeking MG literacy endorsement: 15 SH of literacy content and MGE 512 as part of the program concentration
  - For candidates seeking MG math endorsement: 15 SH of math content and MGE 514 as part of the program concentration
  - For candidates seeking MG social science endorsement: 15 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) and MGE 518 as part of the program concentration
- Requires completion of EDU 572 (Jumpstart course) and the following methods courses with a grade of "B" of better: MGE 510, MGE 512, MGE 514, and MGE 518
- Requires a passing score on the Middle Grades Education Content Area Test before practicum courses.
- Requires observations
- Requires practicum
- Requires student teaching

Required Courses

Jumpstart (Phase 1) - 3 SH

EDU 572	Creating Diverse and Equitable Classrooms	3

Program Courses 26 SH

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
MGE 577	Teaching & Learning in Context	3
MGE 587	Resident Teacher Practicum	1 TO 3
MGE 597	Resident Teacher Student Teaching	1 TO 3
RLP 540	Teaching Content Area & Disciplinary Literacy at the Middle and Secondary Level	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: MGE 587 and MGE 597 must be each taken for a total of 5 semester hours.

Science Concentration - 3 SH

MGE 510	Methods of Teaching Middle Grades Science	3

Literacy Concentration - 3 SH

MGE 512	Methods of Teaching Middle Grades English/Language Arts	3

Math Concentration - 3 SH

MGE 514	Methods of Teaching Middle Grades Mathematics	3

Social Science Concentration - 3 SH

MGE 518	Methods of Teaching Middle Grades Social Studies	3

Electives -3SH

CIL 500	Foundations of ESL and Bilingual Education	3
CIL 531	Cross Cultural Education	3

MGE 510	Methods of Teaching Middle Grades Science	3
MGE 514	Methods of Teaching Middle Grades Mathematics	3
MGE 512	Methods of Teaching Middle Grades English/Language Arts	3
MGE 518	Methods of Teaching Middle Grades Social Studies	3
SPE 501	Educational and Diagnostic Assessment in Special Education	3

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. 188)
- Reading, M.Ed. (Reading Teacher Endorsement) (p. 189)
- Reading, Ed.S. (Reading Specialist Endorsement), 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. 191), for candidates currently holding a master's degree and a valid Illinois Reading Teacher Endorsement
- Reading, Ed.S. (Reading Specialist and LBS1 Endorsement) (p. 192), 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

1. Have a strong knowledge base in literacy teaching, learning, and assessment practices and the inquiry and reflection tools to continue updating their knowledge and practice;
2. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self- and other-critique for learning, appreciation for diversity, advocacy, and collegiality;
3. Use technology appropriate to their roles and to enhance literacy assessment, instruction, and environment;
4. Design, implement, and coach for equitable assessment and instructional practices for culturally, linguistically, and socio-economically diverse learners;
5. Create literate environments for all students that consider physical, social, emotional, cultural, linguistic, and intellectual factors.
6. Administer, score, analyze, and interpret a broad range of literacy assessments for all students, including those from racially, culturally, and linguistically diverse backgrounds and students with learning differences;
7. Plan, design, and implement individualized and culturally responsive literacy interventions for students experiencing difficulties in various areas of literacy;
8. Provide coaching, professional development, and other support to teachers and paraprofessionals to impact student learning positively.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a valid Professional Educator License endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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 a 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)

Entitlement/Licensure Requirements:

- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings

Required Courses

MED Core - 5 SH

RLR 514	Lenses on Literacy and Linguistics	2
RLR 515	Social, Cultural, and Historical Foundations of Literacy	3

Program - 28 SH

RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLR 510	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 518	Literacy Leadership and Staff Development	3
RLR 520	Survey of Youth Literature, P to Grade 12	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 Literacy Research	3

Reading Elective - 1 SH

Choose 1 SH of RLL or RLR coursework with advisor approval. No workshops will be accepted.

Note: RLR 595 will also be accepted.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Reading Specialist Content Area Test (221)

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

1. Have a strong knowledge base in literacy teaching, learning, and assessment practices and the inquiry and reflection tools to continue updating their knowledge and practice;

2. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self and other-critique for learning, appreciation for diversity, advocacy, and collegiality;

3. Use technology appropriate to their roles and to enhance literacy assessment, instruction, and environment;

4. Design, implement, and coach for equitable assessment and instructional practices for culturally, linguistically, and socio-economically diverse learners;

5. Create literate environments for all students that consider physical, social, emotional, cultural, linguistic, and intellectual factors.

6. Administer, score, analyze, and interpret a broad range of literacy assessments for all students, including those from racially, culturally, and linguistically diverse backgrounds and students with learning differences;

7. Plan, design, and implement individualized and culturally responsive literacy interventions for students experiencing difficulties in various areas of literacy;

8. Provide coaching, professional development, and other support to teachers and paraprofessionals to impact student learning positively.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a valid Professional Educator License endorsed in the teaching field (teaching endorsements can’t be added to administrative and school support PEL’s)

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	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 520	Survey of Youth Literature, P to Grade 12	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. 628) or RLR (p. 632) courses with advisor approval. No workshops will be accepted.

Note: RLR 595 will also be accepted.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Reading Teacher Content Area Test (222) or Reading Specialist Content Test (221)

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

1. Have a strong knowledge base in literacy teaching, learning, and assessment practices and the inquiry and reflection tools to continue updating their knowledge and practice;

2. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self and other-critique for learning, appreciation for diversity, advocacy, and collegiality;

3. Use technology appropriate to their roles and to enhance literacy assessment, instruction, and environment;

4. Design, implement, and coach for equitable assessment and instructional practices for culturally, linguistically, and socio-economically diverse learners;

5. Create literate environments for all students that consider physical, social, emotional, cultural, linguistic, and intellectual factors.

6. Administer, score, analyze, and interpret a broad range of literacy assessments for all students, including those from racially, culturally, and linguistically diverse backgrounds and students with learning differences;

7. Plan, design, and implement individualized and culturally responsive literacy interventions for students experiencing difficulties in various areas of literacy;

8. Provide coaching, professional development, and other support to teachers and paraprofessionals to impact student learning positively.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a valid Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can’t be added to administrative and school support PEL’s)
- Have a master's degree from a school with institutional accreditation
- 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 a summer practicum
- Requires passing of the Reading Specialist Test #221 (previously #176)

Entitlement/Licensure Requirements:

- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings

Required Courses

Reading Specialist Endorsement - 30 SH

RLR 501	Teaching Beginning Literacy	3
RLR 502	Teaching Comprehension and Content Area Reading	3
RLR 510	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 518	Literacy Leadership and Staff Development	3
RLR 520	Survey of Youth Literature, P to Grade 12	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 Literacy 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

This program is designed for teachers who already have the reading teacher endorsement, and are interested in becoming reading specialists and receiving their ESL endorsement.

Visit the Illinois State Board of Education for specific requirements, updates and amendments.

Program Learning Outcomes

1. Have a strong knowledge base in literacy teaching, learning, and assessment practices and the inquiry and reflection tools to continue updating their knowledge and practice;

2. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self and other-critique for learning, appreciation for diversity, advocacy, and collegiality;

3. Use technology appropriate to their roles and to enhance literacy assessment, instruction, and environment;

4. Design, implement, and coach for equitable assessment and instructional practices for culturally, linguistically, and socio-economically diverse learners;

5. Create literate environments for all students that consider physical, social, emotional, cultural, linguistic, and intellectual factors.

6. Administer, score, analyze, and interpret a broad range of literacy assessments for all students, including those from racially, culturally, and linguistically diverse backgrounds and students with learning differences;

7. Plan, design, and implement individualized and culturally responsive literacy interventions for students experiencing difficulties in various areas of literacy;

8. Provide coaching, professional development, and other support to teachers and paraprofessionals to impact student learning positively.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a valid Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can’t be added to administrative and school support PEL’s)
- Have a master's degree from a school with institutional accreditation
- 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).

Entitlement/Licensure Requirements:

- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings

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 Literacy 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

This program is designed for teachers who already have the reading teacher endorsement, and are interested in becoming reading specialists and receiving their LBS1 endorsement.

Visit the Illinois State Board of Education for specific requirements, updates and amendments.

Program Learning Outcomes

1. Have a strong knowledge base in literacy teaching, learning, and assessment practices and the inquiry and reflection tools to continue updating their knowledge and practice;

2. Exhibit dispositions of reflective practice, ethical and professional behavior, ability to use self and other-critique for learning, appreciation for diversity, advocacy, and collegiality;

3. Use technology appropriate to their roles and to enhance literacy assessment, instruction, and environment;

4. Design, implement, and coach for equitable assessment and instructional practices for culturally, linguistically, and socio-economically diverse learners;

5. Create literate environments for all students that consider physical, social, emotional, cultural, linguistic, and intellectual factors.

6. Administer, score, analyze, and interpret a broad range of literacy assessments for all students, including those from racially, culturally, and linguistically diverse backgrounds and students with learning differences;

7. Plan, design, and implement individualized and culturally responsive literacy interventions for students experiencing difficulties in various areas of literacy;

8. Provide coaching, professional development, and other support to teachers and paraprofessionals to impact student learning positively.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a valid Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- Have a master's degree from a school with institutional accreditation
- 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).

Entitlement/Licensure Requirements:

- Have documentation of two years of teaching experience working with varied grade levels in school based and clinical settings

Required Courses

Reading Specialist and LBS1 Endorsement - 30 SH

RLR 518	Literacy Leadership and Staff Development	3
RLR 593	Seminar in Literacy 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 Special Education	3
SPE 527	Curriculum Adaptations in the Least Restrictive Environment	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. 193)
- School Psychology, Ed.S. - Florida (p. 196)

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

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).

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, 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
- Students enrolled Full Time:
  - Requires a one-day per week unpaid practicum in schools in Year 1
    - Year 1 requires formal documentation of field hours and both field and university supervision
  - Requires a two-day per week unpaid practicum in schools in Year 2
    - Year 2 students enrolled full time participate in a Practicum course that requires two days per week of field placement and both field and university supervision
- All students are required to complete a full-school year, partially paid internship in public schools in Year 3 (Full time students) to meet licensure and graduation requirements

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	3
SPY 518	Universal Promotion of Social, Emotional, and Behavioral Skills	3
SPY 519	Schoolwide Data-Based Decision-Making	3
SPY 520	Educational Assessment	3
SPY 524	Methods of Research-Based Instruction for All Students	3
SPY 525	Methods of Research-Based Intervention for Tiered Services	3
SPY 529	Assessment & Intervention for Complex Educational Needs	3
SPY 530	Applied Research Methods for School Psychologists	2
SPY 534	Cognitive Assessment in Contemporary School Practice	3
SPY 538	Applied Behavioral Analysis	3
SPY 540	Ethics and Law in School Psychology	3
SPY 544	Theory and Practice of Consultation	3

SPY 548	Social-Emotional and Behavioral Assessment	3
SPY 550	Social-Emotional, Behavioral, and Mental Health Interventions in Schools	3
SPY 551	Social-Emotional, Behavioral, and Mental Health Interventions II	3
SPY 565	School Psychology Practicum	1 TO 3
SPY 590	Internship in School Psychology	2

Note: SPY 565 must be taken for a total of 9 SH. SPY 590 must be taken for a total of 6 SH.

Additional ISBE Requirements for Endorsement:

- Candidates must pass School Psychologist Content Area Test (237)

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.

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.

In the state of Florida, students need to graduate from a state-approved program and then pass the FTCE Subject Area Test in School Psychology in order to receive a certification from Florida DOE in School Psychology. As a state-approved program, graduates of NLU's Florida School Psychology Program will be awarded the degree which fulfills the eligibility requirements to obtain a Florida Professional Educator Certificate in School Psychology or add the School Psychology certification to a current Florida Professional Educator Certificate

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

Program Learning Outcomes

PLO's (Based on NASP Domains)
Practice Model Domains

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered 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 they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

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.

Domain 3: Academic Interventions and Instructional Supports
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.

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.

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.

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 multitiered 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.

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.

Domain 8: Practices for All Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other characteristics and the impact they have on development and learning. They also understand principles and research related to the range of factors and variables found in children, families, schools, and communities. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to these factors and variables. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with multiple characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize practices for various student populations, respect for differentiated development and learning, and advocacy 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.

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.

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Submit a personal statement describing their interest in school psychology as a profession and how the NLU School Psychology program helps them accomplish their career goals
- Submit at least two letters of recommendation, which are academic in nature, regarding the applicants capacity for graduate work
- Submit a professional resume or curriculum vitae describing relevant background and work experiences

Program Details

- Requires 67 SH for degree 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
- Students will participate in Practicum Experiences which include:
  - 1 SH of SPYF 565 in conjunction with SPYF 508
  - 8 SH of SPYF 565 through four quarters at 2 SH each
    - Practicum will begin in a Summer term which will increase that Summer course load from 6 to 8 SH
    - Each quarter of practicum will require on-site supervision and virtual classroom meetings with Instructor/University Supervisor
- Requires a full-school year internship in public schools to complete the degree and become eligible for Florida certification in school psychology
- There are three courses in which an on-campus residency is required. These courses include: SPYF 520, SPYF 534, and SPYF 548. This hands-on, three-day, weekend residency provides supervised, guided practice on test-administration and assessment concepts.

Program Requirements - 67 SH

Required Courses

SPYF 506	Interventions in Schools Considering Contextual Factors for all 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	School-Wide Behavioral Health	3
SPYF 520	Educational Assessment for Tiered Services	3
SPYF 525	Methods of Research-Based Academic Intervention for Tiered Services	3
	and	
SPYF 519	Schoolwide Data-Based Decision-Making	3
	or	
SPYF 528	Child Psychopathology, Mental Health, and Eligibility	3
	and	
SPYF 529	Assessment and Intervention for Complex Educational Needs	3
SPYF 530	Applied Research Methods for School Psychologists	2
SPYF 534	Cognitive Assessment in Contemporary School Practice	3
SPYF 538	Applied Behavior Analysis	3
SPYF 540	Ethics and Legal Concepts in School Psychology	1
SPYF 544	Theory and Practice of Consultation	3
SPYF 548	Social-Emotional and Behavioral Assessment	3
SPYF 550	Counseling and Therapy with Children and Adolescents I	3
SPYF 551	Counseling and Therapy with Children and Adolescents II	3
SPYF 565	School Psychology Practicum	1 TO 3
SPYF 590	Internship in School Psychology	2
	and	
EDUF 550	Teaching Comprehension and Content Literacy (Grades 1-6)	3
	or	
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3

Note: SPYF 540 must be taken for 1 SH for three terms for a total of 3 SH. SPYF 565 must be taken for a total of 9 SH. SPYF 590 must be taken for a total of 6 SH.

Students seeking initial Professional Certification in Florida must complete SPYF 519 and EDUF 540 OR EDUF 550. Students who are not seeking the certification complete SPYF 528 instead of SPYF 519.

Site-based supervisors respond to two surveys over the course of practicum and internship work. Positive survey results indicate a student is able to engage in a professional manner with school personnel, students, and families. A pattern of negative survey results may serve as a basis for dismissal from the program.

Secondary Education MAT

NCE offers three ways to earn the Secondary Education, M.A.T. and a Professional Educator License or alternative certification:

- The Secondary Education, M.A.T. (Traditional) (p. 199) is appropriate for most candidates
- The Secondary Education, M.A.T. (Alternative Teacher Licensure) (p. 211) is for candidates seeking Alternative Provisional Educator (APE)

License and it's only offered in partnership with school districts

- The Secondary Education, M.A.T. (Alternative) (p. 218) is for candidates seeking Florida certification

Secondary Education MAT Traditional

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. 199)
- English/Language Arts (p. 201)
- World Language (p. 203)
- Mathematics (p. 205)
- Physical Sciences (p. 207)
- Social Studies (p. 209)

Please select a discipline to learn about degree requirements and coursework.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a grade point average of 3.0 or better in Biology coursework
- Pass the Science: Biology Content Area test (239)
- Have a major in Biology from a school with regional accreditation or a minimum of 24 SH of coursework in science with 18 SH in Biology completed with a grade of C or better including (6 SH of coursework that contains a lab or two lab courses equivalent to at least 2 SH for students who don't have a major in the designation area)
- Have at least one course the following areas:
  - One course in Chemistry
  - One course in Earth Science/Space Science or Environmental Science or Physics
- **Note:** Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.

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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590A	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581A must be taken for 3 SH. SEC 590A must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590A	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581A must be taken for 3 SH. SEC 590A must be taken for total of 6 SH.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a grade point average of 3.0 or better in English coursework
- Pass the English Language Arts Content Area Exam (207)
- Have 24 semester hours of coursework in English with a grade of C or better in the following areas:
- 6 SH of writing courses
- 3 SH Intro to Literary Criticism
- 15 SH must be in Literature with content in each of the following areas:
  - American Literature
  - English Literature
  - Non-Western or Ethnic American Literature
  - Adolescent Literature or Contemporary Literature or Media Studies
  - 3 SH of English/Language Arts electives (writing, literature, speech or journalism)
- **Note:** Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.

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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590B	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581B must be taken for 3 SH. SEC 590B must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590B	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581B must be taken for 3 SH. SEC 590B must be taken for total of 6 SH.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134) **applicants must:**

- Choose a world language designation from one of the following: Arabic, 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
- Pass the ACTFL world language oral proficiency exam (advanced-low)
- Pass the appropriate world language content-area test
- Have 24 semester hours of coursework in world language designation completed with a grade of C or better in the following areas:
- Beginning Language I & II
- Intermediate Language I & II
- Grammar and Composition
- Intro to Literature
- Introduction to History and Culture
- World Language Electives
- **Note**: Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.

Note: *Students who hold one world language endorsement no longer need the coursework to add an additional language, rather, they need the content test OR the Global or State Seal of Biliteracy in the language sought. Students with a bilingual education endorsement can be entitled to teach world language in the same area as the bilingual endorsement if they pass the content test OR the Global or State Seal of Biliteracy in the target language.*

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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590F	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581F must be taken for 3 SH. SEC 590F must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590F	Student Teaching in Secondary Education	2 TO 6

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

Note: SEC 581F must be taken for 3 SH. SEC 590F must be taken for total of 6 SH.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have a grade point average of 3.0 or better in Mathematics coursework
- Pass the Mathematics Content Area Exam (208)
- Have 24 SH of coursework in Mathematics completed with a grade of C or better in the following areas:
- CALCULUS (3 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.
- ADVANCED GEOMETRY (3 SH)—Courses such as projective, affine and topology fit 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. **OR** 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.
- PROBABILITY & STATISTICS (3 SH)— Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.
- MATH ELECTIVES (9 SH)—Any college-level math courses, if needed to reach 24 SH
- **Note:** Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.

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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590C	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581C must be taken for 3 SH. SEC 590C must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590C	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581C must be taken for 3 SH. SEC 590C must be taken for total of 6 SH.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, 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 24 semester hours of coursework in Science with 18 SH in the designation completed with a grade of C or better
- Have a major from a school with regional accreditation (or minimum 24SH) in a single designation area (6 SH of laboratory coursework that contains a lab or two lab courses with a total semester hour equivalent to at least 2SH for students who don't have major in the designation area)
- Have at least one course in Biology and each of the other designations:
  - Chemistry
  - Earth Science/Space Science, Environmental Science or Physics
- **Note:** Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.
- Pass the Content Test in designation area:
  - Chemistry (#240)
  - Biology (#239)
  - Earth/Space Science (#241)
  - Environmental Science (#242)
  - Physics (#243)

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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590D	Student Teaching Seminar	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581D must be taken for 3 SH. SEC 590D must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590D	Student Teaching Seminar	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581D must be taken for 3 SH. SEC 590D must be taken for total of 6 SH.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must:**

- 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, 12 SH of which is concentrated in the area of the initial endorsement. All coursework applied must be from accredited schools and must be completed with a grade of C or better.
  - At least one course in each of the additional areas listed below (excluding the area of designation):
    - Economics
    - Geography
    - History (U.S. History and World History is recommended)
    - Political Science
    - Psychology/Sociology/Anthropology
- **Note:** Students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed before SEC 581 Sec Ed Practicum and the aligned Secondary Education Methods course.
- Have a grade point average of 3.0 or better in designation coursework
- Have a grade of "C" or better in all coursework applied to endorsements
- Pass the Content test in either History (#246) or Political Science (#247)

Program Details

- Requires 34 SH for completion
- Requires passing score on the content specific exam (History #246, Economics #244, Political Science #247, Psychology #248 or Sociology/Anthropology #249) 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
EDU 515	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 & Disciplinary 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	1 OR 3
SEC 590E	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581E must be taken for 3 SH. SEC 590E must be taken for total of 6 SH.

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 Youth Literature, P to Grade 12	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
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
RLP 540	Teaching Content Area & Disciplinary 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	1 OR 3
SEC 590E	Student Teaching in Secondary Education	2 TO 6
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3

Note: SEC 581E must be taken for 3 SH. SEC 590E must be taken for total of 6 SH.

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

Secondary Education MAT Alternative Teacher Licensure

The Secondary Education, M.A.T., Alternative Teacher Licensure program, leads to a master's degree and an Alternative Teacher Licensure endorsed for the applicable grade level and content-area endorsements in one of five disciplines below:

- Biological Science (p. 212)
- English/Language Arts (p. 213)

- Mathematics (p. 214)
- Physical Sciences (p. 216)
- Social Studies (p. 217)

Please select a discipline to learn about degree requirements and coursework.

Secondary Education MAT Biological Science Concentration Alternative Teacher Licensure Program

This route to the M.A.T. and teacher licensure is for candidates accepted into NLU's alternative teaching licensure partner program. Candidates in this program are working in school districts as a teacher of record while completing their program coursework.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Receive a minimum score of 240 on the Science: Biology Content Area test (239) to be admitted to the program.
- Have a major in Biology from a school with regional accreditation or a minimum of 24 SH of coursework in science with 18 SH in Biology completed with a grade of C or better including (6 SH of coursework that contains a lab or two lab courses equivalent to at least 2 SH for students who don't have a major in the designation area)
- Have at least one course in the following areas:
  - One course in Chemistry
  - One course in Earth Science/Space Science or Environmental Science or Physics
  - Note: students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed by the end of the Fall term in the second year of the program.
- Submit written statement describing the candidate's interest in entering a degree in Secondary Education through an Alternative Licensure program
- Sit for an interview with the Program Coordinator, program faculty and the university partners
- Submit description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in the appropriate grade level or content area
- Submit three references (from BA degree or employment experience appropriate for teaching experience)

Program Details

- Requires 34 SH for completion
- Requires a grade of B or better in all methods courses: SEC 502, CIL 505, RLP 540, and SEC 510
- Required immersive school placement
- Candidates must meet the ISBE requirements for an Alternative Provisional Educator (APE) License before SEC 591. This includes passing of EDU 572.

Required Courses

Program Requirements

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
RLP 540	Teaching Content Area & Disciplinary 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 591	Secondary Education Alternative Licensure Seminar	1 TO 9
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and	
SPE 507	Methods of Social/Emotional Support	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3

Note: SEC 591 must be taken for a total of 9 SH.

Secondary Education MAT English Language Arts Concentration Alternative Teacher Licensure Program

This route to the M.A.T. and teacher licensure is for candidates accepted into NLU's alternative teaching licensure partner program. Candidates in this program are working in school districts as a teacher of record while completing their program coursework.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Receive a minimum score of 240 on the English Language Arts Content Area Exam (207) to be admitted to the program
- Have 24 semester hours of coursework in English with a grade of C or better in the following areas:
  - 6 SH of writing courses
  - 3 SH Intro to Literary Criticism
  - 15 SH must be in Literature with content in each of the following areas:
    - American Literature
    - English Literature
    - Non-Western or Ethnic American Literature
    - Adolescent Literature, Contemporary Literature, or Media Studies
    - 3 SH of English/Language Arts electives (writing, literature, speech or journalism)
    - Note: students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed by the end of the Fall term in the second year of the program.
- Submit written statement describing the candidate's interest in entering a degree in Secondary Education through an Alternative Licensure program

- Sit for an interview with the Program Coordinator, program faculty and the university partners
- Submit description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in the appropriate grade level or content area
- Submit three references (from BA degree or employment experience appropriate for teaching experience)

Program Details

- Requires 34 SH for completion
- Requires a grade of B or better in all methods courses: SEC 502, CIL 505, RLP 540, and SEC 512
- Required immersive school placement
- Candidates must meet the ISBE requirements for an Alternative Provisional Educator (APE) License before SEC 591. This includes passing of EDU 572.

Required Courses

Program Requirements

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
RLP 540	Teaching Content Area & Disciplinary 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 591	Secondary Education Alternative Licensure Seminar	1 TO 9
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and	
SPE 507	Methods of Social/Emotional Support	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3

Note: SEC 591 must be taken for a total of 9 SH.

Secondary Education MAT Mathematics Concentration Alternative Teacher Licensure Program

This route to the M.A.T. and teacher licensure is for candidates accepted into NLU's alternative teaching licensure partner program. Candidates in this program are working in school districts as a teacher of record while completing their program coursework.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Receive a minimum score of 240 on the Mathematics Content Area Exam (208) to be admitted to the program
- Have 24 SH of coursework in Mathematics completed with a grade of C or better in the following areas:
- Have at least one course in the following areas:

- CALCULUS (3 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.
- ADVANCED GEOMETRY (3 SH)—Courses such as projective, affine and topology fit 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. OR 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.
- PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.
- MATH ELECTIVES (9 SH)—Any college-level math courses, if needed to reach 24 SH
- Note: students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed by the end of the Fall term in the second year of the program
- Submit written statement describing the candidate's interest in entering a degree in Secondary Education through an Alternative Licensure program
- Sit for an interview with the Program Coordinator, program faculty and the university partners
- Submit description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in the appropriate grade level or content area
- Submit three references (from BA degree or employment experience appropriate for teaching experience)

Program Details

- Requires 34 SH for completion
- Requires a grade of B or better in all methods courses: SEC 502, CIL 505, RLP 540, and SEC 514
- Required immersive school placement
- Candidates must meet the ISBE requirements for an Alternative Provisional Educator (APE) License before SEC 591. This includes passing of EDU 572.

Required Courses

Program Requirements

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
RLP 540	Teaching Content Area & Disciplinary 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 591	Secondary Education Alternative Licensure Seminar	1 TO 9
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and	

SPE 507	Methods of Social/Emotional Support	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3

Note: SEC 591 must be taken for a total of 9 SH.

Secondary Education MAT Physical Science Concentration Alternative Teacher Licensure Program

This route to the M.A.T. and teacher licensure is for candidates accepted into NLU's alternative teaching licensure partner program. Candidates in this program are working in school districts as a teacher of record while completing their program coursework.

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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Receive a minimum score of 240 in the designation area to be admitted to the program
  - Chemistry (#240)
  - Biology (#239)
  - Earth/Space Science (#241)
  - Environmental Science (#242)
  - Physics (#243)
- Have 24 semester hours of coursework in Science with 18 SH in the designation completed with a grade of C or better
- Have a major from a school with regional accreditation (or minimum 24SH) in a single designation area (6 SH of laboratory coursework that contains a lab or two lab courses with a total semester hour equivalent to at least 2SH for students who don't have major in the designation area)
  - Have at least one course in Biology and each of the other designations:
    - Chemistry
    - Earth Science/Space Science or Environmental Science or Physics
  - Note: students may be admitted to the program with three deficiencies (max 9sh) in the content coursework that must be completed by the end of the Fall term in the second year of the program
- Submit written statement describing the candidate's interest in entering a degree in Secondary Education through an Alternative Licensure program
- Sit for an interview with the Program Coordinator, program faculty and the university partners
- Submit description of candidates' employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in the appropriate grade level or content area
- Submit three references (from BA degree or employment experience appropriate for teaching experience)

Program Details

- Requires 34 SH for completion

- Requires a grade of B or better in all methods courses: SEC 502, CIL 505, RLP 540, and SEC 516
- Required immersive school placement
- Candidates must meet the ISBE requirements for an Alternative Provisional Educator (APE) License before SEC 591. This includes passing of EDU 572.

Required Courses

Program Requirements

CIL 505	Methods and Materials for Teaching English as a Second Language	3
EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
RLP 540	Teaching Content Area & Disciplinary 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 591	Secondary Education Alternative Licensure Seminar	1 TO 9
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and	
SPE 507	Methods of Social/Emotional Support	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3

Note: SEC 591 must be taken for a total of 9 SH.

Secondary Education MAT Social Studies Concentration Alternative Teacher Licensure Program

This route to the M.A.T. and teacher licensure is for candidates accepted into NLU's alternative teaching licensure partner program. Candidates in this program are working in school districts as a teacher of record while completing their program coursework.

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

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.

Program Details

Program Details:

- Requires 34 SH for completion
- Requires a grade of B or better in all methods courses: SEC 502, CIL 505, RLP 540, and SEC 518
- Required immersive school placement
- Requires passing score on the content specific exam (History #246, Economics #244, Political Science #247, Psychology #248 or Sociology/Anthropology #249 Geography #245) for the primary endorsement.
- Candidates must meet the ISBE requirements for an Alternative Provisional Educator (APE) License before SEC591. This includes passing of EDU 572.

Required Courses

Program Requirements

CIL 505	Methods and Materials for Teaching English as a Second Language	3

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
RLP 540	Teaching Content Area & Disciplinary 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 591	Secondary Education Alternative Licensure Seminar	1 TO 9
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
	and	
SPE 507	Methods of Social/Emotional Support	3
	or	
CIL 500	Foundations of ESL and Bilingual Education	3

Note: SEC 591 must be taken for a total of 9 SH.

Secondary Education MAT Alternative Florida Program

The Secondary Education, M.A.T., Alternative Florida Program, leads to a master's degree and a Professional Educator Certification endorsed for the applicable grade level (Grades 6-12) and content-area endorsements in one of six disciplines below. Please select a discipline to learn about degree requirements and coursework:

- Biological Science (p. 218)
- English/Language Arts (p. 220)
- Mathematics (p. 221)
- Physical Sciences (p. 223)
- Social Studies (p. 224)
- World Language (p. 225)

In the state of Florida, students need to graduate from a state-approved program and then pass any FTCE exams not exempted through program requirements in order to receive a certification from Florida DOE in one of six concentrations within Secondary Education that enables them to hold teaching positions within Florida public school districts. As a state-approved program, graduates of NLU's MAT in Secondary Education Alternative Program: Florida Educator Preparation Institute will be awarded the degree which fulfills the eligibility requirements to obtain a Florida Professional Educator Certificate in one of six concentrations within Secondary Education including Biology, English, Mathematics, Physical Science, Social Studies, or World Languages. The Florida Reading Endorsement and the Florida ESOL Endorsement are included in the program.

Secondary Education, M.A.T. Biological Science Concentration (Alternative Florida Program)

This program is designed for students with baccalaureate degrees and undergraduate coursework in Biological Science who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification for secondary education/ Biological Science (grades 6 to 12), for endorsement in Reading (grades K-12), and for fulfillment of certification requirements for teaching English for Speakers of Other Languages (ESOL).

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - Biology Concentration:
    - Have a major in Biology from a school with regional accreditation or a minimum of 24 SH of coursework in science with 18 SH in Biology completed with a grade of "C" or better including (6 SH of coursework that contains a lab or two lab courses equivalent to at least 2 SH for students who don't have a major in the designation area)
      - Have at least one course in the following areas:
        - One course in Chemistry
        - One course in Earth Science/Space Science or Environmental Science or Physics
  - Mathematics Concentration:
    - Have 24 SH of coursework in Mathematics completed with a grade of C or better in the following areas:
      - Calculus (3 SH)
      - Advanced Geometry (3 SH)
      - Number Theory (3 SH)
      - Modern/Abstract Algebra OR Linear Algebra (3 SH)
      - Probability & Statistics (3 SH)
      - Math Electives (9 SH)
  - Physical Science Concentration:
    - Have 24 semester hours of coursework in Science with 18 SH in the designation completed with a grade of "C" or better
    - Have a major from a school with regional accreditation (or minimum 24SH) in a single designation area (6 SH of laboratory coursework that contains a lab or two lab courses with a total semester hour equivalent to at least 2SH for students who don't have major in the designation area)
    - Have at least one course in Biology and each of the other designations:
      - Chemistry
      - Earth Science/Space Science, Environmental Science or Physics
  - Social Studies Concentration:
    - 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, 12 SH of which is concentrated in the area of the initial endorsement. All coursework applied must be from accredited schools and must be completed with a grade of "C" or better.
      - At least one course in each of the additional areas listed below (excluding the area of designation):
- Economics
- Geography
- History (U.S. History and World History is recommended)
- Political Science
- Psychology/Sociology/Anthropology
  - World Language Concentration:
- Have 24 semester hours of coursework in world language designation completed with a grade of "C" or better in the following areas:
- Beginning Language I & II
- Intermediate Language I & II
- Grammar and Composition
- Intro to Literature
- Introduction to History and Culture
- World Language Electives
    - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 35 SH for completion
- Requires practicum and student teaching
- Requires a min grade of C in program coursework

- Requires a min grade of B in the following methods courses: EDUF 500, EDUF 502, EDUF 540, EDUF 541, and SECF 510/514/516/518/524
- Students will meet the Florida requirement for ESOL instruction after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
  - Professional Education Test
  - Subject Area Test
  - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 506	A Survey of the Foundations of Teaching ESOL	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 510	Methods of Teaching Biological Sciences at the Secondary Level	3
SECF 581A	Secondary Education Practicum	4
SECF 590A	Student Teaching Seminar	2 TO 6

Note: SECF 590A must be completed for a total of 6sh.

Secondary Education, M.A.T. English Language Arts Concentration (Alternative Florida Program)

This program is designed for students with baccalaureate degrees and undergraduate coursework in English/Language Arts who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification endorsed for secondary education/ English/Language Arts (grades 6 to 12) and eligible for the Florida ESOL endorsement.

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - Have 24 semester hours of coursework in English with a grade of C or better in the following areas:
    - 6 SH of writing courses
    - 3 SH Into to Literary Criticism
    - 15 SH must be in Literature with content in each of the following areas:

    - American Literature
    - English Literature
    - Non-Western or Ethnic American Literature
    - Adolescent Literature, Contemporary Literature, or Media Studies
    - 3 SH of English/Language Arts electives (writing, literature, speech or journalism)
  - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 38 SH for completion
- Requires practicum and student teaching
- Requires a min grade of C in program coursework
- Requires a min grade of B in the following methods courses: EDUF 500, EDUF 505, EDUF 502, EDUF 540, EDUF 541, and SECF 512
- Students are eligible for endorsement in ESOL after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
    - Professional Education Test
    - Subject Area Test
    - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 505	Methods and Materials for Teaching English as a Second Language	3
EDUF 507	Linguistic Dimensions and Instructional Strategies for English Language Learners	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 512	Methods of Teaching English at the Secondary Level	3
SECF 581B	Secondary Education Practicum	1 OR 3
SECF 590B	Student Teaching Seminar	2 TO 6

Note: SECF 581B must be completed for a total of 4SH. SECF 590B must be completed for a total of 6sh.

Secondary Education MAT Mathematics Concentration Alternative Florida Program

This program is designed for students with baccalaureate degrees and undergraduate coursework in Mathematics who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification endorsed for secondary education/Mathematics (grades 6 to 12), for endorsement in Reading (grades K-12), and for fulfillment of certification requirements for teaching English for Speakers of Other Languages (ESOL).

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - Have 24 SH of coursework in Mathematics completed with a grade of C or better in the following areas:
    - Calculus (3 SH)
    - Advanced Geometry (3 SH)
    - Number Theory (3 SH)
    - Modern/Abstract Algebra OR Linear Algebra (3 SH)
    - Probability & Statistics (3 SH)
    - Math Electives (9 SH)
  - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 35 SH for completion
- Requires practicum and student teaching
- Requires a min grade of "C" in program coursework
- Requires a min grade of "B" in the following methods courses: EDUF 540, EDUF 502, EDUF 541, EDUF 500, EDUF 505, and SECF 514
- Students will meet the Florida requirement for ESOL instruction after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
  - Professional Education Test
  - Subject Area Test
  - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 506	A Survey of the Foundations of Teaching ESOL	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 514	Methods of Teaching Mathematics at the Secondary and Middle Levels	3
SECF 581C	Secondary Education Practicum	1 OR 3
SECF 590C	Student Teaching Seminar	2 TO 6

Note: SECF 581C must be completed for a total of 4SH. SECF 590C must be completed for a total of 6sh.

Secondary Education MAT Physical Science Concentration Alternative Florida Program

This program is designed for students with baccalaureate degrees and undergraduate coursework in Physical Science who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification endorsed for secondary education/Physical Science (grades 6 to 12), for endorsement in Reading (grades K-12), and for fulfillment of certification requirements for teaching English for Speakers of Other Languages (ESOL).

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - Have 24 semester hours of coursework in Science with 18 SH in the designation completed with a grade of "C" or better
  - Have a major from a school with regional accreditation (or minimum 24SH) in a single designation area (6 SH of laboratory coursework that contains a lab or two lab courses with a total semester hour equivalent to at least 2SH for students who don't have major in the designation area)
  - Have at least one course in Biology and each of the other designations:
    - Chemistry
    - Earth Science/Space Science, Environmental Science or Physics
  - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 35 SH for completion
- Requires practicum and student teaching
- Requires a min grade of "C" in program coursework
- Requires a min grade of B in the following methods courses: EDUF 540, EDUF 502, EDUF 541, EDUF 500, EDUF 505, and SECF 516
- Students will meet the Florida requirement for ESOL instruction after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations

- Professional Education Test
- Subject Area Test
- General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 506	A Survey of the Foundations of Teaching ESOL	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 516	Methods for Teaching Physical Science at the Secondary Level	3
SECF 581D	Secondary Education Practicum	1 OR 3
SECF 590D	Student Teaching Seminar	2 TO 6

Note: SECF 581D must be completed for a total of 4SH. SECF 590D must be completed for a total of 6sh.

Secondary Education MAT Social Studies Concentration Alternative Florida Program

This program is designed for students with baccalaureate degrees and undergraduate coursework in Social Studies who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification endorsed for secondary education/Social Studies (grades 6 to 12), for endorsement in Reading (grades K-12), and for fulfillment of certification requirements for teaching English for Speakers of Other Languages (ESOL).

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - 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, 12 SH of which is concentrated in the area of the initial endorsement. All coursework applied must be from accredited schools and must be completed with a grade of "C" or better.
    - At least one course in each of the additional areas listed below (excluding the area of designation):
      - Economics
      - Geography
      - History (U.S. History and World History is recommended)
      - Political Science

    - Psychology/Sociology/Anthropology
  - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 35 SH for completion
- Requires practicum and student teaching
- Requires a min grade of C in program coursework
- Requires a min grade of B in the following methods courses: EDUF 540, EDUF 502, EDUF 541, EDUF 500, EDUF 505, and SECF 518
- Students will meet the Florida requirement for ESOL instruction after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
  - Professional Education Test
  - Subject Area Test
  - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 506	A Survey of the Foundations of Teaching ESOL	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 518	Methods of Teaching Social Studies at the Secondary Level	3
SECF 581E	Secondary Practicum	1 OR 3
SECF 590E	Student Teaching Seminar	2 TO 6

Note: SECF 581E must be completed for a total of 4SH. SECF 590E must be completed for a total of 6sh.

Secondary Education MAT World Language Concentration Alternative Florida Program

This program is designed for students with baccalaureate degrees and undergraduate coursework in World Language who seek Florida state secondary education certification. Graduates will be eligible for a Professional Educator Certification endorsed for secondary education/World Language (grades 6 to 12), for endorsement in Reading (grades K-12), and for fulfillment of certification requirements for teaching English for Speakers of Other Languages (ESOL).

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

Program Learning Outcomes

PLO 1: Develop and practice a philosophy of education based on self-reflection.

PLO 2: Use knowledge of students to design a respectful learning community in which learning experiences are engaging, challenging, and meet the needs of all learners.

PLO 3: Develop instructional practices that facilitate higher-order thinking and depth of student understanding.

PLO 4: Design and use formative and summative assessments that align with learning outcomes, inform instruction, and measure multiple forms of evidence.

PLO 5: Provide ongoing, meaningful performance feedback to enhance student learning.

PLO 6: Use current technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.

PLO 7: Exhibit a clear understanding of the roles and responsibilities of being a teacher.

Admission Requirements

In addition to the National College of Education Graduate Admission requirements, candidates must:

- Provide a statement of status of eligibility (SOE) from the Florida Department of Education that says they are eligible for the subject area and grade level listed on the statement. Secondary Education candidates must also:
  - Have 24 semester hours of coursework in world language designation completed with a grade of "C" or better in the following areas:
    - Beginning Language I & II
    - Intermediate Language I & II
    - Grammar and Composition
    - Intro to Literature
    - Introduction to History and Culture
    - World Language Electives
  - Candidates may be admitted to the program with up to 24 SH of content/subject area coursework deficiency. These courses must be completed before degree conferral.
- Provide an official letter of recommendation, signed and sealed by the writer (emailed letters are acceptable provided they are submitted directly by the writer to admissions@nl.edu)
- Have a faculty review of all documents
- The candidate's academic achievement requirements are a prior cumulative grade point average of 3.0 or higher OR three references who vouch for the candidate's ability to meet the rigors of the EPI program and teaching in public education in Florida

Program Details

- Requires 35 SH for completion
- Requires practicum and student teaching
- Requires a min grade of "C" in program coursework
- Requires a min grade of "B" in the following methods courses: EDUF 540, EDUF 502, EDUF 541, EDUF 500, EDUF 505, and SECF 524
- Students will meet the Florida requirement for ESOL instruction after completion of the program

Licensure Requirements:

- Requires passing score on the Florida Teacher Certification Examinations
  - Professional Education Test
  - Subject Area Test
  - General Knowledge test – waived with master's degree

Required Courses

Program Requirements

EDUF 500	Introduction to and Methods of Teaching Students with Disabilities	3
EDUF 502	Teaching Comprehension and Content Area Reading	3
EDUF 506	A Survey of the Foundations of Teaching ESOL	3
EDUF 511	Human Learning and Development in Instructional Contexts	2
EDUF 512	Perspectives on the History and Philosophy of Education	2
EDUF 540	Teaching Content Area Literacy at the Middle and Secondary Level	3
EDUF 541	Teaching Writing	3
SECF 502	Introduction to Teaching at the Secondary Level	3
SECF 524	Methods of Teaching World Languages K-12	3
SECF 581F	Secondary Education Practicum	1 OR 3
SECF 590F	Student Teaching Seminar	2 TO 6

Note: SECF 581F must be completed for a total of 4SH. SECF 590F must be completed for a total of 6sh.

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. 227)
- Special Education, M.Ed. (p. 231)

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. 227) is for candidates accepted into one of NLU's alternative teacher licensure partner programs
- The Special Education, M.A.T. (Resident Teacher Program) (p. 230) is for candidates accepted into NLU's teacher residency licensure partner program
- The Special Education, M.A.T. (Traditional Program) (p. 228) is appropriate for most candidates

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 22). 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

PLO1. Candidates will apply ethical and legal requirements of disability procedures and practices.

PLO2. 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.

PLO3. Candidates will employ culturally responsive, evidence-based pedagogy, assessment and instruction to meet individual differences in academic, social/emotional and cultural contexts.

PLO4. Candidates will use and critique research in the field to inform effective, culturally responsive teaching through multiple forms of practitioner research.

PLO5. Candidates will cultivate culturally responsive, collaborative relationships with families and other stakeholders in the school and community.

PLO6. 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.

PLO7. 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.

PLO8. Candidates will implement instructional and assistive technologies to support student accessibility, learning and inclusive school experiences.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, 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. If the individual does not have a major in a content area for any level of teaching, transcripts must be evaluated by the State Superintendent of Education for equivalency. This process will be started by the Transfer Articulation Analyst in the Registrar's office and appropriate documents send to ISBE.
    - ISBE review requires a min of 9SH in any one or a combination of the four areas listed above to be admitted to the program
        - Please note: The Transfer Articulation Analyst will review transcripts prior to admission and submit evaluation to ISBE to seek approval. When approval is granted, the TAA will notify the student, Admissions and the Enrollment Specialist.
- Have a GPA no lower than 3.0, on a 4.0 point scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99. They must complete the first four courses in the program with grades of B or better.
- Receive a minimum score of 240 on the Special Education Content Test to be admitted to the program

- Submit form indicating employment experience in schools and working with students for a minimum of four weeks in grade level or content related to application
- Submit letter of confirmation of interview and position pending ELS (APE) from the District
- Provide description of employment experience in schools and working with students or evidence of a minimum of 4 weeks substitute teaching experience or school support experience in at the appropriate grade level or content area
- Provide three references (from BA degree, employment experience appropriate for teaching experience)

Program Details

- Requires 44 SH for completion
- Candidates must earn a grade of "B" or better in EDU 572 to be eligible for the ELS (APE) Provisional Educator License and continue in the program
- Candidates must earn a grade of "B" or better in all methods courses (SPE 507, SPE 508, SPE 509, SPE 523, and SPE 573) and all practicum courses (SPE 572 and SPE 587)
- Requires immersive school placement
- Candidates must apply for a Provisional Educator License prior to beginning their internship and assuming a placement as the teacher of record
- 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

SPE Alternative Teacher Licensure Coursework

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2
EDU 572	Creating Diverse and Equitable Classrooms	3
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 Special Education	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	1 TO 3

Note: SPE 502 and SPE 572 must be taken for a total of 3 semester hours, SPE 587 must be taken for a total of 7 semester hours. SPE 500 may be waived per advisor if SPE 500 or its equivalent has been previously taken.

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 22). 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

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
EDU 515	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 Special Education	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	5

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
- Receive a minimum score of 220 on the Learning Behavior Specialist 1 Content Area Exam (290) before SPE 592C Student Teaching. The passing of the content test is not required for a degree completion but it's required for teaching license.
- 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. (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 22). 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

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 39SH for degree completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
- Requires practicum

Required Courses

MAT Core - 4 SH

EDU 510	Social Justice Perspectives on the History and Philosophy of American Education	2
EDU 515	Human Learning and Development in Instructional Contexts	2

Program Requirements - 35 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 Special Education	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	1 TO 3

Notes: SPE 502 must be taken for 3 semester hours. 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
- Receive a minimum score of 220 on the LBSI and Special Education General Curriculum (290) Content Tests before SPE 587 Seminar. The passing of the content test is not required for a degree completion but it's required for teaching license.
- 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
- 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 22).

- The Special Education, M.Ed. (Resident Teacher Program) (p. 234) is for candidates accepted into NLU's teacher residency licensure partner program
- The Special Education, M.Ed. (Traditional Program (p. 231)) 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 and/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 and/or Early Childhood Special Education approval.

Visit Licensure and Endorsements at NLU for more details.

Program Learning Outcomes

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must meet specific 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
- 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 at least one of the following concentrations: Early Childhood Special Education Approval, LBS1, LBS2- Curriculum Adaptation Specialist, LBS2- Technology Specialist, and LBS2- Transition Specialist. Students are able to complete the maximum of two concentrations.

Required Courses

MED Core - 9 SH

EDU 511	Social and Cultural Politics of Education: Personal and Contextual Perspectives	3
SPE 529	Teacher Research with Diverse Learners	3
SPE 577	Research Seminar in Special Education	3

Early Childhood Special Ed Approval Concentration- 12 SH

SPE 510	Early Childhood Special Education Language Development, Differences, and Challenges	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

Concentration Related Requirements - 11 SH

The below courses are required for students selecting one concentration.

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.

LBS1 Concentration - 18 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 Special Education	3
	or	
SPE 509	Methods of Instruction in Foundational Literacy for Diverse Learners	3
	and	
SPE 527	Curriculum Adaptations in the Least Restrictive Environment	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 transcripted evidence of successful completion (“C” or better) of an equivalent course.

Concentration Related Requirements - 5 SH

The below courses are required for students selecting one concentration.

LDR 511	Emerging as a Teacher Leader	2

Note: Students must also choose 3 SH of additional program electives listed below.

LBS2 Curriculum Adaptation Specialist Concentration- 12 SH

SPE 527	Curriculum Adaptations in the Least Restrictive Environment	3

SPE 547	Assistive Technology for the Universal Design Classroom	3
SPE 556	Planning and Designing Responsive Learning Environments	3
SPE 588A	LBS II Contextual Applications	3

Note: SPE 588A must be taken for 3 semester hours.

Concentration Related Requirements - 11 SH

The below courses are required for students selecting one concentration.

LDR 511	Emerging as a Teacher Leader	2

Note: Students must also choose 9 SH of additional program electives listed below.

LBS2 Technology Specialist Concentration - 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 588A	LBS II Contextual Applications	3

Note: SPE 588A must be taken for 3 semester hours.

Concentration Related Requirements - 11 SH

The below courses are required for students selecting one concentration.

LDR 511	Emerging as a Teacher Leader	2

Note: Students must also choose 9 SH of additional program electives listed below.

LBS2 Transition Specialist Concentration - 12 SH

SPE 535	Community-Vocational Development & Instruction	3
SPE 536	Transition Foundations, Preparation & Planning	3
SPE 537	Family-Community Partnerships & Assessment	3
SPE 588A	LBS II Contextual Applications	3

Note: SPE 588A must be taken for 3 semester hours.

Concentration Related Requirements - 11 SH

The below courses are required for students selecting one concentration.

LDR 511	Emerging as a Teacher Leader	2

Note: Students must also choose 9 SH of additional program electives listed below.

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
SPE 544	School Finance for Special Education Administrators	3
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, Differences, and Challenges	3
SPE 523	Methods and Content in Mathematics for Students with Disabilities	3
SPE 527	Curriculum Adaptations in the Least Restrictive Environment	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 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)

The M.Ed. Special Education, Resident Teacher program 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

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.

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements, 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 Special Education	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	Curriculum Adaptations in the Least Restrictive Environment	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	1 TO 3

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 Programs

National Louis University offers the following graduate programs in the area of Strategic Educational Leadership (Non-Endorsement):

- Strategic Educational Leadership, Graduate Certificate (p. 235) for applicants with a bachelor's degree
- Strategic Educational Leadership, M.Ed. (p. 237) (p. 237)for applicants without a master's degree (p. 239)
- Strategic Educational Leadership, Ed.S. (p. 239) for applicants with a master's degree

Strategic Educational Leadership, Graduate Certificate

The Certificate in Strategic 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

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. 237)and Ed.S. (p. 239) degree programs in Strategic Ed Leadership. Please speak to your Academic Advisor about the details.

Required Courses - 12 SH

Foundational Courses - 8 SH

SEDL 517	Leadership Concepts and Applications in Education	2
SEDL 520	Strategic Leadership for Inclusive Learning Environments	2
SEDL 526	Strategic Leadership of People, Systems and Resources	2
SEDL 527	Curriculum Design and Data Fluency for Strategic Educational Leadership	2

Leadership Project - 2 SH

EDL 573	Educational Leadership Project	1 TO 4

Note: EDL 573 must be completed for 2 SH.

General Elective Options - 2-5 SH

Choose 2-5 SH of NLU graduate courses listed below in consultation with the Academic Advisor.

BUS 576	Entrepreneurship, Creativity, and Innovation	3
BUS 577	Small Business Management	3
BUS 598	Entrepreneurship Laboratory	3
CIC 505	Data Literacy	3
CIL 531	Cross Cultural Education	3
DTE 500	Strength-Based Leadership	3
ECE 510	Child, Family and Community	3
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 527	Organizational Theory, Group Dynamics, and Leadership Applications	.5 TO 3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 540	Grant Writing and Fundraising for Early Childhood Programs	2
ECE 542	Public Relations and Marketing of Early Childhood Programs	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2
EDL 512	Communication and Technological Skills for Education Leaders	3
EDL 521	Building School Community Partnerships	2
EDL 523	Navigating School and Special Education Law	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
EDU 505	Educational Inquiry and Assessment	3
EDU 513	Frameworks for Data Driven Instruction	1 TO 3
EDU 515	Human Learning and Development in Instructional Contexts	2
HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
HRM 541	Employment Law and Regulations	3
LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 505	Data Literacy	3
LSE 520	Introduction to Design-based Research	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
LSE 540	Social Emotional Learning in Cultural Contexts	3
LSE 541	Cognition and Instruction	2
LSE 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	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
PJM 520	Project Management Applications	3
PPA 532	Gender, Race, and Culture in the Public Sector	3

Note: Additional 500- and 600-level courses may be accepted with faculty advisor approval.

Strategic Educational Leadership, M.Ed.

The M.Ed. in Strategic Educational Leadership is a 32 SH curriculum 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. Completers of this program build a graduate transcript and receive a diploma presenting an M.Ed. in Strategic Educational Leadership.

Program Learning Outcomes

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 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 and collaboration among stakeholders to develop effective learning.

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 initial graduate level.

Admission Requirements

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
- Credit by Portfolio may be accepted for EDL 529
- Candidates may transfer all courses from the Certificate in Strategic Ed Leadership into the M.Ed. program

Required Courses

Foundational Courses - 8 SH

SEDL 517	Leadership Concepts and Applications in Education	2
SEDL 520	Strategic Leadership for Inclusive Learning Environments	2
SEDL 526	Strategic Leadership of People, Systems and Resources	2
SEDL 527	Curriculum Design and Data Fluency for Strategic Educational Leadership	2

Leadership Project - 4 SH

EDL 573	Educational Leadership Project	1 TO 4

Note: EDL 573 must be completed for 4 SH.

Major Elective Options - 12 SH

Choose four courses from each of the following areas:

- Leadership Theory and Practice

- Curriculum Design and Data Fluency
- Diversity, Equity and Inclusion
- Resource Use in Education

Diversity, Equity and Inclusion Theme

CIL 531	Cross Cultural Education	3
EDL 523	Navigating School and Special Education Law	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
OBD 551	Diversity and Inclusion in the Organizational Culture	3
PPA 532	Gender, Race, and Culture in the Public Sector	3

Resource Use in Education Theme

ECE 510	Child, Family and Community	3
ECE 515	Financial and Legal Aspects of Early Child Care Management	3
ECE 525	Strategies for Supervision and Staff Development	.5 TO 3
ECE 542	Public Relations and Marketing of Early Childhood Programs	2
EDL 521	Building School Community Partnerships	2
HRM 521	Talent Acquisition and Retention	3
HRM 541	Employment Law and Regulations	3

Leadership Theory and Practice Theme

BUS 576	Entrepreneurship, Creativity, and Innovation	3
BUS 577	Small Business Management	3
BUS 598	Entrepreneurship Laboratory	3
DTE 500	Strength-Based Leadership	3
ECE 521	Writing and Effective Communication for Early Childhood Education Administrators	1
ECE 527	Organizational Theory, Group Dynamics, and Leadership Applications	.5 TO 3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 540	Grant Writing and Fundraising for Early Childhood Programs	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2
EDL 512	Communication and Technological Skills for Education Leaders	3
EDL 522	Leading Student-Centered Schools	2
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3
OBD 515	Training and Development	3
OBD 533	Organizational Effectiveness and Development	3
OBD 550	Culture of Learning Organizations	3
PJM 520	Project Management Applications	3

Curriculum Design and Data Fluency Theme

EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
EDU 505	Educational Inquiry and Assessment	3
EDU 513	Frameworks for Data Driven Instruction	1 TO 3
HRM 520	Performance Analysis and Measurement	3
LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 505	Data Literacy	3
LSE 520	Introduction to Design-based Research	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3

General Elective Options - 8 SH

Choose 8 SH of NLU graduate courses listed below in consultation with the Academic Advisor.

BUS 576	Entrepreneurship, Creativity, and Innovation	3
BUS 577	Small Business Management	3
BUS 598	Entrepreneurship Laboratory	3
CIC 505	Data Literacy	3
CIL 531	Cross Cultural Education	3
DTE 500	Strength-Based Leadership	3

ECE 510	Child, Family and Community	3
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 527	Organizational Theory, Group Dynamics, and Leadership Applications	.5 TO 3
ECE 538	The Early Childhood Administrator: Individual and Organizational Perspectives	2
ECE 540	Grant Writing and Fundraising for Early Childhood Programs	2
ECE 542	Public Relations and Marketing of Early Childhood Programs	2
ECE 544	Early Childhood Environments: Design and Facilities Management	2
EDL 512	Communication and Technological Skills for Education Leaders	3
EDL 521	Building School Community Partnerships	2
EDL 523	Navigating School and Special Education Law	2
EDL 527	Guaranteeing a Differentiated and Coherent Curriculum	2
EDL 529	Improving Instruction through Teacher Evaluation and Professional Development	2
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
EDU 505	Educational Inquiry and Assessment	3
EDU 513	Frameworks for Data Driven Instruction	1 TO 3
EDU 515	Human Learning and Development in Instructional Contexts	2
HRM 520	Performance Analysis and Measurement	3
HRM 521	Talent Acquisition and Retention	3
HRM 541	Employment Law and Regulations	3
LSE 500	Introduction to the Learning Sciences and Technology	3
LSE 505	Data Literacy	3
LSE 520	Introduction to Design-based Research	3
LSE 525	Designing Digital Age Learning Environments	3
LSE 575	Leading Learning Technologies and Instructional Design with Shared Vision	3
LSE 530	Designing Learning Experiences: Cognition in Socio-Cultural Contexts	3
LSE 535	Instructional Design Foundations for Digital Age Learning Environments	1 TO 3
LSE 540	Social Emotional Learning in Cultural Contexts	3
LSE 541	Cognition and Instruction	2
LSE 542	Digital Tools for Teaching, Learning and Assessment	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	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
PJM 520	Project Management Applications	3
PPA 532	Gender, Race, and Culture in the Public Sector	3

Note: Additional 500- and 600-level courses may be accepted with faculty advisor approval.

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

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

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 learners, 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.

Admission Requirements

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. 235) into the Ed.S. program

Required Courses - 30 SH

Foundational Courses - 8 SH

SEDL 517	Leadership Concepts and Applications in Education	2
SEDL 520	Strategic Leadership for Inclusive Learning Environments	2
SEDL 526	Strategic Leadership of People, Systems and Resources	2
SEDL 527	Curriculum Design and Data Fluency for Strategic Educational Leadership	2

Leadership Project - 4 SH

EDL 573	Educational Leadership Project	1 TO 4

Research - 3 SH

Intro to Research - 3 SH

SEDL 630	Introduction to Scholarly Research	3

Major Electives - 12 SH

Curriculum Design and Data Fluency - Choose 3 SH

SEDL 622	Strategic Leadership in Learning and Development	3
SEDL 646	Education Policy and Ethics for Strategic Leaders	3

Diversity, Equity and Inclusion - Choose 3 SH

EDL 608	Communicating and Engaging with Staff, Families, and Communities	3
HED 600	Higher Education in the United States	3
LSE 540	Social Emotional Learning in Cultural Contexts	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

Leadership Theory and Practice - Choose 3 SH

SEDL 605	Leading Change	3

Resource Use in Education - Choose 3 SH

EDL 637	Managing Human and Fiscal Resources in Education	3
SEDL 646	Education Policy and Ethics for Strategic Leaders	3

General Electives - 3 SH

Choose 3 SH of NLU graduate courses listed below in consultation with the Academic Advisor.

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 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3
CCD 690	Seminar: Special Topics in Education	3
DEE 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Disability Advocacy	3
DEE 690	Seminar: Special Topics in Disability and Equity in Education	1 TO 12
DEE 693	Disability Studies in Education Seminar	3
ECE 600	Early Childhood Higher Education Faculty Internship I	3
ECE 601	Early Childhood Higher Education Faculty Internship II	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	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 690	Educational Leadership Internship	1 TO 8
ESR 616	Mixed Methods Design	3
ESR 618	Interpretive and Critical Research Design	3
HED 600	Higher Education in the United States	3
EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 637	Managing Human and Fiscal Resources in Education	3
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
HED 651	Data-driven Decision Making in Education	3
HED 695	Special Topics in Higher Education	1 TO 6
LSE 540	Social Emotional Learning in Cultural Contexts	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
OBD 650	Culture of Learning Organizations	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3
RES 640	Survey Research and Intro to Statistical Software	3
SEDL 675	Instructional Design in Higher Education	3
SEDL 680	Seminar: Special Topics in Strategic Educational Leadership	3

Note: Additional 500- and 600-level courses in ECA, ECE, EDL, CIC, CIL or other program or elective topics may be accepted with the program chair approval. This includes General Elective courses completed as part of the Strategic Leadership Graduate Certificate.

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. 286) in Illinois:

- Teacher Leadership, M.Ed. (p. 242)
- Teacher Leadership, Ed.S. (p. 243), 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

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.

Admission Requirements

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Hold valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field if they wish to apply for an Illinois endorsement (teaching endorsements can't be added to administrative and school support PEL's)
- 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	2
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	3
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	2
LDR 531	Leading Teacher Development and Student Learning	3
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

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.

Admission Requirements

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Hold valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field if they wish to apply for an Illinois endorsement (teaching endorsements can't be added to administrative and school support PEL's)
- 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	2
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	3
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	2
LDR 531	Leading Teacher Development and Student Learning	3
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. 244)
- Disabilities and Equity in Education (DEE) (p. 245)
- Linguistic Diversity and Equity (LDE) (p. 246)
- (p. 248)
  - Reading, Language and Literacy (RLL) (p. 248)

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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 33 SH for completion

Required Courses

Foundational Courses - 9 SH

Students choose three courses:

CCD 606	Scholarly Habits of Mind I	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	3

Curriculum, Advocacy and Policy Major - 15 SH

CAP 600	Curriculum Theory: Historical, Philosophical, and Political Issues	3
CAP 601	Cultures of Schools and Communities	3
CAP 602	Curriculum Theory: Contemporary Issues and Practices	3
CAP 603	Curriculum Planning, Organization, and Evaluation	3
CAP 605	Professional Development and School Change	3

Research and Dissertation - 3 SH

Students choose one course:

ESR 612	Statistical Methods in Research	3
ESR 514	Research in Action: Becoming Practitioner Researchers	3
ESR 614	Interpretive and Critical Research Methodology	3

Program Electives - 3 SH

Choose 3 SH of NCE graduate courses in consultation with the doctoral advisor.

Capstone Course - 3 SH

CCD 693A	Capstone	3

Note: CCD 693A must be taken for a total of 3 SH.

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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 33 SH for completion

Required Courses

Foundational Courses - 9 SH

Students choose three courses:

CCD 606	Scholarly Habits of Mind I	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	3

Disability and Equity in Education Major - 15 SH

DEE 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Disability Advocacy	3
DEE 607	Mad Studies	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 - 3 SH

Students choose one course:

ESR 514	Research in Action: Becoming Practitioner Researchers	3
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3

Program Electives - 3 SH

Choose 3 SH of NCE graduate courses in consultation with the doctoral advisor

Capstone Course - 3 SH

CCD 693E	Capstone	3

Note: CCD 693E must be taken for a total of 3 SH.

Linguistic Diversity and Equity Ed.S.

The Ed.S. in Teaching and Learning's - Linguistic Diversity and Equity major is intended for professionals in English as a second language, bilingual education, and world language education as well as individuals in other fields such as policy and leadership, and those who want to be leaders and change agents serving linguistically and culturally diverse individuals in schools, and communities in the US and internationally.

The LDE major prepares individuals to apply research, theory, and practice related to linguistic and cultural diversity, language acquisition and bilingualism in schools, colleges, universities, nonprofits,
and government agencies. Students have the

opportunity to tailor the program to their specific professional and academic goals.

LDE provides candidates with in-depth study of the major areas of research, theory and practice in linguistic and cultural diversity, bilingualism, biliteracy, and language learning. A major emphasis in
the coursework is on critical perspectives and approaches to bilingualism and biliteracy from sociocultural, multimodal, and transnational perspectives. The cross-cutting themes of the major are equity and critical perspectives, Spanish biliteracy, African American English, international approaches to language education, family and community engagement, multimodal communication, and public scholarship.

This major responds to the needs of individuals, families, communities, and organizations striving to create effective, humanizing learning contexts that take into consideration the linguistic, cultural, economic, political, and social contexts of language.

The Linguistic Diversity and Equity major takes a broad perspective on linguistic and cultural diversity, applicable to PK-12 contexts, and postsecondary contexts in academic and non-academic settings. Professionals in fields outside of academic contexts can also apply the major to their work.

Program Learning Outcomes

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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 33 SH for completion

Required Courses

Foundational Courses - 9 SH

Students choose three courses:

CCD 606	Scholarly Habits of Mind I	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	3

Linguistic Diversity and Equity Major - 15 SH

LDE 600	Advocacy, Leadership and Engagement in Language Education	3
LDE 601	Historical and sociocultural foundations of language education	3
LDE 602	Bilingualism in Schools and Society	3
LDE 603	Second Language Learning	3
LDE 604	Second Language Literacy, Biliteracy, and Multiliteracies	3

Research and Dissertation - 3 SH

Students choose one course:

ESR 514	Research in Action: Becoming Practitioner Researchers	3
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3

Program Electives - 3 SH

Choose 3 SH of NCE graduate courses in consultation with the doctoral advisor.

Capstone Course - 3 SH

CCD 693H	Capstone	3

Note: CCD 693H must be taken for a total of 3 SH.

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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 33 SH for completion

Required Courses

Foundational Courses - 9 SH

Students choose three courses:

CCD 606	Scholarly Habits of Mind I	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	3

Reading and Language Major - 15 SH

RLD 600	Language, Linguistics, and Literacy	3
RLD 601	Research in Early Literacy	3
RLD 602	Literacy Comprehension: Research and Application	3
RLD 606	Instruction and Staff Development in Reading and Language	3
RLD 607	Seminar on Theory and Research in Writing	3

Research and Dissertation - 3 SH

Students choose one course:

ESR 514	Research in Action: Becoming Practitioner Researchers	3
ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3

Program Electives - 3 SH

Choose 3 SH of NCE graduate courses in consultation with the doctoral advisor

Capstone Course - 3 SH

CCD 693C	Capstone	3

Note: CCD 693C must be taken for a total of 3 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, 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 accredited by one of the following agencies; Accrediting Commission for Community and Junior Colleges (ACCJC), Middle States Commission on Higher Education (MSCHE), Higher Learning Commission (HLC), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), WASC Senior College and University Commission (WSCUC), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 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. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. 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.

Transfer of Credit Completed at another Institution

In addition to the university-wide requirements, 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
    - 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, Higher Education Leadership, Teaching and Learning);
    - Ed.S. degrees that do not require master's degree may transfer any graduate level coursework (School Psychology).
- Doctoral students (Ed.D.) may apply up to 12 hours of graduate coursework completed after the first master's degree, doctoral candidates completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours. Acceptance of all transfer credit is dependent on the approval of the program chair.
- Doctoral students (Ed.D.) in the Strategic Education Leadership Program may use six semester hours at the master's level of equivalent foundational educational leadership courses with approval of the SEDL program chair
- Any additional transfer credit (above what is allowed by each program) must be approved by the APC

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).

Application of NLU Credits to Subsequent Degrees (Applicable to M.Ed., Ed.S. and Ed.D. degrees)

NLU Programs designed with stackable credentials may apply the number of credits specified below to the next level degrees in the program.

- **Teaching and Learning Ed.D:** up to 12 SH of graduate level course- work post the first master's degree can be applied to the Ed.D. with approval from the chairs of the doctoral program, all credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.
- **Education Leadership (Florida):** up to 9 SH of post-master's coursework from another institution, can be applied to the Ed.S., and up to 12 SH of post-master's coursework from another institution, can be applied to the Ed.D. No more than 10 SH from NLU Master's Level programs can used towards the Ed.S and Ed.D degrees combined (this includes 4 SH from EDL 573, 6 SH of EDL 598 or 10 SH from another NLU masters' degree program). Up to 39 SH from the Ed.S. in Ed Leadership can be applied to the Ed.D. in Educational Leadership.
- **Education Leadership (IL District):** up to 12 SH of graduate level course-work post the first master's degree can be applied the Ed.D. with approval from the chairs of the doctoral program, 44 SH from the Ed.S in District Leadership can be applied to the Ed.D. in District Leadership
- **Strategic Education Leadership:** 12 SH from the Strategic Education Leadership Certificate can be applied to a M.Ed in Education Leadership (SEDL), 12 SH from the Strategic Education Leadership Certificate can be applied to a Ed.S. in Education Leadership (SEDL). 12 SH from NLU M.Ed. in Education Leadership, SEDL major or 15 SH from the M.Ed. in Early Childhood Administration, Early Childhood Higher Education Concentration can be applied to the Ed.D. in Strategic Education Leadership. 26 SH from an Ed.S in Education Leadership (SEDL) can be applied to the Ed.D in Strategic Education Leadership, up to 12 SH of graduate level course-work post the first master's degree can be applied to the Ed.D. with approval from the chairs of the doctoral program.

Application of Non-NLU Credit toward Ed.S. and Ed.D. Degrees

Nine semester hours of non-institutional, post the first master's degree, transfer, workshop and professional development credit may be applied to the Ed.S. degree if approved by the student's program chair.

For doctoral candidates completing Ed.S. degrees at institutions other than NLU, the reduction of credits in the doctoral program must not exceed 18 semester hours (from the prior completed Ed.S.). Approval for transfer credit beyond the maximum listed above may be obtained through petition to the Academic Policies Committee. Credit for courses taken more than six years prior to when the student was admitted to the doctoral program must also be approved by the chair. 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. 35). 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. 53).

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 https://nl.edu/national-college-of-education/current-students/program-handbooks-and-materials/teaching-and-learning-doctoral-programs/

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 School Level Leadership major (p. 253) option leads to the Illinois Principal Endorsement
- The District Level Educational Leadership major (p. 255) option leads to the Illinois Superintendent Endorsement
- The Educational Leadership & Administration major (p. 257) option is for candidates in Illinois who are not seeking the superintendent endorsement
- The Educational Leadership & Administration major (p. 258) option is for candidates seeking certification in Educational Leadership leading to principalship in Florida

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

School Level Leadership, Ed.D. (State Credential Track IL)

The Ed.D. degree program develops leadership capacities based on national building-level standards. The program fosters capabilities in developing a shared vision of learning; sustaining positive and safe school cultures and instructional programs; managing school operational systems; using performance information to improve school programs; leading with integrity and equity within professional, legal, and policy frameworks; and advocating for school students, teachers, staff, families, and caregivers. The program develops leaders through substantial and sustained educational leadership projects, guided application experiences within educational settings, and key assessments of proficiency in developing leadership competencies.

Program Learning Outcomes

Through the program, candidates will gain and apply knowledge and dispositions so as to ensure that all students are at the center of all educational decisions.

Specifically, Program Learning Outcomes of the EDL program include the following:

PLO 1: Mission, Vision and Improvement: Candidates collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

PLO 2: Ethics and Professional Norms: Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

PLO 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

PLO 4: Learning and Instruction: Candidates evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

PLO 5: Community and External Leadership: Candidates to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

PLO 6: Operations and Management: Candidates improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

PLO 7: Research: Candidates will create a doctoral research dissertation situated in the field of educational leadership and contribute new knowledge to the field. (Ed.D.)

Admission Requirements

In addition to National College of Education Doctoral Admissions Requirements, applicants must:

- Have a master's degree from a school with regional accreditation
- Provide letter of recommendation on official letterhead from the principal or human resources verifying at least two years of teaching experience (four years of teaching experience in a public or non-public school recognized by ISBE is required prior to endorsement)
- Provide a copy of the applicant's valid and current Illinois Professional Educator License. Candidates without the current Illinois teaching license seeking to earn an administrative PEL or administrative endorsement approved by ISBE must meet the requirements in the Illinois School Code Part 25.25 coursework in the following areas:
  - Characteristics and methods of instruction for cross-categorical special education students (SPE 500)
  - Methods of reading and reading in the content area (RLP 550 or RLP 540)
  - Instructional Strategies for English learners which shall address bilingual education or English as a Second Language (CIL 505 or CIL 506)
    - Please note: These requirements must be completed before entitlement and an administrative PEL will not be issued until they are met. Candidates who earn an administrative PEL without holding teaching PEL will not be able to add teaching endorsements.
- Sit for a faculty interview with no fewer than two full time faculty (edl.admissions@nl.edu)
- Submit a Portfolio
  - Resume
  - Two Letters of Recommendation
  - 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
- Submit an on-site, written response by the applicant to an education scenario provided by the program
- Provide written statement describing (1) career goals and how an Ed.D. in school leadership will help achieve those goals and (2) description of a problem of practice within their school that could serve as their dissertation topic.

- Prior NLU graduates who completed the Ed.S. Ed Leadership – Ed Leadership (Principal) program in Illinois within the last 5 years may be admitted to the Ed.D. program and apply all Ed.S. credits. Candidates who have completed the program over 5 years ago, but less than 10 years may request an exception from the program chair.

Program Details

- Requires 61 SH for Ed.D. completion
- Requires an internship
- Requires a dissertation
- Credit by Portfolio may be accepted for EDL 529, EDL 605 and EDL 628.
- Candidates may apply 30 SH of Ed.S. in Ed Leadership, Educational Leadership Major (State Credential Track, Illinois) completed within the last 5 years to Ed.D. Educational Leadership in School Level Leadership major
- Candidates who completed Ed.S. Educational Leadership, Educational Leadership Major-Principal more than 5 but less than 10 years ago can apply all 30 SH with the program chair approval; this is verified at the time of admission to the program.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Principal as an Instructional Leader Content Area Tests (#195 and #196)
- Candidates must be a certified Teacher Evaluator
- Candidates must meet the requirements for 25.25 a.
- Candidates must complete the following courses to apply for the Principal Endorsement: EDL 510, EDL 520, EDL 521, EDL 522, EDL 523, EDL 525, EDL 526, EDL 527, EDL 528, EDL 529, EDL 570, EDL 571, EDL 571, and EDL 598.

Required Courses

Major Requirements

EDL 510	Change Leadership for Organizational Equity, Development, and Continuous Improvement	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
EDL 605	Leading Change	3
EDL 606	Utilizing Effective Leadership Principles and Processes	3
EDL 625	Scholarly Writing for Practitioners	1 TO 4
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 699J	Dissertation: Educational Leadership	1 to 12

Note: EDL 598 must be taken for 6 SH. EDL 625 must be taken for 4 SH. CCD 699J must be taken for a total of 12 SH.

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.

This program is conveniently offered in an online format (some synchronous sessions are required).

Program Learning Outcomes

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.

Admission Requirements

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.
- Hold an IL administrative endorsement or equivalent state credential.
- 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.

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

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.

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 & Administration, Ed.D. (Non-Endorsement Track, IL)

The Ed.D. degree in the Educational Leadership Program at the 600-level with a major in Educational Leadership & Administration prepares candidates for instructional, operational, organizational, and ethical leadership roles in school districts and other complex educational systems. In Illinois, candidates in this major are not seeking the superintendent endorsement.

For more details, visit Licensure and Endorsements at NLU.

Program Learning Outcomes

At the completion of the program, students will be able to:

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.

Admission Requirements

In addition to meeting the National College of Education Doctoral Admission 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 3.00 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
- Applicants to the Educational Leadership & Administration major do not need to present a prior earned teacher license, certification, or administration credential

Program Details

- Requires 60 SH for completion
- Requires an internship
- Credit by Portfolio 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 (Educational Leadership & Administration major) (p. 171) program may be applied toward the Ed.D. in Educational Leadership with the Educational Leadership & Administration major within 8 years. Applicants for each degree must be admitted to that degree.
- Up to 12 semester hours of graduate level coursework post the first master's degree can be applied the Ed.D. with approval from the chairs of the doctoral program, 44SH from the Ed.S. in Educational Leadership, Educational Leadership & Administration major can be applied to the Ed.D. in Educational Leadership, Educational Leadership & Administration major

Required Courses

Major Requirements - 60

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 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
EDL 690	Educational Leadership Internship	1 TO 8
CCD 699B	Dissertation: Educational Leadership	1 TO 12

Note: EDL 625 must be taken for a total of 4 SH. EDL 690 must be taken for a total of 8 SH. CCD 699B must be taken for a total of 12 SH.

Educational Leadership & Administration, Ed.D. (State Credential Track, FL)

The Ed.D. degree in the Educational Leadership Program at the 600-level with a major in Educational Leadership Administration prepares candidates for instructional, operational, organizational, and ethical leadership roles in school districts and other complex educational systems. In Florida, candidates who complete the 600-level Ed.D. major in Educational

Leadership Administration may take the Florida Educational Leadership Examination and earn their certification in Educational Leadership, which is the certification for the principalship in Florida.

For more details, visit Licensure and Endorsements at NLU.

Program Learning Outcomes

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 excellence through interpersonal effectiveness that promotes the academic success and the overall well-being of all students.

PLO6. Candidates will act professionally, ethically, and demonstrate emotional intelligence in a compassionate, caring manner promoting each student's academic success and well-being.

PLO7. Candidates will strive for school improvement by diagnosing challenges, working collaboratively, and using evidence to initiate change that promotes students' academic success.

Admission Requirements

In addition to meeting the National College of Education Doctoral Admission 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 3.00 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
- Applicants to the Educational Leadership Administration major do not need to present a prior earned teacher license, certification, or administration credential.

Program Details

- Requires 60 SH for completion
- Requires an internship
- Credit by Portfolio may be accepted for the following courses: EDLF 601, EDLF 605, EDLF 622, and EDLF 628.
- The maximum of 9 SH of post-master's coursework from another institution can be applied to the Ed.S.
- The maximum of 12 SH of post-master's coursework from another institution can be applied to the Ed.D.
- The maximum of 10 SH from NLU Master's level programs can used towards the Ed.S. and Ed.D. degrees combined (this includes 4 SH from EDLF 573, 6 SH of EDLF 598 or 10 SH from another NLU masters' degree program).
- The maximum of 39 SH earned in the Ed.S. Educational Leadership (Educational Leadership & Administration major) (p. 172)program may be applied toward the Ed.D. in Educational Leadership with the Educational Leadership & Administration major within 8 years. Applicants for each degree must be admitted to that degree.

Required Courses

Year 1

EDLF 605	Leading Change	3
EDLF 606	Utilizing Effective Leadership Principles and Processes	3
EDLF 622	Curriculum Planning, Organization, and Evaluation	3

EDLF 624	Improving Instruction through Professional Development and Evaluation	3
EDLF 625	Scholarly Writing for Practitioners	1 TO 4
EDLF 626	Leading Instruction to Advance Student Learning	3
EDLF 630	Understanding and Using Educational Research	3
EDLF 632	Utilizing Data to Inform Decision-Making	3
EDLF 690	Educational Leadership Internship	1 TO 8

Note: EDLF 625 and EDLF 690 must be taken for a total of 2 SH.

Year 2

EDLF 601	Analyzing Structure and Allocation in School Financial Management	3
EDLF 604	Developing Proficient Leaders and Opportunity for all Students	3
EDLF 608	Communicating and Engaging with Staff, Families, and Communities	3
EDLF 620	Understanding the Dynamics of Legal, Ethical, and Political Issues in Education	3
EDLF 625	Scholarly Writing for Practitioners	1 TO 4

Note: EDLF 625 be taken for a total of 2 SH.

Year 3

CCD 699B	Dissertation: Educational Leadership	1 TO 12
EDLF 690	Educational Leadership Internship	1 TO 8
EDLF 628	Analyzing and Using Data for Systematic Improvement	3

Note: CCD 699B must be taken for a total of 12 SH. EDLF 690 must be taken for a total of 6 SH.

Strategic Educational Leadership, Ed.D.

The Doctorate of Education (Ed.D.) 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. Completers of this program build a graduate transcript and receive a diploma presenting a Doctor of Education, Strategic Educational Leadership.

Program Learning Outcomes

Doctoral Level SEDL Program Learning Outcomes:

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 learners, 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 goals related to program pursuit.

Admission Requirements

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 the Ed Leadership, Strategic Educational Leadership 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 interview in which the applicant's goals for doctoral study and the fit with the program is discussed.
- Faculty review can result in full admission, decline, or a 2-course review.

Program Details

- Requires 60 SH for completion
- Requires a dissertation
- Credit by Portfolio may be accepted for the following courses: EDL 601, 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 one of the following Educational Leadership programs can apply previously earned credit toward the Strategic Educational Leadership doctoral degree:
  - 12 SH from M.Ed. in Strategic Educational Leadership
  - 15 SH from the M.Ed. in Early Childhood Administration, Early Childhood Higher Education Concentration
  - 26 SH from an Ed.S in Strategic Educational Leadership
  - 44 SH from an Ed.S. in District Level Leadership (DLEL)
- The maximum of 12 SH of graduate level course-work post the first master's degree can be applied to the Ed.D. with approval from the chairs of the doctoral program.
- Candidates may bring up to 12 SH of post-master's degree courses taken before admission into the program, including courses taken at NLU. Candidates must seek approval from the NCE school director in consultation with the doctoral applicant's Academic Advisor.
- Candidates can take a maximum of 12 SH of 500 level courses (beyond the required foundational courses). To apply more than 12 SH, the program chair approval is required.

Required Courses - 60 SH

Foundational Courses - 8 SH

SEDL 517	Leadership Concepts and Applications in Education	2
SEDL 520	Strategic Leadership for Inclusive Learning Environments	2
SEDL 526	Strategic Leadership of People, Systems and Resources	2
SEDL 527	Curriculum Design and Data Fluency for Strategic Educational Leadership	2

Note: 6 SH of EDL 690 may be accepted in lieu of SEDL 520, SEDL 526, and SEDL 527 for students who completed Ed.S. Ed Leadership, District Level Ed Leadership major.

Scholarly Writing, Research, and Dissertation - 25 SH

Scholarly Writing - 6 SH

SEDL 625A	Scholarly Writing for Practitioners I	1
SEDL 625B	Scholarly Writing for Practitioners II	1
SEDL 625C	Scholarly Writing for Practitioners III	1
SEDL 625D	Scholarly Writing for Practitioners IV	1
SEDL 625E	Scholarly Writing for Practitioners V	1
SEDL 625F	Scholarly Writing for Practitioners VI	1

Note: SEDL 625 A and B are taken in Year 1; SEDL 625C and D are taken in Year 2; SEDL 625E and F are taken in Year 3.

Note: 2 SH of EDL 690 may be accepted in lieu of SEDL 625C, and SEDL 625D for students who completed Ed.S. Ed Leadership, District Level Ed Leadership major.

Introduction to Research - 3SH

SEDL 630	Introduction to Scholarly Research	3

Advanced Research - 6 SH

SEDL 632	Research and Data in Strategic Leadership Decision Making	3
SEDL 642	Integrative Data Analysis, Interpretation, and Presentation	3

Dissertation - 10 SH

CCD 699S	Dissertation: Strategic Educational Leadership	1 OR 2

Note: CCD 699S must be completed for a total of 10 SH.

Major Electives - 15 SH

Students must take one course from each of the five areas below.

Curriculum Design and Data Fluency - Students choose 3 SH

SEDL 622	Strategic Leadership in Learning and Development	3
SEDL 670	Leadership of Teaching and Learning in Professional Organizations	3

Note: Students who previously completed M.Ed. in Early Childhood Administration- Early Childhood Higher Education Concentration will have PTIL 605 applied in lieu of SEDL 670.

Diversity Equity and Inclusion - Students choose 3 SH

EDL 608	Communicating and Engaging with Staff, Families, and Communities	3
HED 600	Higher Education in the United States	3
LSE 540	Social Emotional Learning in Cultural Contexts	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3

Leadership Theory and Practice - 3 SH

SEDL 605	Leading Change	3

Resource Use in Education - 3 SH

SEDL 646	Education Policy and Ethics for Strategic Leaders	3

Note: Each candidate must take SEDL 646 except students who completed the Ed.S. in Educational Leadership with the District Level Educational Leadership major; those students will use EDL 601 to meet the *Resource Use in Education* requirement**.**

Special Topics in Education - 3 SH

SEDL 680	Seminar: Special Topics in Strategic Educational Leadership	3

Note: Each candidate must take SEDL 680 course except students who completed the Ed.S. in Educational Leadership with the District Level Educational Leadership major; those students will use one of the following courses to meet the *Special Topics* requirement: EDL 604, EDL 606, EDL 620, EDL 624, or EDL 626.

General Electives - 12 SH

Choose 12 SH of NLU graduate courses listed below in consultation with the Academic Advisor. Candidates who completed the Ed.S. Ed Leadership, District Level Ed Leadership major will use four of the following courses (12 SH) to meet the General Electives requirements: EDL 604, EDL 606, EDL 620, EDL 624, or EDL 626.

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 625	Critical Policy Analysis	3
CCD 630	Education in a Global World	3
CCD 690	Seminar: Special Topics in Education	3
DEE 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Disability Advocacy	3
DEE 690	Seminar: Special Topics in Disability and Equity in Education	1 TO 12
DEE 693	Disability Studies in Education Seminar	3
ECE 600	Early Childhood Higher Education Faculty Internship I	3
ECE 601	Early Childhood Higher Education Faculty Internship II	3
EDL 604	Fostering Cultural Proficiency, Opportunity and Equity	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 637	Managing Human and Fiscal Resources in Education	3
EDL 690	Educational Leadership Internship	1 TO 8
ESR 616	Mixed Methods Design	3
ESR 618	Interpretive and Critical Research Design	3
HED 600	Higher Education in the United States	3
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
HED 651	Data-driven Decision Making in Education	3
HED 695	Special Topics in Higher Education	1 TO 6
LSE 540	Social Emotional Learning in Cultural Contexts	3
LSE 588	Constructing Curriculum for Engaging the Whole Learner	3
OBD 650	Culture of Learning Organizations	3
OBD 651	Diversity and Inclusion in the Organizational Culture	3
RES 640	Survey Research and Intro to Statistical Software	3
SEDL 675	Instructional Design in Higher Education	3
SEDL 690	Strategic Educational Leadership Internship	1-8

Note: Additional 500- and 600-level courses in ECA, ECE, EDL, CIC, CIL or other program or elective topics may be accepted with the program chair approval. This includes General Elective courses completed as part of the Strategic Leadership Graduate Certificate.

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. 264)
- Disabilities and Equity in Education (DEE) (p. 265)
- Linguistic Diversity and Equity (LDE) (p. 267)
- Reading, Language and Literacy (RLL) (p. 269)

Note: Students can choose to complete either a single major or a double major, please see the details by clicking on each of those options above.

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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.
- Note: New students seeking a double major must be interviewed and accepted by the director of each of the two majors for which the student applies (this may be one combined interview or two separate interviews). The applicants written statement should also address the candidates desire to study both major areas. Double major applicants who were initially admitted into one major and want to move to a double major, will need to be formally accepted into the second major by the program chair. Students must submit a written statement describing their goals for the second major and be interviewed by the director of the second major. Students submit a Change of Program form which must be approved by the

directors of both majors, as well as the chair of the Ed.D. in Teaching and Learning.

Program Details

- Requires 63 SH for completion (69 SH for double major)
- Requires qualifying paper
  - Note: Students completing double major must address topics aligned with both majors.
- Requires a dissertation
  - Note: Students completing double major must address topics aligned with both majors and have at least one member from each major on their dissertation committee.
- Note: All credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 698	Dissertation Research Seminar	1 TO 3
CCD 690	Seminar: Special Topics in Education	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 - 18 SH

ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
	and	
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	
CCD 699A	Dissertation	1 TO 8
CCD 696A	Qualifying Paper	1

Note: CCD 699A must be taken for a total of 8 semester hours. Students in double major must complete CCD 699K instead of CCD 699A.

Qualifying Paper - 1 SH

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. Students in the double major must complete CCD 696K instead of CCD 696A.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor.

Note: Students completing the double major are not required to complete electives.

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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.
- Note: New students seeking a double major must be interviewed and accepted by the director of each of the two majors for which the student applies (this may be one combined interview or two separate interviews). The applicants written statement should also address the candidates desire to study both major areas. Double major applicants who were initially admitted into one major and want to move to a double major, will need to be formally accepted into the second major by the program chair. Students must submit a written statement describing their goals for the second major and be interviewed by the director of the second major. Students submit a Change of Program form which must be approved by the directors of both majors, as well as the chair of the Ed.D. in Teaching and Learning.

Program Details

- Requires 63 SH for completion (69 SH for double major)
- Requires a qualifying paper
    - Note: Students completing double major must address topics aligned with both majors.
- Requires a dissertation

- Note: Students completing double major must address topics aligned with both majors and have at least one member from each major on their dissertation committee.

- Note: All credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	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 605	History of Disability and Education	3
DEE 606	Applied Disability Studies: Disability Advocacy	3
DEE 607	Mad Studies	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 - 18 SH

ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
	and	
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	
CCD 699E	Dissertation	1 TO 8
CCD 696E	Qualifying Paper	1

Note: CCD 699E must be taken for a total of 8 semester hours. Students in double major must complete CCD 699K instead of CCD 699E.

Qualifying Paper - 1 SH

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. Students in the double major must complete CCD 696K instead of CCD 696E.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

Note: Students completing the double major are not required to complete electives.

Linguistic Diversity and Equity EdD

The Ed.D. in Teaching and Learning's - Linguistic Diversity and Equity major is intended for professionals in English as a second language, bilingual education, and world language education as well as individuals in other fields such as policy and leadership, and those who want to be leaders and change agents serving linguistically and culturally diverse individuals in schools, and communities in the US and internationally.

The LDE major prepares individuals to apply research, theory, and practice related to linguistic and cultural diversity, language acquisition and bilingualism in schools, colleges, universities, nonprofits,
and government agencies. Students have the opportunity to tailor the program to their specific professional and academic goals.

LDE provides candidates with in-depth study of the major areas of research, theory and practice in linguistic and cultural diversity, bilingualism, biliteracy, and language learning. A major emphasis in
the coursework is on critical perspectives and approaches to bilingualism and biliteracy from sociocultural, multimodal, and transnational perspectives. The cross-cutting themes of the major

are equity and critical perspectives, Spanish biliteracy, African American English, international approaches to language education, family and community engagement, multimodal communication, and public scholarship.

This major responds to the needs of individuals, families, communities, and organizations striving to create effective, humanizing learning contexts that take into consideration the linguistic, cultural, economic, political, and social contexts of language.

The Linguistic Diversity and Equity major takes a broad perspective on linguistic and cultural diversity, applicable to PK-12 contexts, and postsecondary contexts in academic and non-academic settings. Professionals in fields outside of academic contexts can also apply the major to their work.

Program Learning Outcomes

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.
3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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.
- Note: New students seeking a double major must be interviewed and accepted by the director of each of the two majors for which the student applies (this may be one combined interview or two separate interviews). The applicants written statement should also address the candidates desire to study both major areas. Double major applicants who were initially admitted into one major and want to move to a double major, will need to be formally accepted into the second major by the program chair. Students must submit a written statement describing their goals for the

second major and be interviewed by the director of the second major. Students submit a Change of Program form which must be approved by the directors of both majors, as well as the chair of the Ed.D. in Teaching and Learning.

Program Details

- Requires 63 SH for completion (69 SH for double major)
- Requires qualifying paper
  - Note: Students completing double major must address topics aligned with both majors.
- Requires a dissertation
  - Note: Students completing double major must address topics aligned with both majors and have at least one member from each major on their dissertation committee.
- Note: All credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	3
CCD 698	Dissertation Research Seminar	1 TO 3

Note: CCD 607 and CCD 698 must be taken for 3 semester hours.

Linguistic Diversity and Equity Major - 15 SH

LDE 600	Advocacy, Leadership and Engagement in Language Education	3
LDE 601	Historical and sociocultural foundations of language education	3
LDE 602	Bilingualism in Schools and Society	3
LDE 603	Second Language Learning	3
LDE 604	Second Language Literacy, Biliteracy, and Multiliteracies	3

Research and Dissertation - 18 SH

ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
	and	
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	
CCD 699H	Dissertation	1-8
CCD 696H	Qualifying Paper	1

Note: CCD 699H must be taken for a total of 8 semester hours. Students in double major must complete CCD 699K instead of CCD 699H.

Qualifying Paper - 1 SH

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 696H. Students in the double major must complete CCD 696K instead of CCD 696H.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

Note: Students completing the double major are not required to complete electives.

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

1. Develop and employ culturally responsive research to understand diverse perspectives, practices, pedagogies, and outcomes.
2. Deepen understanding of policy, its roles and impacts, and how to leverage and change policy to contribute to more democratic schooling and society.

3. Understand the assumptions in different forms of knowledge, navigate and critique knowledge claims, and work towards decolonizing knowledge in support of epistemic justice.
4. Communicate respectfully and effectively with multiple audiences in ways that honor multiple languages, literacies, cultures, and traditions.
5. Engage in ongoing reflection on the nexus of identity, culture, theory, and practice in a commitment to impacting change towards equitable approaches and outcomes in teaching and learning.

Admission Requirements

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.
- Note: New students seeking a double major must be interviewed and accepted by the director of each of the two majors for which the student applies (this may be one combined interview or two separate interviews). The applicants written statement should also address the candidates desire to study both major areas. Double major applicants who were initially admitted into one major and want to move to a double major, will need to be formally accepted into the second major by the program chair. Students must submit a written statement describing their goals for the second major and be interviewed by the director of the second major. Students submit a Change of Program form which must be approved by the directors of both majors, as well as the chair of the Ed.D. in Teaching and Learning.

Program Details

- Requires 63 SH for completion (69 SH for double major)
- Requires a qualifying paper
    - Note: Students completing double major must address topics aligned with both majors.
- Requires a dissertation
    - Note: Students completing double major must address topics aligned with both majors and have at least one member from each major on their dissertation committee.
- Note: All credits from the Ed.S. in Teaching and Learning may be applied to the Ed.D. The Ed.D is distinguished from the Ed.S. by the dissertation and the dissertation coursework.

Required Courses

Foundational Courses - 21 SH

CCD 606	Scholarly Habits of Mind I	3
CCD 607	Scholarly Habits of Mind II	3
CCD 615	Sociology of Education	3
CCD 620	Epistemology of Learning, Teaching and Inquiry	3
CCD 625	Critical Policy Analysis	3
CCD 690	Seminar: Special Topics in Education	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 - 18 SH

ESR 612	Statistical Methods in Research	3
ESR 614	Interpretive and Critical Research Methodology	3
	and	
ESR 616	Mixed Methods Design	3
	or	
ESR 618	Interpretive and Critical Research Design	3
	and	
CCD 699C	Dissertation	1 TO 8
CCD 696C	Qualifying Paper	1

Note: CCD 699C must be taken for a total of 8 semester hours. Students in double major must complete CCD 699K instead of CCD 699C.

Qualifying Paper - 1 SH

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. Students in the double major must complete CCD 696K instead of CCD 696C.

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with the doctoral advisor

Note: Students completing the double major are not required to complete electives.

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 (p. 275) and Elementary Education (p. 276): require 6 semester hours that must be completed at NLU (including previously completed NLU courses)

    - Middle Grades (p. 282) and Secondary Education (p. 286): 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.

Admission Requirements

In addition to the National Louis University Graduate Admission Requirements**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- Complete a minimum of 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (up to 20 clinical/clock hours may be earned in each course at NLU)

Program Details

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 a minimum of 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (up to 20 clinical/clock hours may be earned in each course at NLU)
- 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
	and	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
	or	
CIL 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
	and	
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

Note: CIL 507 must be taken for 3 SH if chosen. Students may also take CIL 508 in lieu of CIL 506.

Bilingual Education Endorsement Electives - 3 SH

Choose 3 SH from the courses below:

CIL 501	Introduction to Linguistics for TESOL	3
CIL 505	Methods and Materials for Teaching English as a Second Language	3
	or	
CIL 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
CIL 506	Methods and Materials for Teaching Bilingual Education	3
	or	
CIL 508	Methods and Materials for Teaching Dual Language 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
CIL 543	Using Music and Song to Teach and Learn New Languages	1

Note: CIL 507 must be taken for 3 SH of chosen.

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**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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	Curriculum Adaptations in the Least Restrictive Environment	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	Curriculum Adaptations in the Least Restrictive Environment	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.

Program Learning Outcomes

1. Facilitating a Vision of Educational Excellence. The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

2. Learning Environment and Instructional Program. The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.

3. Knowledge of Laws, Regulations, and Professional Ethics. The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

4. Identification of Students and Provision of Services. The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

5. Special Education Finance. The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.

6. Management. The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

7. Collaboration with Families and Communities. The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Admission Requirements

In addition to the National Louis University Graduate Admission Requirements (p. 20)**, 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 an accredited institution

- Sign and submit the employment disclosure form

Program Details

- Requires 15 SH for completion
- Requires a grade of "B" or better in all coursework
- Requires passing of the Director of Special Education content test (#180 or #234)

Director of Special Education

Required Coursework

SPE 527	Curriculum Adaptations in the Least Restrictive Environment	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
SPE 591	Director of Special Education Internship	1 TO 3

Note: SPE 591 must be taken for a total of 3sh.

Program related policies:

- Students will be required to complete a supervised field experience, SPE 591, to be completed in conjunction with SPE 544, SPE 549 and SPE 561. SPE 591 will be offered for 1 SH to be co-registered with these courses. Students are required to complete a total of 3 SH of SPE 591 for program completion.
- Students enrolled in SPE 527, Special Education methods, also required in the program, will complete a field experience and assignment that specifically relates to special education instruction.
- Successful completion of field experiences and program assessments will be documented in a cumulative portfolio document that will be completed in the context of the program courses.
- All students will be required to take SPE 544, SPE 549, SPE 561 and SPE 591 at NLU. Transfer credit will not be accepted for these courses.
- For students with the LBSI endorsement, SPE 527 requirement can be transferred in given the individual's courses and experience in special education teaching. Documentation of field experience component or portfolio component in instructional methodology is required to meet field experience for the DOSE program completion. If documentation of field hours is not available, portfolio will include documentation of knowledge and skills in special education instructional methodology attained during professional practice. Transfer credit for SPE 527 is available only for endorsement purposes.

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.

Program Learning Outcomes

Not applicable to the endorsement program.

Admission Requirements

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

- Valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- Faculty review

Program Details

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.

Required Courses - 18SH

Child Growth & Development

ECE 504	Human Development: Infancy and Childhood	3

Planning and Assessment -candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2

Early Childhood Methods & Content Pedagogy- candidates take one of the following

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	3

Literacy Methods- candidates take one of the following

ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

Collaborative Relationships with Family or Communities

ECE 510	Child, Family and Community	3

Electives

Candidates must complete one of the following courses not chosen in the requirements above to satisfy 18sh.

ECE 503	Teaching and Learning in Early Childhood	3
ECE 507	STEM in Early Childhood	3
EDU 504	Assessment and Curriculum Differentiation in Early Childhood Setting	2
ECE 526	Methods of Developing Mathematical Mindsets in Early Childhood	3
ECE 522	Foundations of Emergent Literacy	3
ECE 537	Early Literacy Methods, PreK-3	3

Note: Students may be also required to complete 1 SH of additional ECE elective course approved by the Program Chair to reach 18sh required for the endorsement.

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 (K to age 22) by having the following four courses required by the Illinois State Board of Education.

In addition to the National Louis University Graduate Admission Requirements**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

Program Details:

- Requires 12 SH for completion
- A grade of "C" or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 510	Early Childhood Special Education Language Development, Differences, and Challenges	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

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. 134)**, program requires:**

- Valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- 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 (#305)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Elementary Education Subsequent Teaching Endorsement

CIS 540	Methods for Elementary Social Studies: Planning and Assessment	3
EDU 515	Human Learning and Development in Instructional Contexts	2
MHE 540	Methods for Elementary Mathematics: Planning and Assessment	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 Elementary Science: Planning and Assessment	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 though NLU's entitlement process.

Visit ISBE website for additional information https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx.

Elementary Mathematics Specialist Endorsement

This endorsement is designed for candidates who have a Professional Educator License who wish to earn the Mathematics Specialist Endorsement. Candidates must hold a master's degree from a regionally accredited institution and have 2 years of teaching experience (either on an educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12) at the point of entitlement to qualify for the endorsement.

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

Admission Requirements

In addition to National College of Education Graduate Admissions Requirements (p. 134)**, applicants must:**

- Have a GPA no lower than 3.0, on a 4 point scale. Candidates may be provisionally admitted to the program with a GPA between 2.5 and 2.99
- Hold a valid Illinois Professional Educator License with an endorsement in Special Education, Middle Grades Education, Elementary Education or Early Childhood Education and provide evidence of successfully completing MHE 540 or the equivalent coursework

Program Details

Program Details:

- Requires 18 SH for completion
- Candidates must complete a 50-hour practicum. Candidates must score proficient or higher in all areas of their clinical/performance evaluations.
- Prior to entitlement, candidates must show evidence of holding a master's degree from a regionally accredited institution
- Candidates must earn a C or better in all coursework to be eligible for the ISBE endorsement

Entitlement/Licensure Requirement:

- Each candidate for the elementary mathematics specialist endorsement shall present evidence of two years of teaching experience, either on an

educator license issued by the State Board of Education or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12.

- Candidates are required pass the Elementary Math Specialist Content Test (#314)

Required Courses

Elementary Mathematics Specialist

MHE 501	Number Concepts & Operations for Teachers	3
MHE 503	Mathematics Education Issues & Trends	3
MHE 504	Foundations of Mathematical Leadership	3
MHE 523	Differentiating Mathematics Instruction	3
MHE 541	Advanced Methods for Teaching Mathematics	3
MHE 542	Mathematics for Elementary and Middle School Teachers	3

Note: Candidates in the Learning Sciences, M.Ed. or Ed.S. program seeking a mathematics concentration must choose either the Mathematics Education Concentration or the Elementary Mathematics Specialist Concentration. Learning Sciences students interested in completing additional mathematics-related coursework for additional endorsement may select a Personalized Option Concentration.

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. 20)**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- Complete a minimum of 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (up to 20 clinical/clock hours may be earned in each course at NLU)

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 a minimum of 100 of clinical/observation hours or three months of teaching experience in a bilingual setting (up to 20 clinical/clock hours may be earned in each course at NLU)
- 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.

Program Learning Outcomes

N/A

Admission Requirements

In addition to the National Louis University Graduate Admission Requirements**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- 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
	and	
CIL 505	Methods and Materials for Teaching English as a Second Language	3
	or	
CIL 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
	and	
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: CIL 507 must taken for 3 SH if chosen.

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 507	Methods and Materials for Teaching ESL and World Languages	.5 TO 3
CIL 508	Methods and Materials for Teaching Dual Language 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
CIL 543	Using Music and Song to Teach and Learn New Languages	1

Note: CIL 507 must taken for 3 SH if chosen.

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**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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	Curriculum Adaptations in the Least Restrictive Environment	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-22.

In addition to the National Louis University Graduate Admission Requirements**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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 transcripted evidence of successful completion ("C" or better) of an equivalent course.
- Credit for Prior Learning 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	Curriculum Adaptations in the Least Restrictive Environment	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 Special Education	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.

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.

Program Learning Outcomes

Not applicable

Admission Requirements

In addition to National College of Education Graduate Admission Requirements, candidates must:

- Have a valid Illinois Professional Educator License with LBS I (K to age 21) endorsement (teaching endorsements can't be added to administrative and school support PEL's)

Program Details

- Requires 12 SH for completion
- A grade of "C" or better in all coursework is required
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

LBS II Curriculum Adaptation Specialist - 12 SH

SPE 527	Curriculum Adaptations 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	3

Note: SPE 588A must b e taken for a total of 3 SH.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Learning Behavior Specialist II: Curriculum Adaptation Specialist Content Area Test (293)

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 588A	LBS II Contextual Applications	3

Note: SPE 590A must be taken for a total of 3 SH.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Learning Behavior Specialist II: Technology Specialist Content Area Test (296)

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 588A	LBS II Contextual Applications	3

Note: SPE 588A must be taken for a total of 3 SH.

Additional ISBE Requirements for Endorsement:

- Candidates must pass Learning Behavior Specialist II: Transition Specialist Content Area Test (297)

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, program requires:

- Valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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 though 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	Assessment and Diagnosis 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) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- Have a master's degree from an accredited school

Please note: Candidates who completed a Reading Teacher endorsement, the following is required in addition to the above:

- Faculty review:
- For students who received an "A" grade in RLR 592A and RLR 592B:
  - Consent of Program Chair and Practicum Director
- For students who received a "B" grade in RLR 592A and/or RLR 592B:
  - Written response to prompts provided by the program
  - Interview with program faculty
- Students who received a grade lower than a "B" in RLR 592A and/or RLR 592B, are not eligible for admission

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
- 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	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3

RLR 518	Literacy Leadership and Staff Development	3
RLR 520	Survey of Youth Literature, P to Grade 12	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 Literacy 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**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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	Assessment and Diagnosis of Literacy	3
RLR 511	Instructional Strategies for Literacy Intervention	3
RLR 520	Survey of Youth Literature, P to Grade 12	3
RLR 592A	Practicum: Literacy Interventions for Elementary Students	2
RLR 592B	Practicum: Literacy Interventions for Secondary Students	2

Safety and Driver's Education Endorsement

The Safety and Driver's Education endorsement program and coursework provides certified Illinois teachers holding a secondary PEL the opportunity to gain a subsequent endorsement to instruct driver education at the high school level. The endorsement requires 18SH and the courses will be offered online in the synchronous and asynchronous format.

The Safety and Driver's Education endorsement is aligned to the ISBE Illinois Driver Education Standards.

Admission Requirements

In addition to the National Louis University Graduate Admission Requirements**, applicants must:**

- Hold a valid Illinois Professional Educator License (PEL) in secondary education (teaching endorsements can't be added to administrative and school support PEL's)
- Submit all transcripts for admission
- Requires transcript evaluation of previously completed coursework to satisfy 6sh of additional endorsement areas

Program Details

- Requires 18 SH for completion
- A grade of "C" or better in all coursework is required
- Requires transcript evaluation of previously completed coursework to satisfy 6sh of additional endorsement areas

- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses - 18SH

Safety and Driver Education Endorsement - 12SH

SDE 500	Injury Prevention & Safety	3
SDE 501	Driving Task Analysis	3
SDE 502	Technique and Theory of Driver Education: Classroom	3
SDE 503	Technique and Theory of Driver Education: Behind-the-Wheel	3

Additional Endorsement Requirements - 6SH

Students need 6SH of additional coursework in at least 2 of the following areas:

1. First Aid
2. Psychology
3. Driver Education Safety
4. Advanced Driver Education: Range/Simulator
5. Health & Wellness
6. Care and prevention of injuries
7. Issues related to alcohol or drug abuse
8. Driver Education for students with disabilities

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, applicants must:

- Have a master's degree in clinical counseling or in an equivalent clinical program
- Submit official transcripts from all institutions attended
- 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 23 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 Psychology Behavioral Sciences and the National College of Education
- Those who hold the Masters of Science in Counseling from NLU must retake HSC 533, HSC 581, and HSC 582 in order to fulfill the practicum/internship field placement 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 - 23 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 or 1.0

Note: RLR 585N must be taken for 1SH. Students completing RLR 585N for 0.5SH must also register for supplemental RLR 585O Workshop for 0.5SH that covers content of instructional strategies for English learners and bilingual education required by ISBE.

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, program requires:

- Valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

Endorsement Requirements:

- 18 SH of college-level content coursework specific to the area sought
  - 12 SH must be in the specific science or social science area sought (e.g. biology or political science)
  - 6 SH must be taken in at least one other science or social science area (as applicable to the endorsement sought)
  - Science endorsement requires coursework in both the biological sciences (biology, ecology/environmental science) and physical sciences (chemistry, earth & space science, physics.)
- 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 though 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. 241) 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, **applicants must:**

- Hold valid and current Illinois Professional Educator License (PEL) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)
- 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	2
LDR 521	Guiding Data Teams in Schools	2
LDR 523	Mentoring and Coaching Fellow Teachers	3
LDR 525	Teacher Outreach: Families and Community	2
LDR 527	Promoting Cultural Fluency	2
LDR 531	Leading Teacher Development and Student Learning	3
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) endorsed in the teaching field (teaching endorsements can't be added to administrative and school support PEL's)

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 though 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.

Admission Requirements

Requirements for admission to the Undergraduate College are the same as those for admission to National Louis University. 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 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. 338)

Bachelor of Science in Management

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. 19) 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)
- Secondary English Education (grades 9-12)
- Secondary Mathematics Education (grades 9-12)
- Special Education (Teacher Residency Program) (grades K-22)

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 (Field Hours, Practicum & Student Teaching)

NLU requires all candidates in programs that include time spent in an Illinois school to have the following requirements completed before beginning field experience:

- an Illinois State Police Criminal background fingerprint check (if you are in a CPS placement, you will complete the CPS background check process)
- a Mandated Reporter Training Certificate of Completion with the Department of Children and Family Services
- Office of Field Experience (OFE) Acknowledgment Form
- Field Experience Application
  Listed below are details/links about these requirements:

- Documents and forms should be submitted to the Office of Field Experience. All requirements must be completed by the due date in order to move forward with field experience courses.
- Criminal background checks must be completed by the due dates required for your program. Please use the NLU UCIA Criminal Background Check form. 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. If you are an employee of a school district or childcare site, you may give evidence of your employment CBC if it was completed within 1 year of your field experience start date.
- Chicago Public Schools has their own process for field experience applications and background checks. CPS also requires students to complete the district's student teaching application.
- 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 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, TB test, or evidence of health insurance. The teacher candidate will be responsible for providing this documentation.

Student teaching field placements are linked with practicum hours for two consecutive quarters (fall/winter or winter/spring). All candidates for initial teacher licensure must successfully complete a

student teaching experience of a minimum of 10 weeks in the classroom at an assigned school.

The following criteria must be met to start the linked placement practicum and student teaching in the Traditional B.A. Programs (Early Childhood, Elementary, Early Childhood & Elementary, Special Education, and Secondary Education) and Teacher Residency (Special Education) Program.

- A score of at least 220 on the content test, verification of the score is required ***
- A GPA of 3.0 or higher
- Successful completion of field experiences and practicums with no unresolved student support plans
- Satisfactory Disposition Assessments
- All checks in SONIA completed by the due dates

***Passing the content test with a final score of 240 is not required for degree completion but is required for licensure for the programs listed above.

Undergraduate Content Testing Requirements for Licensure Programs

The Illinois State Board of Education requires that a content test in the subject-area being sought be passed in order to be eligible for the Professional Educator Licensure (PEL). Although the test is required to be passed to be licensed, it is not required to be passed in order to begin student teaching (as previously required by the state).

Please see the below content test policies for the 2024-2025 academic year and the policies for the 2025-2026 academic year and beyond.

The following criteria must be met to start the linked placement (practicum) in AY24-25:

OPTION 1: A passing score on the content test

OR

OPTION 2:

- Have taken the exam at least once
- Are registered for the Discover Course
- Successful completion of field experiences with no unresolved student success plans
- Sign the acknowledgement form

The following criteria must be met to start student teaching in AY24-25, if the test was not passed prior to practicum.

- A score of at least 220 on the content test

Beginning in AY25-26 the criteria below must be met to start the linked placement (practicum):

OPTION 1: A passing score on the content test

OR

OPTION 2:

- A score of at least 220 on the content test
- A GPA of 3.0 or higher
- Successful completion of field experiences with no unresolved student success plans.
- Registered for the Discover Course
- All checks in SONIA completed by the due dates
- Sign the acknowledgement form

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. 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

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.

Admission Requirements

The following majors are available only to students who have completed a minimum of 135 quarter hours in the NLU Education program:

- Applied Early Childhood Education major is for students previously enrolled in the B.A. in Early Childhood Education program
- Applied Elementary Education major is for students previously enrolled in the B.A. in Elementary Education program
- Applied Early Childhood and Elementary Education major is for students previously enrolled in the B.A. in Early Childhood and Elementary Education program
- Applied Secondary Education major is for students previously enrolled in the B.A. in Secondary Education program

Program Details

- Requires 180 QH including 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:
  - EAL 412 must be taken by the AES major. AES 470, EDU 470, EDU 351, EDU 477, EDU 480, HSM 304, HSM 410, PSY 352, PSY 348, SEC 377, SEC 400, SEC 401, SEC 405, and STEM 415.
- A minimum grade of "C" or better in all General Education and elective courses is required for the Applied Educational Studies, Applied Early Childhood Education, and Applied Early Childhood and Elementary Education majors.
- A minimum grade of "D" or better in all General Education and elective courses is required for the Applied Elementary Education and Applied Secondary Education majors.
- 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 the following courses:
  - Applied Educational Studies major: CAR 202, CAR 203, ECE 302, ECE 495, EDU 210, and EDU 305
  - Applied Early Childhood Education major: CAR 202, CAR 203, ECE 302, ECE 495, EDU 210, and EDU 305
  - Applied Elementary Education major: CAR 202, CAR 203, EDU 210, and EDU 305
  - Applied Early Childhood and Elementary Education major: CAR 202, CAR 203, ECE 302, ECE 495, EDU 210, and EDU 305
  - Applied Secondary Education major: CAR 202, CAR 203, EDU 210, and EDU 305
- Students in the Applied Educational Studies, Applied Early Childhood Education, and Applied Early Childhood and Elementary Education majors are eligible to earn the following credential:
  - Gateways Level 5 ECE credential
- Students in the Applied Educational Studies and Applied Early Childhood Education majors are eligible to earn the following credentials:

  - 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)
- Students in the Applied Educational Studies major are eligible to earn the following credentials:
  - Gateways Level 2 Infant/Toddler Credential (ITC) (with completion of Infant and Toddler Studies 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.
- Students can apply 15 QH of the following advanced standing courses to certain graduate programs and endorsements: EAL 400, EAL 412, and EAL 431. Students are encouraged to speak to their advisor/coach about the details as certain policies apply.
- Candidates in the Applied Educational Studies major may choose one of the following concentrations:
  - Child Welfare (p. 386)
  - Early Care and Education Administration (p. 383)
  - Infant and Toddler Studies (p. 383)
  - Teaching Methods (p. 384)
- Candidates in the Applied Early Childhood Education major may choose one of the following concentrations:
  - Child Welfare (p. 386)
  - Early Care and Education Administration (p. 383)
  - ESL/Bilingual (p. 383)
  - Special Education (p. 384)
- Candidates in the Applied Elementary Education and Applied Early Childhood and Elementary Education majors may choose one of the following concentrations:
  - Child Welfare (p. 386)
  - ESL/Bilingual (p. 383)
  - Special Education (p. 384)
- Candidates in the Applied Secondary Education major may choose one of the following concentrations and/or minors:
  - Child Welfare (p. 386)
  - ESL/Bilingual (p. 383)
  - Special Education (p. 384)
  - Educator Preparation English Minor (p. 370)
  - Educator Preparation Mathematics Minor (p. 370)

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	Introduction to Ethics and Social Critique	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
EDU 305	Equity in Education	5

Note: Students in the Applied Educational Studies, Applied Early Childhood Education, Applied Elementary Education, and Applied Early Childhood and Elementary Education majors must complete EDU 200 and EDU 220. Students in the Applied Secondary Education major must complete EDU 220 and EDU 305.

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	2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 431	Cross Cultural Education	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	Child Development	5
EDU 305	Equity in Education	5

Note: Students in the Applied Secondary Education major do not need to complete the Educator Preparation Core.

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 412	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 Communications	5
PSY 352	Children and Families under Stress	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SPE 450	Characteristics of Individuals with Disabilities	5
	or	
SPAN 407	Spanish for Educators	5

Applied Early Childhood Education Major- 55 QH

ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
AES 470	Internship in Applied Educational Studies	5

Note: Students are required to complete 25 QH of any education related electives including (but not limited to) the following prefixes (not used elsewhere): ECE, EDU, EAL, SEC, STEM, SPE, PSY, and HSM. Students in this major have an option of choosing concentration in ESL/Bilingual Education (p. 383), Special Education (p. 384), and Early Care and Education Administration (p. 383).

Students may complete AES 470 or EDU 470.

Applied Elementary Education Major - 55 QH

EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
AES 470	Internship in Applied Educational Studies	5

Note: Students are required to complete 25 QH of any education related electives including (but not limited to) the following prefixes (not used elsewhere): ECE, EDU, EAL, SEC, STEM, SPE, PSY, and HSM. Students in this major have an option of choosing concentration in ESL/Bilingual Education (p. 383) and Special Education (p. 384).

Students may complete AES 470 or EDU 470.

Applied Early Childhood and Elementary Education Major - 55 QH

ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
AES 470	Internship in Applied Educational Studies	5

Note: Students are required to complete 20 QH of any education related electives including (but not limited to) the following prefixes (not used elsewhere): ECE, EDU, EAL, SEC, STEM, SPE, PSY, and HSM. Students in this major have an option of choosing a concentration in ESL/Bilingual Education (p. 383) and Special Education (p. 384).

Students may complete AES 470 or EDU 470.

Applied Secondary Education Major - 65 QH

Program Specific General Education Requirements: EDU 220, EDU 305, GEN 103 and CAR 214 or BRV 200.

EAL 400	Educational Foundations for Learning English as an Additional Language	5

EDU 210	Educational Philosophy- A Historical Account	5
EDU 301	Adolescent Development	5
EDU 351	Curriculum, Instruction, and Assessment in Middle and Secondary Education	5
AES 470	Internship in Applied Educational Studies	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5

Note: Students are required to complete 35 QH of any education or content-related electives, including (but not limited to) the following: EAL 412, SEC 377, SEC 400, SEC 401, SEC 405, STEM 415, MTH 211, MTH 212, MTH 215, ENG 425. Students may also select courses with the following prefixes (not used elsewhere): ECE, EDU, EAL, SEC, STEM, SPE, PSY, and HSM.

Students in this major do not need to complete the Educator Preparation Core. They have an option of choosing the Educator Preparation English (p. 370) or Educator Preparation Mathematics (p. 370) minors and can also choose to complete the concentration in ESL/Bilingual Education (p. 383) and Special Education (p. 384).

Students may complete AES 470 or EDU 470.

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

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.

Admission 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 courses (ECE 470A/ECE 470B or ELE 470A/ELE 470B).

Licensure Program Admission Requirements:

- Achieve junior standing (90 quarter hours or more)
- 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 General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ECE 470A/ECE 470B or ELE 470A/ELE 470B, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EDU 420A and EDU 420B, EDU 477, EDU 480, ELE 484, EAL 412, ECE 470A/ECE 470B or ELE 470A/ELE 470B
- 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 may be accepted for CAR 202, CAR 203, ECE 302, ECE 495, EDU 210, and EDU 305
- Students can apply 15 QH of the following advanced standing courses to certain graduate programs and endorsements: EAL 400, EAL 412, and EAL 431. Students are encouraged to speak to their coach about the details as certain policies apply.
- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual Education (p. 383)
  - Special Education (p. 384)
- Students pursuing the Bilingual-Spanish endorsement may take SPAN 407 in place of SPE 450 in the major. If also completing the Special Education endorsement, students must take SPE 450 as well.

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.

Program Specific General Education Requirements

ART 105	Race, Identity and Experience in American Art	5
EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 105	Math for Educators I	5
MTH 115	Math for Educators II	5

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

- **Fine Arts:** one course in 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)
- **EDU 200 Applied Educational Psychology**: one equivalent course
- **EDU 220 Children's Literature for Educators:** one equivalent course
- **Mathematics:** two college-level and not developmental in nature mathematics courses

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	2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 431	Cross Cultural Education	5

ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	Child Development	5
EDU 305	Equity in Education	5
Early Childhood and Elementary Education Major - 60 QH		
EAL 412	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 420A	Practicum: Professional Practices and Classroom Contexts, Field Experience	0
EDU 420B	Practicum: Professional Practices and Classroom Contexts, Seminar	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
ELE 484	Inquiry Based Teaching Methods, Social Studies, Elementary Grades	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SPE 450	Characteristics of Individuals with Disabilities	5
	or	
SPAN 407	Spanish for Educators	5
	and	
ECE 470A	Early Childhood Education Student Teaching Field Experience	5
ECE 470B	Early Childhood Education Student Teaching Seminar	5
	or	
ELE 470A	Elementary Education Student Teaching Field Experience	5
ELE 470B	Elementary Education Student Teaching Seminar	5

Concentration - 15 QH

See link to the optional concentrations above.

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 Office of Field Experience Application for student teaching.
- Meet the undergraduate content testing requirements for licensure programs listed here. Students may move forward with EDU 420 with only one test meeting the testing requirements but will not be able to earn the second endorsement until the second test is passed. The test taken to meet the testing requirements must align to the grade in which the student is completing practicum and student teaching (i.e.: ELE test must be passed if practicum/student teaching is being done in 4th grade).
- Complete all of the licensure courses except for ECE 470A/ECE 470B or ELE 470A/ELE 470B (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 470A/ECE 470B or ELE 470A/ELE 470B: Student Teaching.
- Pass ECE 470A/ECE 470B or ELE 470A/ELE 470B: Student Teaching with a "B" or better.
- Have an overall 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(s).
- Candidates are required to apply for the PEL and subsequent endorsements through the university entitlement process

Early Childhood Education BA

The Education Programs unit in the Undergraduate College offer three programs in the area of Early Childhood Education:

- Traditional B.A. Early Childhood Education (p. 299)
- Teacher Residency B.A. Early Childhood Education (p. 307)
- Competency- Based B.A. Early Childhood Education (p. 302) 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 (B-2). Students may also obtain an additional endorsement in either ESL/Bilingual or Special Education upon completion of the associated concentrations.

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

Program Learning Outcomes

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.

Admission 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 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 courses (ECE 470A and ECE 470B).

Licensure Program Admission Requirements:

- Achieve junior standing (90 quarter hours or more)
- 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 General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ECE 470A and ECE 470B, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EAL 412, ECE 470A/ECE 470B, EDU 420A, EDU 420B, EDU 477, EDU 480, and ECE 483.
- 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; a state exam is required for the bilingual endorsement).
  - ISBE Learning Behavior Specialist 1 (LBS1) Endorsement (for students who choose to pursue the Special Education Concentration; a state exam is required).
  - 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 1 Director's Credential (for students who choose to pursue the Early Care and Education Administration Concentration).
- Credit for Prior Learning may be accepted for CAR 202, CAR 203, ECE 302, ECE 495, 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
- Students can apply 15 QH of the following advanced standing courses to certain graduate programs and endorsements: EAL 400, EAL 412, and EAL 431. Students are encouraged to speak to their coach about the details as certain policies apply.
- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual (p. 383)
  - Special Education (p. 384)
  - Early Care and Education Administration (p. 383)
- Students pursuing the Bilingual-Spanish endorsement may take SPAN 407 in place of SPE 450 in the major. If also completing the Special Education endorsement, students must take SPE 450 as well.

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:

ART 105	Race, Identity and Experience in American Art	5
EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 105	Math for Educators I	5
MTH 115	Math for Educators II	5

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

- **Fine Arts:** one course in 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)
- **EDU 200 Applied Educational Psychology**: one equivalent course
- **EDU 220 Children's Literature for Educators:** one equivalent course
- **Mathematics:** two college-level and not developmental in nature mathematics courses

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	2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 431	Cross Cultural Education	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	Child Development	5
EDU 305	Equity in Education	5

Early Childhood Education Major- 55 QH

EAL 412	Linguistic Considerations for Learning to Read in a New Language	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
ECE 470A	Early Childhood Education Student Teaching Field Experience	5
ECE 470B	Early Childhood Education Student Teaching Seminar	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 420A	Practicum: Professional Practices and Classroom Contexts, Field Experience	0

EDU 420B	Practicum: Professional Practices and Classroom Contexts, Seminar	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
ECE 483	Inquiry Based Teaching Methods, Science and Social Studies, Early Primary Grades	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
	and	
SPE 450	Characteristics of Individuals with Disabilities	5
	or	
SPAN 407	Spanish for Educators	5

Concentration- 15 QH

See links to the optional 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 Office of Field Experience Application for student teaching.
- Meet the undergraduate content testing requirements for licensure programs listed here.
- Complete all of the licensure courses except for ECE 470A and ECE 470B (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 470A and ECE 470B: Early Childhood Education Student Teaching.
- Pass ECE 470A and ECE 470B: Early Childhood Education Student Teaching with a "B" or better.
- Have an overall 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.
- Candidates are required to apply for the PEL and subsequent endorsements through the university entitlement process

Early Childhood Education, B.A. (Competency Based)

The B.A. Early Childhood Education, Competency-Based program is ideal for educators in community-based early care and education settings and is aligned to multiple in-demand industry credentials, licenses and endorsements. Gateways to Opportunity ECE Credential aligned A.A.S. Degrees will transfer into NLU in its entirety. Student work experience, workforce credentials, and prior knowledge obtained through previous coursework and experience can be used for Credit for Prior Learning (CPL). Proof of Gateways to Opportunity Credential(s) or application is required at the time of admission, an ECE Level 2 credential or associates degree (or 60 semester hours of completed coursework) with ECE or related coursework and one year of work experience in Early Childhood Education are required for program eligibility.

Program Learning Outcomes

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.

Admission Requirements

In addition to the Undergraduate Admission requirements, students must satisfy the following:

- Achieved at least a Level 2 Gateways to Opportunity ECE Credential (holding a higher-level credential assumes the completion of the levels preceding it). Students who have a completed associate's degree with 3 or more Early Childhood Education or related courses, but do not hold an ECE Level 2 or who have a pending application to Gateways to Opportunity ECE credential, may request a faculty review of their transcripts for program eligibility.
    - Proof of Gateways Credential via a Professional Development Record (PDR) OR a completed application to the Gateways to Opportunity registry is required at the time of admission. If the PDR or application is under review by Gateways to Opportunity at the time of admission, the updated PDR/application must be submitted to National Louis University in order for Gateways to Opportunity Credentials to be considered for credit for prior learning in place of coursework.
    - Gateways to Opportunity credentials will be considered equivalent to the corresponding coursework for that particular credential level, allowing the students to only take coursework that leads to a higher credential.
- Students seeking the ECE Licensure Learning Journey will need to provide documentation indicating whether they have access to an ECE setting that can be approved for field experience per Illinois State board of Education and National Louis University field experience requirements. This will verify whether students can complete their field work at their place of employment. Students who cannot complete their field experience at their worksite, will submit a Competency-Based ECE Site Waiver and will be referred to an Undergraduate Field Experience Specialist to help them secure a 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)
- Overall, all courses used for the degree (180 QH) require a grade of "C" or better. Program directors may grant an exception to individual students and allow a "D" grade for electives needed to meet 180 QH required for the degree; this does not apply to students in the ECE Licensure Competency-Based Minor who must have all courses used for their degree completed with a grade of "C" or better
- 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 their entire degree, placing them at junior status in this program. Please note that all courses must have been passed with a grade of "C" or better in order to transfer. Courses that were completed with a grade below "C" will not be allowed to transfer into NLU and the student may be below junior status when entering the 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, ESL/Bilingual Education Minor,

Infant and Toddler Studies Minor, Early Childhood Administration Concentration, and Special Education Concentration. 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 who hold related Gateway or other approved credentials based on which NLU CB-ECE requirements are waived may fulfill the required credit hours for the ECE CB major and Learning Journeys with any education, psychology and human services electives
- 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 and submission of work experience hours to Gateways to Opportunity);
  - State of Illinois Early Intervention/Developmental Therapy Credential (with the completion of aligned coursework and application to Provider Connections);
  - Gateways to Opportunity Level 1 or 2 Illinois Director Credential (IDC) (with completion of Early Care and Education Administration Competency-Based Learning Journey and submission of work experience hours to Gateways to Opportunity).
- 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:
  - ECE Competency Based Major
    - ECE 405CB Evidenced Based Practices in Early Childhood Education
  - Infant Toddler Learning Journey:
    - ECE 400CB Wellbeing and Mental Health Birth to Age 3
  - ECE Licensure Learning Journey:
    - EDU 481CB Methods of Teaching Science in Early Childhood Education
    - EDU 482CB Methods of Teaching Social Studies in Early Childhood Education
    - EDU 477CB Methods of Teaching Literacy in Early Childhood Education
    - EDU 480CB Methods of Teaching Math in Early Childhood Education
    - ECE 472CB Early Childhood Education Student Teaching Field Experience
- Credit for Prior Learning (CPL) by Credential may be accepted for the Child Development Associate Preschool and Infant Toddler Credentials, Gateways to Opportunity Early Childhood Education, Infant Toddler, and Illinois Director Credentials, and the Aim4Excellence Credential. CPL is available through Portfolio for EDU 200CB, EDU 210CB, EDU 420CB and ECE471CB. Students may submit additional credentials and assessments for review through the Credit for Prior Learning office.

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: one in academic writing, one in oral communications, and one course in any area of 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 form 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	Educational Foundations for Learning English as an Additional Language	5
ECE 405CB	Evidenced Based Practices in Early Childhood Education	5
EDU 200CB	Environments and Relationships in Early Childhood Settings	5
EDU 210CB	Historical and Cultural Influences on Child Growth & Development	5
EDU 290CB	Designing and Implementing Safe and Healthy Early Childhood Environments	5
EDU 305CB	Cultural, Linguistic, Legal, and Ethical Considerations in Early Childhood Edu	5
EDU 310CB	Supporting the Development of Young Children	5
EDU 352CB	Early Childhood Education Curriculum and Assessment	5
EDU 420CB	Policies, Programming, and Procedures in Early Childhood Education	5
SPE 401CB	Introduction to Special Education and Methods of Teaching Students with Disabilities	5

Note: ECE 405CB (5QH) 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, psychology or human services discipline to meet the number of hours required for the major.

EDU 200CB and EDU 210CB requirement can be met with the Gateways Level 2 ECE Credential
EDU 290CB and EDU 305CB requirement can be met with the Gateways Level 3 ECE Credential
EDU 310CB and EDU 352CB requirement can be met with the Gateways Level 4 ECE Credential

Program Education Electives

ECE 495CB	CB Special Topics in Early Childhood Education	1 TO 5

Note: ECE 495CB or additional education courses may be needed to meet the minimum total credits required for the program major.

ECE Competency-Based Minors

ECE Licensure Learning Journey Minor - 35 QH

EDU 353CB	Curriculum and Assessment in Early Childhood Education	5
EDU 477CB	Methods of Teaching Literacy in Early Childhood Education	5
EDU 480CB	Methods of Teaching Math in Early Childhood Education	5
EDU 481CB	Methods of Teaching Science in Early Childhood Education	5
EDU 482CB	Methods of Teaching Social Studies in Early Childhood Education	5
ECE 471CB	Early Childhood Education Student Teaching Seminar	5
ECE 472CB	Early Childhood Education Student Teaching Field Experience	5

Note: These courses contain the competencies required for an Illinois Professional Educator License (PEL) with an ECE endorsement. ECE 471CB may be accepted through the CPL Portfolio. The remaining courses must be completed at NLU with the exception of EDU 353CB, which is acceptable as transfer credit.

ESL/Bilingual Education Learning Journey Minor - 25 QH

No min residency is required for this option.

EAL 405CB	Methods and Materials for Teaching English as a Second Language	5
EAL 406CB	Methods and Materials for Teaching Bilingual Education	5
EAL 410CB	Assessing Students Learning English as an Additional Language	5
EAL 412CB	Linguistic Considerations for Learning to Read in a New Language	5
EAL 431CB	Cross Cultural Studies for Working with English Language Learners	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	Development and Attachment Birth to Age 3	5
ECE 302CB	Relationships, Environments, and Collaboration Birth to Age 3	5
ECE 321CB	Developmentally Appropriate Curriculum and Assessment Birth to Age 3	5
ECE 341CB	Partnering with Families to Support Development and Learning Birth to Age 3	5
ECE 342CB	Evidenced Based Practices Birth to Age 3	5
ECE 400CB	Wellbeing and Mental Health Birth to Age 3	5

Note: These courses contain the competencies required for the Gateways to Opportunity Levels 2 – 5 Infant/Toddler Credential. ECE 400CB must be taken at NLU. The following courses in this minor may be accepted in transfer or depending on the student's Gateway to Opportunity Level credential.

ECE 301CB and ECE 302CB requirement can be met with the Gateways Level 2 ITC Credential

ECE 321CB and ECE 341CB requirement can be met with the Gateways Level 3 ITC Credential

ECE 342CB requirement can be met with the Gateways Level 4 ITC Credential

Please note, students who have their requirements waived based on Gateways credentials may fulfill the hours required for the minor with transfer and CPL credit in any education, psychology or human services discipline.

ECE Competency-Based Concentrations

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.

ECE Administration Learning Journey Concentration - 20 QH

ECE 311CB	Early Childhood Administration: Program Administration	5
ECE 312CB	Early Childhood Administration: Program Management	5
ECE 450CB	Early Childhood Administration Curriculum, Assessment, & Continuous Improvement	5
ECE 455CB	Early Childhood Administration: Legal, Fiscal, and Advisory Considerations	5

Note: The remaining ECE Administration Learning Journey course requirements may be completed through equivalent transfer credit or, depending on the student's Gateway to Opportunity Level credential attained. Credit hours for courses waived based on the student proficiency will be satisfied with the program electives from any education, psychology or human services discipline to meet the number of hours required for the concentration.

ECE 311CB and ECE 312CB requirement can be met with the Gateways Level 1 IDC Credential

ECE 450CB and ECE 455CB requirement can be met with the Gateways Level 2 IDC Credential

ECE 311CB, ECE 312CB, ECE 450CB, and ECE 455CB requirement can be met with the Aim4Excellence Credential

Early Childhood Education, B.A. (Teacher Residency Program)

The Early Childhood Education, Teacher Residency Program, leads to a bachelor's degree and a Professional Educator License endorsed for Early Childhood Education (Birth - Grade 2). 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

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.

Admission 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 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).

Licensure Program Admission Requirements:

- Complete 90 quarter hours or more
- 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 60 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 470, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EDU 415, EDU 420, EDU 477, EDU 480, ECE 483, and ECE 470
- Requires completion of field hours built into courses across the entire program, taken each term.
- Demonstrate a 3.0 GPA or greater on a 4.0 scale
- Credit for Prior Learning may be accepted for

EDU 210 and EDU 305

- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual
  - 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 each of 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 each of the following three general education 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.

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

General Education Electives - 10 QH

Student must complete two additional general education electives from any of the above disciplines to meet the total of 12 courses required for the University General Education Core.

Education Program Major- 80 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
ECE 324	Integrated Preprimary Methodology in Early Childhood Education	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	Child Development	5
EDU 305	Equity in Education	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 415	Field Practicum I	5
EDU 420	Field Practicum II	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
ECE 470	Early Childhood Education: Student Teaching	10 TO 14
ECE 483	Inquiry Based Teaching Methods, Science and Social Studies, Early Primary Grades	5

Note: ECE 470 must be completed for 10 QH.

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).
- Receive a minimum score of 220 on the Early Childhood Education (206) content test. The passing of the content test is not required for the degree completion but it's required for the teaching license.
- 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 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.

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

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.

Admission Requirements

Admission to the 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 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 courses (ELE 470A and ELE 470B).

Licensure Program Admission Requirements:

- Achieve junior standing (90 quarter hours or more)
- 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 General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of ELE 470A and ELE 470B, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: EAL 412, EDU 420A and EDU 420B, EDU 477, EDU 480, ELE 484, and ELE 470A/ELE 470B.
- 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, state exam is required for bilingual endorsement);
    - ISBE Learning Behavior Specialist 1 (LBS1) Endorsement (for students who choose to

pursue the Special Education Concentration; state exam is required).

- Credit for Prior Learning may be accepted for CAR 202, CAR 203, 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
- Students can apply 15 QH of the following advanced standing courses to certain graduate programs and endorsements: EAL 400, EAL 412, and EAL 431. Students are encouraged to speak to their coach about the details as certain policies apply.
- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual Education (p. 383)
  - Special Education (p. 384)
- Students pursuing the Bilingual-Spanish endorsement may take SPAN 407 in place of SPE 450 in the major. If also completing the Special Education endorsement, students must take SPE 450 as well.

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:

ART 105	Race, Identity and Experience in American Art	5
EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
MTH 105	Math for Educators I	5
MTH 115	Math for Educators II	5

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

- **Fine Arts:** one course in 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)

- **EDU 200 Applied Educational Psychology**: one equivalent course
- **EDU 220 Children's Literature for Educators:** one equivalent course
- **Mathematics:** two college-level and not developmental in nature mathematics courses

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	2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 431	Cross Cultural Education	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	Child Development	5
EDU 305	Equity in Education	5

Elementary Education Major - 55 QH

EAL 412	Linguistic Considerations for Learning to Read in a New Language	5
EDU 350	Teacher Preparation Curriculum and Assessment	5
EDU 420A	Practicum: Professional Practices and Classroom Contexts, Field Experience	0
EDU 420B	Practicum: Professional Practices and Classroom Contexts, Seminar	5
EDU 477	Literacy Teaching Methods	5
EDU 480	Methods of Teaching Mathematics	5
ELE 470A	Elementary Education Student Teaching Field Experience	5
ELE 470B	Elementary Education Student Teaching Seminar	5
ELE 484	Inquiry Based Teaching Methods, Social Studies, Elementary Grades	5
STEM 300	Inquiry and Thinking in STEM for Teachers	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SPE 450	Characteristics of Individuals with Disabilities	5
	or	
SPAN 407	Spanish for Educators	5

Concentration- 15 QH

See links to the optional 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 Office of Field Experience Application for student teaching.
- Meet the undergraduate content testing requirements for licensure programs listed here.
- Complete all of the licensure courses except for ELE 470A/ELE 470B (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 470A/ELE 470B: Elementary Education Student Teaching.
- Pass ELE 470A/ELE 470B: Elementary Education Student Teaching with a B or better.
- Have an overall 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.
- Candidates are required to apply for the PEL and subsequent endorsements through the university entitlement process

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

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. 64) 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. 25) may be accepted for CAR 202, CAR 203, EDU 200, EDU 210, and EDU 305
- Students can apply the following advanced standing courses to certain graduate programs and endorsements: EAL 400 and EAL 431. Students are encouraged to speak to their coach about the details as certain policies apply.
- Candidates may choose one of the following concentrations:
  - Early Care and Education Administration (p. 383)
  - Preschool Teaching and Learning (p. 384)
  - General Psychology (p. 388)

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: one in academic writing, one in oral communications, and one course in any area of communications.

Humanities and Fine Arts

Choose two courses from the list below:

HIS 103	History Across the Globe	5
PHI 107	Introduction to Ethics and Social Critique	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	2
	and	
CAR 203	You The Professional	3

Educator Preparation Core - 35 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 431	Cross Cultural Education	5
ECE 334	Language and Early Literacy Development	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 299	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

Secondary Education BA

The Secondary Education, B.A. program leads to a degree and a Professional Educator License endorsed for the applicable grade level and content-area endorsements in one of the two majors offered by the Education Programs unit in the Undergraduate College:

- Secondary English (p. 315)
- Secondary Mathematics (p. 318)

Secondary English Major

This program provides undergraduate students with a robust and appropriate set of courses that will prepare them for teaching in the high school setting. The English major will prepare students for the state of Illinois Professional Educator License (PEL) with a Secondary Subject-Matter Endorsement.

This program and its associated major, minor, and concentration coursework is offered in both blended and online formats.

Program Learning Outcomes

PLO1. Apply knowledge of self, students, curriculum, content, and effective instruction to develop appropriate learning outcomes and design activities that meet diverse learner needs, including racial, ethnic, cultural, and linguistic backgrounds.

PLO2. Develop formative and summative assessments to engage learners in their own growth, monitor learner progress, and use data to guide the teacher's and learner's decision-making.

PLO3. Demonstrate practices that view and value students as individuals within the context of their families and communities, and demonstrate respectful and responsive interactions with students that motivate, support, and advance their development and learning.

PLO4. Establish an asset-based learning environment of high expectations that centers learning around students' experiences and positions them as co-creators, disrupting previously held beliefs or models of education that have underserved historically marginalized students.

PLO5. Engage students in learning through effective use of intentionally selected technologies, emphasizing flexibility and adaptability in the use of digital tools.

PLO6. Use feedback from a variety of stakeholders to continuously improve professional practice. PLO7. Develop information literacy and civic-mindedness in students through explicit instruction in the evaluation of sources, critical analysis, and authentic application.

PLO8. Use culturally responsive communication to collaborate with colleagues, families, and community members toward the goal of sharing responsibility for student success and well-being.

PLO9. Demonstrate culturally responsive methodologies of English and Literacy instruction in middle and secondary grade classrooms, including supporting students who are learning to read in a new or second language.

Admission Requirements

Admission to the B.A in Secondary Education program is a two-step process. In the first step, students are admitted to National Louis University with a preliminary admission status in the B.A in Secondary Education program. In the second step, students must be admitted to the licensure program which updates the admission to fully admitted status in the B.A in Secondary Education program. Students must be admitted to the licensure program within 60 days of meeting the Licensure Program Admission Requirements.

Licensure Program Admission Requirements:

- Achieve junior standing (90 quarter hours or more)
- 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 General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of SEC 470A and SEC 470B, which must be completed with a grade of "B" or better
- Demonstrate a 3.0 GPA or greater on a 4.0 scale
- Requires completion of the following courses at NLU: EAL 412, EDU 351, SEC 401, SEC 405, SEC 411A, SEC 411B, SEC 470A, and SEC 470B Requires successful completion of necessary program assessments, including the professional disposition assessment
- Credit for Prior Learning may be accepted for CAR 202, CAR 203, EDU 210, and EDU 305
- Candidates are required to complete Educator Preparation English Minor as part of the Secondary Education degree requirements in order to qualify for English endorsement
- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual Education (p. 383)
  - Special Education (p. 384)
- To be eligible for the ESL and/or Bilingual endorsements, students must take EAL 412 and EAL 431 as elective coursework, in addition to the ESL/Bilingual concentration
- To be eligible for the Special Education endorsement, students must take SPE 450 as an elective course, in addition to the Special Education concentration
- Students pursuing the Bilingual-Spanish endorsement may take SPAN 407 as an optional elective

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 SEC 470A and SEC 470B.

- SEC 470A and SEC 470B must have grades of B or better.
- Have an overall GPA of 3.0 or higher.
- Achieve a satisfactory rating on all field assessments during student teaching demonstrating knowledge, skills and dispositions to teach Secondary Education.

Completion of the Professional Educator License (PEL), awarded by ISBE:

Completing the ISBE PEL requires the above, as well as the following:

- Pass the Secondary English content exam
- Candidates are required to apply for the PEL and subsequent endorsements through the university entitlement process

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: one in academic writing, one in oral communications, and one course in 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:

- **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
SCI 102L	Survey of Biological Science Lab	2
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 three general education courses in the following disciplines (one must be math and one must be a natural science course):

- **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:

HIS 102	Civics and American Government	5
EDU 200	Applied Educational 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

EDU 220	Children's Literature for Educators	5
EDU 305	Equity in Education	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

CAR 214	Creating and Communicating the Professional Brand	5

Note: Career Development requirement will be waived for students who completed at least 15 QH of previous college coursework.

Program Requirements - 60 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5
EAL 412	Linguistic Considerations for Learning to Read in a New Language	5
EDU 210	Educational Philosophy- A Historical Account	5
EDU 301	Adolescent Development	5
EDU 351	Curriculum, Instruction, and Assessment in Middle and Secondary Education	5
ENG 425	Literary Criticism and Analysis	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SEC 401	Methods of Teaching English in Middle and Secondary Education	5
SEC 405	Methods of Teaching Literacy in Middle and Secondary Education	5
SEC 411A	Culturally Responsive Pedagogy in Secondary English/Practicum Field Experience	0
SEC 411B	Culturally Responsive Pedagogy in Secondary English/Practicum	5
SEC 470A	Secondary Education Student Teaching Field Experience	5
SEC 470B	Secondary Education Student Teaching Seminar	5

Educator Preparation English Minor - 30 QH

ENG 300	American Literature to 1865	5
ENG 301	Advanced English Composition	5
ENG 310	American Literature 1865 to Present	5
ENG 320	Latinx Literature	5
ENG 330	British Literature	5
ENG 340	Literature of the Black Diaspora	5

NOTE: Secondary English majors must also take the Educator Preparation English minor.

Students in the Secondary English major are required to have 36 QH (minimum hours required by ISBE) including general education in English coursework. It is recommended that these hours are completed in the following areas:

- Composition
- American Literature
- English or Shakespearean Literature
- Non-Western or Ethnic American Literature
- Additional English Courses, including general education, (topics include Writing, Literature, Literary Criticism, Speech, Poetry or Journalism) to reach 36QH.

NOTE: All coursework requirements in the B.A. Secondary Education program with a major and minor in English must be completed.

Secondary Mathematics Major

This program provides undergraduate students with a robust and appropriate set of courses that will prepare them for teaching in the high school setting. The Mathematics major will prepare students for the state of Illinois Professional Educator License (PEL) with a Secondary Subject-Matter Endorsement.

This program and its associated major, minor, and concentration coursework is offered in both blended and online formats.

Program Learning Outcomes

PLO1. Apply knowledge of self, students, curriculum, content, and effective instruction to develop appropriate learning outcomes and design activities that meet diverse learner needs, including racial, ethnic, cultural, and linguistic backgrounds.

PLO2. Develop formative and summative assessments to engage learners in their own growth, monitor learner progress, and use data to guide the teacher's and learner's decision-making.

PLO3. Demonstrate practices that view and value students as individuals within the context of their families and communities, and demonstrate respectful and responsive interactions with students that motivate, support, and advance their development and learning.

PLO4. Establish an asset-based learning environment of high expectations that centers learning around students' experiences and positions them as co-creators, disrupting previously held beliefs or models of education that have underserved historically marginalized students.

PLO5. Engage students in learning through effective use of intentionally selected technologies, emphasizing flexibility and adaptability in the use of digital tools.

PLO6. Use feedback from a variety of stakeholders to continuously improve professional practice. PLO7. Develop information literacy and civic-mindedness in students through explicit instruction in the evaluation of sources, critical analysis, and authentic application.

PLO8. Use culturally responsive communication to collaborate with colleagues, families, and community members toward the goal of sharing responsibility for student success and wellbeing.

PLO9. Demonstrate culturally responsive methodologies of Mathematics instruction in middle and secondary grade classrooms, including classrooms using a multi-disciplinary approach to Mathematics instruction that incorporates Science, Technology, Engineering and Mathematics (STEM) studies.

Admission Requirements

Admission to the B.A in Secondary Education program is a two-step process. In the first step, students are admitted to National Louis University with a preliminary admission status in the B.A in Secondary Education program. In the second step, students must be admitted to the licensure program which updates the admission to fully admitted status in the B.A in Secondary Education program. Students must be admitted to the licensure program within 60 days of meeting the Licensure Program Admission Requirements.

Licensure Program Admission Requirements:

- Achieve junior standing (90 quarter hours or more)
- 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 General Education for completion
- Requires completion of all courses in the program with a grade of "C" or better, with the exception of SEC 470A and SEC 470B, which must be completed with a grade of "B" or better
- Demonstrate a 3.0 GPA or greater on a 4.0 scale
- Requires completion of the following courses at NLU: EDU 351, SEC 377, SEC 400, SEC 410A, SEC 410B, SEC 470A, SEC 470B, and STEM 415 Requires successful completion of necessary program assessments, including the professional disposition assessment
- Credit for Prior Learning may be accepted for CAR 202, CAR 203, EDU 210, and EDU 305
- Candidates are required to complete Educator Preparation Mathematics Minor as part of the Secondary Education degree requirements in order to qualify for Mathematics endorsement
- Candidates may complete one of the concentrations listed below:
  - ESL/Bilingual Education (p. 383)
  - Special Education (p. 384)
- To be eligible for the ESL and/or Bilingual endorsements, students must take EAL 412 and EAL 431 as elective coursework, in addition to the ESL/Bilingual concentration
- To be eligible for the Special Education endorsement, students must take SPE 450 as an elective course, in addition to the Special Education concentration
- Students pursuing the Bilingual-Spanish endorsement may take SPAN 407 as an optional elective.

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 SEC 470A and SEC 470B.
- SEC 470A and SEC 470B must have grades of B or better.
- Have an overall GPA of 3.0 or higher.
- Achieve a satisfactory rating on all field assessments during student teaching demonstrating knowledge, skills and dispositions to teach Secondary Education.

Completion of the Professional Educator License (PEL), awarded by ISBE:

Completing the ISBE PEL requires the above, as well as the following:

- Pass the Secondary Mathematics content exam
- Candidates are required to apply for the PEL and subsequent endorsements through the university entitlement process

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: one in academic writing, one in oral communications, and one course in 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:

- **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 102	Statistical Foundations	5
SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5
MTH 103	Precalculus/Integrated Math Concepts	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use three general education courses in the following disciplines (one must be math and one must be a natural science course):

- **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:

HIS 102	Civics and American Government	5
EDU 200	Applied Educational 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

EDU 200	Applied Educational Psychology	5
EDU 220	Children's Literature for Educators	5
EDU 305	Equity in Education	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

CAR 214	Creating and Communicating the Professional Brand	5

Note: Career Development requirement will be waived for students who completed at least 15 QH of previous college coursework.

Program Requirements - 70 QH

EAL 400	Educational Foundations for Learning English as an Additional Language	5

EDU 210	Educational Philosophy- A Historical Account	5
EDU 301	Adolescent Development	5
EDU 351	Curriculum, Instruction, and Assessment in Middle and Secondary Education	5
MTH 211	Calculus and Analytic Geometry I	5
MTH 212	Calculus and Analytic Geometry II	5
MTH 215	Calculus and Analytic Geometry III	5
SEC 377	Literacy in the Middle and Secondary Content Areas	5
SEC 400	Methods of Teaching Math in Middle and Secondary Education I	5
SEC 410A	Methods of Teaching Math in Middle and Secondary Educ II/Practicum Field Exprnce	0
SEC 410B	Methods of Teaching Math in Middle and Secondary Education II/Practicum Seminar	5
SEC 470A	Secondary Education Student Teaching Field Experience	5
SEC 470B	Secondary Education Student Teaching Seminar	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
STEM 415	Inquiry-Based STEM Topics in Secondary Math Education	5

Educator Preparation Mathematics Minor - 30 QH

MTH 217	Multivariable Calculus	5
MTH 308	Probability and Statistics	5
MTH 315	The History of Mathematics: A Problem-Solving Approach	5
MTH 320	Elementary Differential Equations	5
MTH 410	Linear Algebra	5
MTH 420	Discrete Mathematics	5

NOTE: Secondary Mathematics majors must also take the Educator Preparation Mathematics minor

Students in the Secondary Mathematics major are required to have 36 QH (minimum hours required by ISBE) in Mathematics coursework; it is recommended that these hours are completed in the following areas:

- Calculus and Geometry
- Differential Equations
- Linear Algebra
- Discrete Mathematics
- Probability and Statistics
- History of Mathematics
- Additional Mathematics Courses, including general education, (topics include those above as well as courses related to Number Theory) to reach 36QH.

NOTE: All coursework requirements in the B.A. Secondary Education program with a major and minor in mathematics must be completed.

Special Education BA

The Education Programs unit in the Undergraduate College offers two programs in the area of Special Education:

- Traditional B.A. Special Education (p. 321)
- Teacher Residency B.A. Special Education (p. 324)

Special Education, B.A. (Traditional)

The Bachelor of Arts in Special Education provides undergraduate students with a strong foundation in understanding diverse learners, evidence-based instructional practices, and the legal and ethical frameworks necessary to support individuals with disabilities across the lifespan. This program leads to licensure in K–22 LBS1 (Learning Behavior Specialist I), preparing candidates to teach students with mild to moderate disabilities in a variety of educational settings.

Students who pursue this program are passionate about creating inclusive learning environments and working closely with individuals with diverse learning, behavioral, and social-emotional needs from kindergarten through transition-age young adults. Topics in this major include characteristics of disabilities, individualized education program (IEP) development, behavior intervention and support, progress monitoring and data-based decision making, collaboration with families and interdisciplinary teams, culturally and linguistically responsive practices, assistive technology, and methods for teaching literacy, math, and functional and transition skills. Emphasis is placed on inclusive practices, Universal Design for Learning (UDL), and preparing educators to support students in the least restrictive environment across K–22 settings.

The Bachelor of Arts in Special Education is offered in flexible formats, including fully online and blended program options. For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Program Learning Outcomes

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.

Admission Requirements

Admission to the Bachelor of Arts in Special 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 Special 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 Special Education. Students must be admitted to the licensure program before beginning their Special Education Student Teaching courses (SPE 496 and SPE 499).

Licensure Program Admission Requirements:

• Complete 90 quarter hours or more
• 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 60 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 SPE 496 and SPE 499, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: SPE 491, SPE 496 and SPE 499
- Requires completion of field hours built into courses across the entire program, taken each term
- Demonstrate a 3.0 GPA or greater on a 4.0 scale for program completion
- Credit for Prior Learning may be accepted for EDU 210 and EDU 305

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	Introduction to Ethics and Social Critique	5
EDU 220	Children's Literature for Educators	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 105	Environmental Biology 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

EDU 200	Applied Educational Psychology	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

CAR 214	Creating and Communicating the Professional Brand	5

	or	
BRV 200	Braven Leadership and Career Accelerator	5

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

Note: CAR 202 must be taken for 2 QH.

Educator Preparation Core for Special Education Program- 20 QH

EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 305	Equity in Education	5
EAL 400	Educational Foundations for Learning English as an Additional Language	5

Special Education Program Major- 70 QH

SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SPE 450	Characteristics of Individuals with Disabilities	5
SPE 460	Assessment Practices in Special Education	5
SPE 465	Classroom Behavioral Supports	5
SPE 471	Foundational Literacy in Special Education	5
SPE 472	Adolescent Literacy in Special Education	5
SPE 475	Methods in Mathematics in Special Education	5
SPE 481	Instructional Methods for Low-Incidence Disabilities	5
SPE 482	Strategies and Technology Supports for Low-Incidence Disabilities	5
SPE 485	Roles and Responsibilities in Special Education	5
SPE 486	Individualized Behavioral Supports	5
SPE 491	Field Practicum 1	5
SPE 496	Senior Seminar	5
SPE 499	Special Education Student Teaching	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any approved concentration in consultation with your Academic 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 undergraduate special education program
- File, by the designated deadline, the Office of Field Experience Application for student teaching
- Receive a minimum score of 220 on the Learning Behavior Specialist I (290) content test. The passing of the content test is not required for a degree completion but it's required for the teaching license.
- Pass all methods courses at National Louis University with a grade no lower than a C
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Special Education, B.A. (Teacher Residency Program)

The Bachelor of Arts in Special Education Residency Program provides undergraduate students with a strong foundation in understanding diverse learners, evidence-based instructional practices, and the legal and ethical frameworks necessary to support individuals with disabilities across the lifespan. This program leads to licensure in K–22 LBS1 (Learning Behavior Specialist I), preparing candidates to teach students with mild to moderate disabilities in a variety of educational settings through a yearlong, practice-based residency experience. For more information on state licensure and certification information please visit NLU's Public Disclosures page.

Students who pursue this major are passionate about creating inclusive learning environments and working closely with individuals with diverse learning, behavioral, and social-emotional needs from kindergarten through transition-age young adults. Topics in this major include characteristics of disabilities, individualized education program (IEP) development, behavior intervention and support, progress monitoring and data-based decision making,

collaboration with families and interdisciplinary teams, culturally and linguistically responsive practices, assistive technology, and methods for teaching literacy, math, and functional and transition skills. Emphasis is placed on inclusive practices, Universal Design for Learning (UDL), and preparing educators to support students in the least restrictive environment across K–22 settings while applying these practices daily in partner school classrooms alongside mentor teachers.

Program Learning Outcomes

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.

Admission Requirements

Admission to the Bachelor of Arts in Special 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 Special Education program. Candidates must be approved by the teacher residency program partner before beginning the professional residency sequence.

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 Special Education. Students must be admitted to the licensure program before beginning their Special Education Student Teaching courses (SPE 496 and SPE 499).

Licensure Program Admission Requirements:

- Complete 90 quarter hours or more
- 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 60 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 SPE 496and SPE 499, which must be completed with a grade of "B" or better
- Requires completion of the following courses at NLU: SPE 491, SPE 492, SPE 496 and SPE 499.
- Requires completion of field hours built into courses across the entire program, taken each term.
- Demonstrate a 2.5 GPA or greater on a 4.0 scale

- Credit for Prior Learning may be accepted for EDU 210 and EDU 305

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

SCI 101	Physical Science	5
SCI 105	Environmental Biology with Lab	5
MTH 101	Introduction to Mathematical Concepts	5

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

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.

HIS 102	Civics and American Government	5
PSY 101	Introduction to Psychology	5

Program-Specific General Education

EDU 200	Applied Educational Psychology	5

EDU 200 can fulfill one of the Social Behavioral Science requirements.

General Education Electives - 10 QH

Student must complete two additional general education electives from any of the above disciplines to meet the total of 12 courses required for the University General Education Core.

Educator Preparation Core for Special Education Program- 20 QH

EDU 210	Educational Philosophy- A Historical Account	5
EDU 290	Ethics in Education	5
EDU 305	Equity in Education	5
EAL 400	Educational Foundations for Learning English as an Additional Language	5

Special Education Program Major- 75 QH

SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5
SPE 450	Characteristics of Individuals with Disabilities	5
SPE 460	Assessment Practices in Special Education	5
SPE 465	Classroom Behavioral Supports	5
SPE 471	Foundational Literacy in Special Education	5
SPE 472	Adolescent Literacy in Special Education	5

SPE 475	Methods in Mathematics in Special Education	5
SPE 481	Instructional Methods for Low-Incidence Disabilities	5
SPE 482	Strategies and Technology Supports for Low-Incidence Disabilities	5
SPE 485	Roles and Responsibilities in Special Education	5
SPE 486	Individualized Behavioral Supports	5
SPE 491	Field Practicum 1	5
SPE 492	Field Practicum 2	5
SPE 496	Senior Seminar	5
SPE 499	Special Education Student Teaching	5

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 undergraduate special education program
- Receive a minimum score of 220 on the Learning Behavior Specialist I (290) content test. The passing of the content test is not required for a degree completion but it's required for teaching license.
- Pass all methods courses at National Louis University with a grade no lower than a C
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Nursing Programs

The Bachelor of Science in Nursing program offers three distinct entry pathways for the pre-licensure and one for the post-licensure students.

Pre-licensure programs:

- Nursing (Traditional), B.S. (p. 327) is a 4-year program with freshman entry to the college generally directly from high school or students with less than 30 QH of college credit.
- Nursing (Accelerated Hybrid), B.S. (p. 331) is for transfer students who have completed science and psychology prerequisites required by the program AND have an earned bachelor's degree in any field.

Post-licensure program:

- Nursing (Registered Nurse), B.S. (p. 335) is for Registered Nurses who have either a Diploma or an Associate's Degree in Nursing and wish to earn a bachelor's degree.

Nursing (Traditional), B.S.

The Bachelor of Science in Nursing (BSN), Traditional program pathway, prepares a practice-ready professional with the requisite knowledge and skills to provide both direct and indirect care to individuals, families, groups, communities and populations encompassing all age groups. The role of the baccalaureate graduate incorporates the areas of liberal education, professional values, core competencies, core knowledge and professional role development. The baccalaureate graduate is a member of the profession of nursing and as such embodies multiple roles including designer, manager and coordinator of care for individuals, families, groups, communities and populations across the life span. The BSN graduate nurse will have knowledge and be competent in providing education based on research and will utilize leadership skills to always be an advocate for the most vulnerable. Educational emphasis is placed on critical thinking, research, management and leadership to provide nurses a broader understanding of issues affecting both patient care and healthcare delivery in today's complex and dynamic healthcare environment.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Integrate knowledge from liberal arts, science, and nursing science as the basis of critical thinking and clinical judgment in professional nursing practice.

PLO2. Plan and implement evidence-based nursing interventions utilizing a systems approach (i.e., nursing process) to meet the health care needs of individuals and communities across the age span in diverse settings.

PLO3. Utilize information technology ethically and effectively to support clinical judgment and the achievement of patient outcomes in professional nursing practice.

PLO4. Demonstrate the use of effective communication skills to collaborate with patients, families and the interdisciplinary/interprofessional healthcare team.

PLO5. Utilize leadership concepts and skills to guide clinical judgment in the practice of professional nursing.

PLO6. Integrate ethical and social values along with legal knowledge to support clinical judgment and decision making in professional nursing practice.

PLO7. Value lifelong learning as a necessary component of professional nursing practice.

PLO8. Implement ethical nursing care by accepting responsibility and accountability for patient outcomes in professional nursing practice.

Admission Requirements

In addition to the Undergraduate Admission requirements, the following apply:

- Freshman students must have a GPA of 3.0 or higher
- Transfer students must have a GPA of 3.0 or higher
- Students below a 3.0 incoming GPA, high school or transfer, are not eligible for B.S. Nursing admission
    - Students with a lower GPA who are committed to pursuing Nursing should speak to their Enrollment Advisor about options to complete coursework for GPA improvement before re-applying to the B.S. Nursing
- Existing NLU students wishing to join the B.S. Nursing must complete a Change to Program form and will be evaluated for eligibility according to the following policies:
    - Students who have completed 15 QH or more at NLU must have a GPA of 3.0 or higher
    - Students who have completed less than 15 QH at NLU will have eligibility determined by their incoming GPA (either high school or transfer)
- Two-step admission process for the B.S. Nursing, Traditional pathway:
    - Step 1: Students are admitted to NLU with a Preliminary Admission status at the Pre-Nursing classification in the BSN, Traditional pathway. While in the Preliminary Admission status, students will work with their academic advisors/coaches to complete all prerequisite coursework needed to move into the Professional Nursing Course Sequence, Traditional pathway.
        - Upon satisfactory completion of all prerequisite courses with a minimum grade of C (science and non-science) and minimum cumulative undergraduate GPA of 3.0, students are eligible to move to the second step in the admission process. Students who complete all prerequisites coursework at NLU and follow the suggested course sequence will reach this point at the end of the sixth term.
        - Students whose cumulative undergraduate GPA is between 2.75 and 2.99 may petition to move to the second step in High Potential Admission status
- Any transfer of science prerequisite coursework is subject to the below time limitations:
    - Science pre-requisite coursework taken outside a conferred degree has an age limit of 5 years
    - Science prerequisite coursework taken within a conferred degree (associate's) has an age limit of 7 years
- Prerequisite courses criteria and requirements:
    - Two-attempt limit on all prerequisite courses taken at NLU (including course withdrawals)
    - Students may not begin the Nursing Professional Sequence (NUR 200) with any prerequisites in progress or unmet
    - Science prerequisites:
        - SCI 102/ SCI 102L - Survey of Biological Science and Lab
        - SCI 200/ SCI 200L - Anatomy and Physiology I and Lab
        - SCI 305/ SCI 305L - Anatomy and Physiology II and Lab
        - SCI 311/ SCI 311L - Microbiology and Lab
        - SCI 112 - Chemistry for Healthcare or other chemistry course with organic and biochemistry components
        - HTH 201 - Nutrition for Healthcare or other relevant nutrition course
    - Non-Science prerequisites:
        - PSY 101 - Intro to Psychology
        - PSY 315 - Lifespan Development
        - MTH 101 - Introduction to Mathematical Concepts or other college-level mathematics course

    - Step 2: Students are fully admitted to the BSN program. At this time, the admission status will change to Admitted (with High Potential if petition) and students are eligible to begin the professional course sequence, Traditional pathway.
        - Students must have an admissions status of Admitted before beginning the first course in the professional course sequence - NUR 200
- International transcripts must be evaluated by a foreign credential evaluator
    - Course descriptions and syllabi must be submitted for all program-specific general education requirements to be considered for transfer credit. This also applies to NUR 100 and HTH 201.

Program Details

- Requires 180 QH, including General Education, for completion
- Requires a cumulative NLU GPA of 2.5 or higher for graduation
- Requires a minimum grade of C in coursework applied to the degree - major coursework, general education coursework, and elective coursework
- Program retention requirements:
    - If a student fails a major course requirement, they must retake and successfully pass it the second time before progressing in the program. If the student is unsuccessful the second time, they will be dismissed from the program. Students cannot enroll in the same major course requirement a third time.
    - Students must pass all components of a nursing course - didactic, lab (L) and/or clinical (C) - in the same term. Failure in one component will result in administrative withdrawal from all components. Students must then repeat all components in the subsequent term.
- Students may choose to pursue a general minor (p. 370) or concentration (p. 384) in keeping with Undergraduate policy with the below understanding:
    - Addition of a minor or concentration will result in more than 180 credits of coursework
    - Addition of a minor or concentration may impact financial aid; students should consult with Student Finance in advance of adding a minor or concentration.
- GEN 203 is not required for transfer students. Freshman students must complete GEN 103.
- Any pre-requisites and program specific general education requirements can be waived at the discretion of the Nursing director if it is determined that required content was delivered in the context of other coursework. Course waivers do not impact the required 180 credit minimum for degree conferral.
- Major coursework that is part of the professional nursing sequence can't be transferred. The professional sequence includes HTH 203, HTH 301, and all NUR courses in the major (except NUR 100 and HTH 201).
- Major coursework that is not part of the professional sequence is transferable as outlined below:
    - An introductory nursing course (NUR 100) can be evaluated for eligibility on a case-by-case basis through syllabus review and Nursing director decision. A minimum grade of C is required.
    - A nutrition course (HTH 201) can be evaluated for eligibility if it includes content on nutrition across the lifespan. A minimum grade of C is required.
- While not a prerequisite to Full Admission/starting the Nursing Professional Sequence, PHI 107 or another introductory philosophy course must be complete (with a C or higher) before students take PHI 205 in Term 5 of clinical work
- PHI 205 must be taken after the start of clinical coursework in the professional nursing sequence and is not eligible for transfer by B.S. Nursing students. Earlier equivalencies no longer apply for any new or returning students going forward.
- Requirements for transfer credit application in the B.S. Nursing, Traditional pathway:
    - Course age limit applies to all prerequisite Science coursework as described in Admissions Requirements
        - Students whose science coursework falls outside established course limits but who have current and long-standing professional experience applying science knowledge can request a review by the Nursing director for credit applicability. A current CV must accompany the request, and references may be requested.

  - All coursework considered for transfer must be from an institutionally accredited college or university
- Credit for Prior Learning acceptance criteria:
  - Institutional CPL credit limit applies
  - No CPL is accepted for B.S. Nursing major requirements
  - Institutional CPL policy is applicable to Communications course requirements and electives only. Any type of CPL credit, including Sophia and StraighterLine, can be used to fulfill these requirements.
  - Program pre-requisites and program specific general education requirements, except Nutrition, can be fulfilled through the following nationally recognized standard examinations only: AP, IB, CLEP, and DANTES
  - Course age requirements apply

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

Humanities and Fine Arts

PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5

Mathematics and Natural Sciences

MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2

Social and Behavioral Sciences

PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5

Program Specific General Education Requirements

SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2
SCI 112	Chemistry for Healthcare	5
SCI 200	Anatomy and Physiology I	5
SCI 200L	Anatomy and Physiology I Lab	2
SCI 305	Anatomy and Physiology II	5
SCI 305L	Anatomy and Physiology II Lab	2
SCI 311	Microbiology	5
SCI 311L	Microbiology Lab	2
MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5
PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5

Note: Students may use any college level mathematics course in lieu of MTH 101.

Additional General Education Requirements

GEN 103	Student Success Seminar	5

Major Requirements - 97 QH

HTH 201	Nutrition for Healthcare	5
HTH 203	Pathophysiology	5
HTH 301	Genetics and Genomics in Healthcare	5
NUR 100	Introduction to Professional Nursing and Healthcare	3
NUR 200	Foundations of Nursing Practice I	5
NUR 200C	Foundations of Nursing Practice I Lab/Clinical	2
NUR 200L	Foundations of Nursing Practice I Lab	1
NUR 210	Foundations of Nursing Practice II	5
NUR 210C	Foundations of Nursing Practice II Lab/Clinical	2
NUR 210L	Foundations of Nursing Practice II Lab	1
NUR 220L	Nursing Success Support Corequisite Lab	0
NUR 300	Pharmacology	5
NUR 302	Nursing Research and Evidence Based Practice	5
NUR 303	Issues in Professional Nursing Practice	5
NUR 304	Adult Health I Nursing	5
NUR 304C	Adult Health I Clinical	2
NUR 305	Gynecologic and Obstetric Health Nursing	5
NUR 305C	Gynecologic and Obstetric Health Nursing Clinical	2
NUR 306	Child Health Nursing	5

NUR 306C	Child Health Nursing Clinical	2
NUR 400	Population Health Nursing	5
NUR 400C	Population Health Nursing Clinical	2
NUR 401	Behavioral Health Nursing	5
NUR 401C	Behavioral Health Nursing Clinical	2
NUR 402	Adult Health II	5
NUR 402C	Adult Health II Clinical	2
NUR 403	Leadership in Nursing Practice	5
NUR 405C	Transition to Practice Immersion Clinical	3

Note: NUR 200C and NUR 210C must be completed for 1 QH each.

Program Electives

Choose additional courses to total 180 QH. Students may pursue a general minor (p. 370) or concentration (p. 384) to fulfill these hours.

Additional Program Policies

Nursing Program Progression Policy for students who have stopped out of the program but have been away less than one full calendar year (applies to all B.S. Nursing program pathways).

Students in the professional nursing course sequence who have been away from clinical coursework for two or more terms must audit (excludes summer term for students in traditional pathway), at no cost, NUR 210 L/C or NUR 204 L/C, depending on pathway, prior to resuming the full professional sequence. The only exception to this policy is students who have only passed NUR 200 L/C in the clinical requirements; these students are able to move into the NUR 210 series in keeping with their established course sequence without re-auditing previously completed coursework.

Nursing Program Re-Entry and Re-Admission Policy (applies to all B.S. Nursing program pathways):

- Governs requirements to review completed prerequisites for course age limits and overall prerequisite course requirements for students who have been away from the BSN for a calendar year or more.
- BSN Re-Entry applies to students who have been away from NLU for a minimum of four quarters (one calendar year) and a maximum of seven consecutive quarters (below two calendar years):
    - All students must complete the re-entry process
    - Pre-Nursing students with missing prerequisites will have their coursework reviewed for changes and course age limits
    - Nursing students who were fully admitted with no missing prerequisites but did not start the professional sequence will have their coursework reviewed for changes and course age limits
    - Students who successfully started the professional sequence (completed clinical coursework with a C or higher) must audit (at no charge) in their first term back the most recently completed of the following: NUR 200C/L; NUR 210C/L; NUR 204C/L
- BSN Re-Admission - applies to students who have been away from the BSN for 8 or more consecutive academic quarters (over two calendar years):
    - All students must re-apply to NLU for reconsideration for BSN admission
    - All students, regardless of prior admission or professional sequence status, will have prerequisite coursework reviewed for course age limits and changes in prerequisite course requirements
    - Students who successfully started the professional sequence (completed clinical coursework with a C or higher) must audit (at no charge) in their first term back the most recently completed of the following: NUR 200C/L; NUR 210C/L; NUR 204C/L

Nursing (Accelerated Hybrid), B.S.

The Bachelor of Science in Nursing (BSN), Accelerated Hybrid pathway, is designed for learners with an existing baccalaureate degree. The program prepares a practice-ready professional with the requisite knowledge and skills to provide both direct and indirect care to individuals, families, groups, communities and populations encompassing all age groups. The role of the baccalaureate graduate incorporates the areas of liberal education, professional values, core competencies, core knowledge and professional role development. The baccalaureate graduate is a member of the profession of nursing and as such embodies multiple roles including designer, manager and coordinator of care for individuals, families, groups, communities and populations across the life span. The BSN graduate nurse will have knowledge and be competent in providing education based on research and will utilize leadership skills to always be an advocate for the most vulnerable. Educational emphasis is placed on critical thinking, research, management and leadership to

provide nurses a broader understanding of issues affecting both patient care and healthcare delivery in today's complex and dynamic healthcare environment.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Integrate knowledge from liberal arts, science, and nursing science as the basis of critical thinking and clinical judgment in professional nursing practice.

PLO2. Plan and implement evidence-based nursing interventions utilizing a systems approach (i.e., nursing process) to meet the health care needs of individuals and communities across the age span in diverse settings.

PLO3. Utilize information technology ethically and effectively to support clinical judgment and the achievement of patient outcomes in professional nursing practice.

PLO4. Demonstrate the use of effective communication skills to collaborate with patients, families and the interdisciplinary/interprofessional healthcare team.

PLO5. Utilize leadership concepts and skills to guide clinical judgment in the practice of professional nursing.

PLO6. Integrate ethical and social values along with legal knowledge to support clinical judgment and decision making in professional nursing practice.

PLO7. Value lifelong learning as a necessary component of professional nursing practice.

PLO8. Implement ethical nursing care by accepting responsibility and accountability for patient outcomes in professional nursing practice.

Admission Requirements

In addition to the Undergraduate Admission requirements, students must:

- Have a bachelor's degree awarded in any discipline from an accredited college or university
- Students who apply to NLU having completed all prerequisite coursework requirements listed below are eligible for direct entry to the Professional Nursing Course Sequence, Accelerated Hybrid pathway, with an admissions status of Admitted, if they meet the below criteria:
    - Undergraduate GPA of 3.0 or higher
    - Students whose cumulative undergraduate GPA is between 2.75 and 2.99 may petition for High Potential Admission status
- Have a minimum grade of C in all prerequisite courswork - science prerequisites and non-science prerequisites
- Science pre-requisite coursework taken outside a conferred degree has an age limit of 5 years
- Science prerequisite coursework taken within a conferred degree (associate's or bachelor's) has an age limit of 7 years
- Prerequisite courses criteria and requirements:
    - Students may not be fully admitted or begin the Nursing Professional Sequence (NUR 204) with any prerequisites in progress or unmet.
    - Two-attempt limit on all prerequisite courses taken at NLU (including course withdrawals)
    - Science prerequisites:
        - SCI 102/102L - Survey of Biological Science and Lab
        - SCI 200/200L - Anatomy and Physiology I and Lab
        - SCI 305/305L - Anatomy and Physiology II and Lab
        - SCI 311/300L - Microbiology and Lab
        - SCI 112 - Chemistry for Healthcare or other chemistry course with organic and biochem components
        - HTH 201 - Nutrition for Healthcare or other relevant nutrition course
    - Non-Science prerequisites:
        - PSY 101 - Intro to Psychology
        - PSY 315 - Lifespan Development (Developmental Psychology)
        - MTH 101 - Introduction to Mathematical Concepts or other college-level mathematics
        - MTH 102 - Statistics
- Students who apply to NLU without having completed the above prerequisite coursework are subject to a two-step admission process for the B.S. Nursing, Acclerated Hybrid pathway:
    - Step 1: Students are admitted to NLU with a Preliminary Admission status at the Pre-Nursing classification in the BSN, Acclerated

Hybrid pathway. While in the Preliminary Admission status, students will work with their academic advisors to complete all prerequisite courses.

- A minimum GPA of 3.0 is required for Preliminary Admission
- Upon completion of all prerequisite courses with a minimum grade of C (science and non-science) and minimum cumulative undergraduate GPA of 3.0, students are eligible to move to the second step in the admission process.
    - Students whose cumulative undergraduate GPA is between 2.75 and 2.99 may petition to move to the second step in High Potential Admission status

- Step 2: Students are fully admitted to the BSN. At this time, the admission status will change to Admitted (High Potential or otherwise) and students are eligible to begin the professional course sequence, Accelerated Hybrid pathway
    - Students must have an admissions status of Admitted before beginning the first course in the professional course sequence, Acclerated Hybrid pathway - NUR 204

- Students must be able to attend on campus face-to-face skills lab in the Chicagoland area, simulation, and clinical experiences for the program in area facilities
- International transcripts must be evaluated by a foreign credential evaluator.
    - Course descriptions and syllabi must be submitted for all program-specific general education requirements to be considered for transfer credit. This also applies to NUR 100 and HTH 201.

Program Details

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires a cumulative GPA of 2.5 or higher for graduation
- Requires a minimum grade of C in coursework applied to the degree - major coursework, general education coursework, and elective coursework
- Program retention requirements
    - If a student fails a major course requirement, they must retake and successfully pass it the second time before progressing in the program. If the student is unsuccessful the second time, they will be dismissed from the program. Students cannot enroll in the same major course requirement a third time.
    - Students must pass all components of a nursing course - didactic, lab (L) and/or clinical (C) - in the same term. Failure in one component will result in administrative withdrawal from all components. Students must then repeat all components in the subsequent term.
- Students may choose to pursue a general minor (p. 370) or concentration (p. 384) in keeping with Undergraduate policy with the below understanding:
    - Addition of a minor will result in more than 180 credits of coursework due to major and program specific general education requirements
    - Addition of a minor may impact financial aid because its credits are not required for degree completion
- Any pre-requisites and program specific general education requirements can be waived at the discretion of the Nursing director if it is determined that required content was delivered in the context of other coursework. Course waivers do not impact the required 180 credit minimum for degree conferral.
- Major coursework that is part of the professional nursing sequence can't be transferred. The professional sequence includes HTH 203, HTH 301, and all NUR courses in the major (except NUR 100 and HTH 201)
- Major coursework that is not part of the professional sequence is transferable as outlined below:
    - An introductory nursing course (NUR 100) can be evaluated for eligibility on a case-by-case basis through syllabus review and Nursing director decision. A minimum grade of C is required.
    - A nutrition course (HTH 201) can be evaluated for eligibility if it includes content on nutrition across the lifespan. A minimum grade of C is required.
- While not a prerequisite to Full Admission/starting the Nursing Professional Sequence, PHI 107 or another introductory philosophy course must be completed (with a C or higher) before students take PHI 205 in Term 3 of clinical work

- PHI 205 must be taken after the start of clinical coursework in the professional nursing sequence and is not eligible for transfer by B.S. Nursing students. Earlier equivalencies no longer apply for any new or returning students going forward.
- Requirements for transfer credit application in the B.S. Nursing, Accelerated Hybrid pathway:
  - Course age limit applies to all prerequisite Science coursework as described in Admissions Requirements
    - Students whose science coursework falls outside established course limits but who have current and long-standing professional experience applying science knowledge can request a review by the Nursing director for credit applicability. A current CV must accompany the request, and references may be requested.
  - All coursework considered for transfer must be from an institutionally accredited college or university
- Credit for Prior Learning criteria:
  - Institutional CPL credit limit applies
  - No CPL is accepted for B.S. Nursing major requirements
  - Institutional CPL policy is applicable to Communications course requirements and electives only. Any type of CPL credit, including Sophia and StraighterLine, can be used to fulfill these requirements.
  - Program pre-requisites and program specific general education requirements, except Nutrition, can be fulfilled through the following nationally recognized standard examinations only: AP, IB, CLEP, and DANTES
  - Course age requirements apply, as listed in Admissions Requirements

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

Humanities and Fine Arts

PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5

Mathematics and Natural Sciences

MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2

Social and Behavioral Sciences

PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5

Program Specific General Education Requirements

SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2
SCI 112	Chemistry for Healthcare	5
SCI 200	Anatomy and Physiology I	5
SCI 200L	Anatomy and Physiology I Lab	2
SCI 305	Anatomy and Physiology II	5
SCI 305L	Anatomy and Physiology II Lab	2
SCI 311	Microbiology	5
SCI 311L	Microbiology Lab	2
MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
PSY 101	Introduction to Psychology	5
PSY 315	Lifespan Development	5
PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5

Major Requirements - 94 QH

HTH 201	Nutrition for Healthcare	5
HTH 203	Pathophysiology	5
HTH 301	Genetics and Genomics in Healthcare	5
NUR 100	Introduction to Professional Nursing and Healthcare	3
NUR 204	Accelerated Foundations of Nursing Practice	8
NUR 204L	Accelerated Foundations of Nursing Practice Lab	2
NUR 204C	Accelerated Foundations of Nursing Practice Lab/Clinical	3
NUR 220L	Nursing Success Support Corequisite Lab	0
NUR 300	Pharmacology	5

NUR 302	Nursing Research and Evidence Based Practice	5
NUR 303	Issues in Professional Nursing Practice	5
NUR 304	Adult Health I Nursing	5
NUR 304C	Adult Health I Clinical	2
NUR 305	Gynecologic and Obstetric Health Nursing	5
NUR 305C	Gynecologic and Obstetric Health Nursing Clinical	2
NUR 306	Child Health Nursing	5
NUR 306C	Child Health Nursing Clinical	2
NUR 400	Population Health Nursing	5
NUR 400C	Population Health Nursing Clinical	2
NUR 401	Behavioral Health Nursing	5
NUR 401C	Behavioral Health Nursing Clinical	2
NUR 402	Adult Health II	5
NUR 402C	Adult Health II Clinical	2
NUR 403	Leadership in Nursing Practice	5
NUR 405C	Transition to Practice Immersion Clinical	3

Note: NUR 204C must be completed for 1 QH.

Program Electives

While additional coursework will not be required to reach the 180 credits necessary for completion, students are free to pursue an optional general minor (p. 370) or concentration (p. 383).

Additional Program Policies

Nursing Program Progression Policy for students who have stopped out of the program but have been away less than one full calendar year (applies to all B.S. Nursing program pathways).

Students in the professional nursing course sequence who have been away from clinical coursework for two or more terms must audit (excludes summer term for students in traditional pathway), at no cost, NUR 210 L/C or NUR 204 L/C, depending on pathway, prior to resuming the full professional sequence. The only exception to this policy is students who have only passed NUR 200 L/C in the clinical requirements; these students are able to move into the NUR 210 series in keeping with their established course sequence without re-auditing previously completed coursework.

Nursing Program Re-Entry and Re-Admission Policy (applies to all B.S. Nursing program pathways):

- Governs requirements to review completed prerequisites for course age limits and overall prerequisite course requirements for students who have been away from the BSN for a calendar year or more.
- BSN Re-Entry applies to students who have been away from NLU for a minimum of four quarters (one calendar year) and a maximum of seven consecutive quarters (below two calendar years):
  - All students must complete the re-entry process
  - Pre-Nursing students with missing prerequisites will have their coursework reviewed for changes and course age limits
  - Nursing students who were fully admitted with no missing prerequisites but did not start the professional sequence will have their coursework reviewed for changes and course age limits
  - Students who successfully started the professional sequence (completed clinical coursework with a C or higher) must audit (at no charge) in their first term back the most recently completed of the following: NUR 200C/L; NUR 210C/L; NUR 204C/L
- BSN Re-Admission - applies to students who have been away from the BSN for 8 or more consecutive academic quarters (over two calendar years):
  - All students must re-apply to NLU for reconsideration for BSN admission
  - All students, regardless of prior admission or professional sequence status, will have prerequisite coursework reviewed for course age limits and changes in prerequisite course requirements
  - Students who successfully started the professional sequence (completed clinical coursework with a C or higher) must audit (at no charge) in their first term back the most recently completed of the following: NUR 200C/L; NUR 210C/L; NUR 204C/L

Nursing (Registered Nurse), B.S.

The RN-BSN program builds upon the registered nurse education to enhance existing knowledge and provide in-depth study in areas of the profession such as evidence based, culturally competent and individualized care provided to the patient (individual, family, community or population) across the lifespan. Emphasis is placed on critical thinking,

research, management and leadership to provide nurses a broader understanding of issues affecting both patient care and healthcare delivery.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Integrate knowledge from liberal arts, science, and nursing science as the basis of critical thinking and clinical judgment in professional nursing practice.

PLO2. Plan and implement evidence-based nursing interventions utilizing a systems approach (i.e., nursing process) to meet the health care needs of individuals and communities across the age

span in diverse settings.

PLO3. Utilize information technology ethically and effectively to support clinical judgment and the achievement of patient outcomes in professional nursing practice.

PLO4. Demonstrate the use of effective communication skills to collaborate with patients, families and the interdisciplinary/interprofessional healthcare team.

PLO5. Utilize leadership concepts and skills to guide clinical judgment in the practice of professional nursing.

PLO6. Integrate ethical and social values along with legal knowledge to support clinical judgment and decision making in professional nursing practice.

PLO7. Value lifelong learning as a necessary component of professional nursing practice.

PLO8. Implement ethical nursing care by accepting responsibility and accountability for patient outcomes in professional nursing practice.

Admission Requirements

In addition to the Undergraduate Admission requirements, students must:

- Apply via Nursing CAS
- Submit transcript, demonstrating completion of RN ASN/ADN degree or Diploma in nursing with a cumulative GPA of 2.5 or higher from an institution recognized by an institutional accreditor
- Submit current active unencumbered nursing license

Program Details

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires a min grade of "C" or better in all science pre-requisite courses, all nursing courses, general education courses and electives
  - If a student fails a nursing course, they must retake and successfully pass it the second time before progressing in the program. If the student is unsuccessful the second time, they will be dismissed from the program. Students cannot enroll in the same nursing course a third time.
  - Students must pass all components of the course including didactic, lab and/or clinical. If a student fails one component, they fail the entire course and must repeat all components.
- Requires a GPA of 2.5 or higher for graduation
- Students may pursue a minor in Psychology (p. 379) or Human Services (p. 375)

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	Introduction to Ethics and Social Critique	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 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

MTH 102	Statistical Foundations	5
PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5
SCI 112	General Chemistry I	5

Note: Students must complete SCI 112 or another chemistry course with organic and biochemistry components.

Additional General Education Requirements

GEN 204	Make Your Point: Essential Skills for Academic Writing & Research	2

Registered Nurse Science Pre-requisites

NUR 203	Pathophysiology	5
SCI 200	Anatomy and Physiology I	5
SCI 200L	Anatomy and Physiology I Lab	2
SCI 205	Anatomy and Physiology II	5
SCI 205L	Anatomy and Physiology II Lab	2
SCI 111	Microbiology	5
SCI 111L	Microbiology for Healthcare Lab	2

Major Requirements - 51 QH

NUR 101	Orientation to the BSN	2
NUR 102	Bridge to the BSN	5
NUR 205	Health Assessment for the RN	5
NUR 205C	Health Assessment for the RN Clinical	2
NUR 201	Nutrition for Healthcare	5
NUR 301	Genetics and Genomics in Healthcare	5

NUR 302	Nursing Research and Evidence Based Practice	5
NUR 303	Issues in Professional Nursing Practice	5
NUR 310	Healthcare Communications, Informatics and Safety	5
NUR 403	Leadership in Nursing Practice	5
NUR 400	Population Health Nursing	5
NUR 400C	Population Health Nursing Clinical	2

Program Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing the approved minors listed above.

Business Administration, B.S.

The Bachelor of Science in Business Administration prepares students with the tools and resources needed to solve challenging business problems in an ever changing global environment. The program provides students with comprehensive knowledge in business foundations and theories; builds essential skills in accounting, data analysis, finance, marketing, human resources management, operations and project management, and leadership; and embeds experiential and real world learning. The program is designed for students to pursue customized academic pathways to focus on areas of specialization within the field. This program is intended for students in all phases of their professional career and undergraduate studies, whether they have extensive prior coursework or are enrolling in college for the first time.

Program Learning Outcomes

At the completion of the B.S. in Business Administration program, students will be able to:

PLO-1. Critical Thinking. Use analytical, quantitative and qualitative techniques to generate solutions that are responsive to business and cultural challenges.

PLO-2. Teamwork. Contribute positively in a team environment to accomplish group goals and objectives using collaborative skills and inclusive behaviors.

PLO-3. Communication. Communicate effectively and professionally in business situations through writing, speaking and listening with cultural sensitivity in all contemporary modes.

PLO-4. Business Knowledge. Apply concepts within the core areas of business, including how (i) to create competitive advantage through strategic and tactical methods; (ii) to recognize legal and strategic concerns relating to managing human resources; (iii) to create and measure value in products and services; and (iv) to control, plan, invest, evaluate and improve business tactics and processes through accounting and financial methods and models.

PLO-5. Business Environment. Apply knowledge of ethical, legal, economic and global environment to practical business situations to determine their operational, financial, human and/or societal impacts.

PLO-6. Analysis & Technology Utilization. Apply quantitative and qualitative decision support tools and technology to make and defend business decisions.

PLO-7. Management & Technology Utilization. Assess the role of ethics, motivation and influence in setting forth equitable and appropriate business behavior toward coordinating a unified objective.

PLO-8. Career Readiness. Apply business theory and skills in professional environments and through experiences in order to prepare for a professional career path that aligns to short and long term career goals.

Program Details

- Requires 180 QH including 60 QH of General Education (p. 64) for completion
- Credit for Prior Learning (p. 25) may be accepted for CAR 202, CAR 203, CAR 490, and general education, elective credit, and as determined appropriate by the faculty, toward other major requirements
- Requires completion of all major courses with a grade of "C" or better
- Requires a minimum GPA of 2.0 on a 4.0 scale to graduate
- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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

Choose one microeconomics or macroeconomics course and one statistics or calculus course:

ECO 200	Macroeconomics for Today's Professional	5
MTH 102	Statistical Foundations	5
MTH 211	Calculus and Analytic Geometry I	5
MTH 212	Calculus and Analytic Geometry II	5
MTH 215	Calculus and Analytic Geometry III	5

MTH 217	Multivariable Calculus	5
MTH 308	Probability and Statistics	5

Note: Students may complete courses above or use any microeconomics or macroeconomics AND any college-level statistics or calculus courses.

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 Freshman

CAR 214	Creating and Communicating the Professional Brand	5
	or	
BRV 200	Braven Leadership and Career Accelerator	5
	and	
CAR 218	Internship Application Workshop	0
CAR 295	Career Service Learning	5

Transfer Students

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	3

Note: Career (CAR) courses may be waived based on prior training, education or work experience.

Business Administration Major Requirements - 65 QH

Gateway Course

BUS 101	Principles of Business	5
	or	
BUS 430	Management and Leadership	5

Note: First-time freshman students are required to complete BUS 101 and transfer students, BUS 430.

Business Administration Core Courses

ACC 201	Principles of Financial Accounting	5
ACC 202	Principles of Managerial Accounting	5
BUS 350	Legal & Ethical Decision Making in Business	5
BUS 400	Operations Management	5
BUS 450	Introduction to Business Data Analytics	5
BUS 499	Strategic Management	5
CAR 490	Internship Practicum	5
COM 206	Professional Writing	5
FIN 444	Finance and Accounting Concepts for Managers	5
HRM 400	Human Resource Management	5
MKT 300	Principles of Marketing	5
PJM 454	Project Management	5

Note: BUS 499 must be completed at NLU. CAR 490 may be waived based on prior training, education or work experience.

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 370) or concentration (p. 384) in consultation with your Academic Advisor.

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

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 (p. 25) may be accepted for CAR 202, CAR 203 and CAR 490, general education, elective credit and as determined appropriate by the faculty, toward other major requirements
- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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.

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	2
	and	
CAR 203	You The Professional	3

Gateway Courses

COM 105	Introduction to Communication: Storytelling	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 and Conflict Management	5
MES 205	Social Media Networking	5
MES 207	Contemporary Media Communications	5
MES 310	Sound Essentials: Podcasting	5
MES 410	Video Essentials: Short Film	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 370) or concentration (p. 384) 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 computing and 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, software, problem solving, and synthesis of information thereby giving organizations an opportunity to make appropriate decisions. Graduates will be prepared to join the workforce or continue on to graduate degree programs in areas such as computer science, data analytics, cybersecurity, information technology (IT), business administration, and management. The intention is to include preparation for industry certifications where appropriate as a value-add to the students. Emphasis is on industry-informed practice, immediate application at the workplace, and supporting and preparing students for the workplace. The CSIS major courses explore the applications of computing to solving workplace issues with an emphasis on the technology needed within the business fields.

This program is conveniently offered in both; fully online and blended formats.

Program Learning Outcomes

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.

Admission Requirements

Students applying to the B.S. in Computer Science and Information Systems program are subject to the Undergraduate Admission Requirements (p. 19).

Program Details

- Requires 180 QH including 60 QH of General Education (p. 64) for completion
- Requires a minimum grade of "C" in the program major and concentration courses
- Credit for Prior Learning (p. 25) may be accepted for CAR 202, CAR 203, CAR 490, CSS 225, CSS 300, CSS 301, CSS 400, and general education, elective credit, and as determined appropriate by the faculty, toward program major requirements
- Students are eligible to transfer the following certifications for college credit in the courses identified below. ACE transcript must be submitted to evaluate the transfer credit.
  - Google IT Support for CSS 210
  - Google Digital Marketing & E-commerce for MKT 405
  - Google UX Design for CSS 303
  - Google Project Management for PJM 454
- Students are required to complete one of the concentrations listed below:
  - Analytics (p. 382)
  - Application and Software Development (p. 382)
  - Artificial Intelligence (p. 385)
  - Cloud Computing (p. 382)
  - Cybersecurity (p. 382)
  - Information Technology Support Specialist (p. 389)
  - Network and Information Security (p. 382)
  - Web Development (p. 383)
- Students may also complete any minor (p. 370) or concentration (p. 384) 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: one in

academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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 or other courses offered at NLU (one must be math and one must be a natural science):

MTH 101	Introduction to Mathematical Concepts	5
MTH 102	Statistical Foundations	5
MTH 103	Precalculus/Integrated Math Concepts	5
MTH 211	Calculus and Analytic Geometry I	5
MTH 212	Calculus and Analytic Geometry II	5
MTH 215	Calculus and Analytic Geometry III	5
MTH 217	Multivariable Calculus	5
SCI 101	Physical Science	5
SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2
SCI 105	Environmental Biology 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

Students may complete two college-level mathematics (p. 573) courses with a minimum grade of "C", one of which must be statistics or calculus.

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	2
	and	
CAR 203	You The Professional	3

Computer Science and Information Systems Major Requirements - 50 QH

Gateway Course

CSS 100	Computational Thinking and Technical Writing	5

Note: Students may complete a Computer Science elective in lieu of CSS 100.

Core Courses

CSS 200	Introduction to Information Systems	5
CSS 205	Operating Systems	5
CSS 210	Introduction to Networking	5
	or	
CSS 301	Applied Object-Oriented Programming	5
	and	
CSS 225	Introduction to Applied Programming	5
CSS 300	Data Analysis	5
CSS 315	Systems Analysis	5
CSS 320	Discrete Structures	5
CSS 433	Developing and Managing Databases	5

Capstone Course

CAR 490	Internship Practicum	5

Electives

Choose additional courses to total 180 QH. These hours may be satisfied by completing any minor (p. 370) or concentration (p. 384) in consultation with your Academic Advisor.

Criminology and Criminal Justice, B.A.

The Bachelor of Arts in Criminology and Criminal Justice is a comprehensive and interdisciplinary program designed to provide students with a deep understanding of the interconnected systems in which criminal justice exists and functions. Students will explore the many dimensions of criminal justice through multiple perspectives by exploring the social, cultural, political and economic factors that contribute to crime and its prevention. This program combines theoretical knowledge with practical skills, preparing students for various careers within and related to the criminal justice field with an emphasis on ethical decision-making and social justice.

The program offers a diverse curriculum that addresses key areas pertaining to the criminal justice system, including law enforcement, courts, probation, corrections, youth and delinquency, and the law, along with focused topics such as the influence of media, criminal behavior and the impact on victims. Students will develop a solid foundation in critical thinking, research methodology, and analytical skills. Throughout the program, students will have opportunities to engage in hands-on learning experiences, such as internships, case studies and simulations. These practical experiences will allow students to interact with criminal justice professionals, gain valuable insights into the inner workings of the criminal justice system, and apply their knowledge in real-world scenarios.

This program is designed to equip graduates with the necessary skills and knowledge to pursue a wide

range of career opportunities in the broad areas of criminal justice and adjacent fields at the local, state and national levels. Students may choose to pursue further education in graduate programs related to criminal justice, law, or criminology.

Overall, this program aims to prepare career-ready and ethical professionals who, through their understanding of the complexities of crime and its prevention, can respond accordingly to contribute to the improvement of the criminal justice system, advance social justice, and make a positive impact on communities.

The program is conveniently offered in both online only and face-to-face formats.

Program Learning Outcomes

At the completion of the B.A. in Criminal Justice program, students will be able to:

PLO1. Articulate the historical foundations of the criminal justice system and identify the social, political, and economic influences that shape crime and punishment in the United States.

PLO2. Articulate and critically analyze the philosophical, conceptual, and theoretical framework of criminal justice systems and structures and their impact on society.

PLO3. Apply knowledge of concepts and theories of criminology to understand criminal behavior and its causes, along with prevention strategies and rehabilitation processes from a sociological perspective and its intersection with the criminal justice system.

PLO4. Effectively develop and apply research methods to investigate criminological questions and issues.

PLO5. Apply Criminal Justice theory and skills in the professional environment and through that experience, prepare for a professional career path that aligns to a values-based vision and career goals.

PLO6. Demonstrate critical thinking skills including the ability to assess the credibility of information, interpret data, problem solve using multiple sources, and engage in ethical decision making.

PLO7. Examine the criminal justice reform efforts related to systems, policies and practices within and related to the criminal justice system, ultimately culminating in ideas for changes to shape the future direction of the field.

PLO8. Connect and communicate professionally with people from diverse backgrounds demonstrating empathy, considering alternative perspectives and power dynamics of roles, and with cultural awareness.

PLO9. Develop and articulate a personal philosophy of professionalism, ethical behavior, and commitment to serving diverse communities and making a positive impact on society.

Program Details

- Requires 180 QH including 60 QH of General Education (p. 64) for completion
- Requires a minimum grade of “C” in Core courses
- Credit for Prior Learning (p. 25) may be accepted for CAR 202, CSJ 209, CAR 203, CAR 490 and general education, elective credit, and as determined appropriate by the faculty, toward program major requirements
- Students may also complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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. 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	2
	and	
CAR 203	You The Professional	3

Major Core Courses - 60 QH

CSJ 106	Law Enforcement	5
CSJ 107	Criminal Justice System	5
CSJ 205	Criminology: Studying Criminal Behavior	5
CSJ 206	Criminal Law and Procedure	5
CSJ 207	Intro to Corrections	5
CSJ 209	Constitutional Law	5
CSJ 312	Crime, Media and Public Opinion	5
CSJ 315	Youth, Crime and Justice	5
CSJ 401	Victimology	5
CAR 490	Internship Practicum	5
RES 401	Research Methods	5

Major Electives

Students choose one course:

CSJ 353	Criminal Investigations	5
CSJ 354	Sociology of Deviant Behavior for Criminal Justice Professionals	5
CSJ 400	Criminal Justice Reform Movements	5
HUM 308	Mass Incarceration	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.

Cybersecurity and Artificial Intelligence, B.S.

The Bachelor of Science in Cybersecurity and Artificial Intelligence is a forward-looking degree designed to address the critical convergence of automated intelligence and digital security. As cyber threats evolve from manual intrusions to rapid, AI-driven attacks, the industry requires a new generation of defenders who can build systems that think, learn, and respond at machine speed. This program pushes the boundaries of traditional Computer Science. It integrates high-level mathematical modeling, behavioral analytics, and system architecture. Students do not just learn to code or patch; they learn to engineer autonomous environments that can self-heal and predict adversary behavior before a breach occurs.

Program Learning Outcomes

PLO1: Design and implement integrated computing solutions that utilize machine learning to automate threat detection and incident response.

PLO2: Analyze organizational security vulnerabilities and translate these real-world challenges into technical AI requirements and data-driven analysis.

PLO3: Identify and mitigate risks specific to AI infrastructure, including data poisoning, model evasion, and prompt injection attacks.

PLO4: Evaluate the legal, ethical, and social implications of autonomous security systems, ensuring compliance with global data privacy standards.

PLO5: Develop robust architectures for collecting, cleaning, and protecting the large-scale datasets required for training security-focused AI models.

PLO6: Communicate complex technical AI-Cyber risks to non-technical stakeholders to drive organizational strategy.

Admission Requirements

- Students applying out of high school should submit transcript demonstrating completion of cumulative GPA of 2.5 or higher
    - Students not meeting the above requirements must submit a petition for Program Chair approval of their application

Program Details

- Requires 180 QH including General Education for completion
- Required minimum grade of "C" in the program specific General Education requirements:
    - MTH 211
    - One Statistics course
- Requires completion of CAR 490 and CAI 490 at NLU
- Requires minimum grade of "C" in the Cybersecurity and Artificial Intelligence Major Core courses
- Students are recommended to complete one of the following concentrations or minors towards their elective credit:

- Concentrations:
  - Analytics (p. 382)
  - Application and Software Development (p. 382)
  - Artificial Intelligence (p. 385)
  - Cloud Computing (p. 382)
  - Information Technology Support Specialist (p. 389)
  - Networking and Information Security (p. 382)
  - Web Development (p. 383)Minors:
  - Computer Science and Information Systems (p. 372)

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	Introduction to Ethics and Social Critique	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 102	Statistical Foundations	5
MTH 211	Calculus and Analytic Geometry I	5
	and one of the following courses	
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
MTH 211	Calculus and Analytic Geometry I	5

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

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 Major Requirements -70 QH

CAI 200	AI Ethics, Policy, and Governance	5
CAI 320	Adversarial Machine Learning	5
CAI 350	Secure AI Development and MLOps	5
CAI 360	AI for Cyber Threat Intelligence (CTI)	5
CAI 410	Enterprise Security, Automation, and Response	5
CAI 470	AI-Powered Network Security and Zero Trust	5
CAI 480	AI-Driven Digital Forensics and Incident Response	5
CAI 490	CyberAI Capstone	5
CAR 490	Internship Practicum	5
CSS 210	Introduction to Networking	5
CSS 400	Cybersecurity Essentials	5
CSS 406	Network Security	5
CSS 407	CyberOps	5
MTH 420	Discrete Mathematics	5

Electives

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

General Studies, A.A.

The Associate of Arts (A.A.) in General Studies is designed as an accessible and flexible credential that recognizes significant academic achievement while serving as a direct pathway toward a bachelor's degree. The A.A. in General Studies is open to both first-time freshmen and transfer students who are or have been enrolled in a bachelor's degree program at NLU, providing an opportunity for students to select from a wide range of college-level courses that support both academic exploration and skill development while advancing toward long-term educational and career goals. Built on the foundation of general education, the program develops essential skills in communication, critical thinking, quantitative reasoning, and the social and natural sciences. Graduates of the program leave with a versatile credential that enhances employability, prepares them for a wide range of professional settings, and positions them for seamless transfer into bachelor's degree programs.

Program Learning Outcomes

PLO 1: Specialized/Industry 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

PLO 2: Broad and 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.

PLO 3: 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).

PLO 4: Applied and Collaborative Learning: 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.

PLO 5: Civic/Democratic 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.

PLO 6: Professional Skills: Students cultivate skills necessary for career readiness, including: decision making, change management, negotiation, organization and prioritization, leadership, teamwork, and emotional intelligence.

Admission Requirements

- Students have to be previously or currently admitted to NLU as a bachelor's degree-seeking student and have earned at least 45 credit hours, 30 of which were completed at NLU.

Program Details

- Requires 90QH for completion, including 60QH of General Education
- Minimum residency requirement is at least 30 QH (of the 90 QH earned towards the A.A.), with the last 23 QH completed at NLU
- Minimum cumulative GPA of 2.0

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	Introduction to Ethics and Social Critique	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)

Note: Students who select ART 106 and ART 107 should select another Fine Arts or Humanities course.

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	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.

Additional General Education Courses

Two courses from the disciplines 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.

Student and Career Success Requirements (5-10QH)

Student Success

Requires one of the following courses:

GEN 103	Student Success Seminar	5
GEN 103H	Honors Student Success Colloquium	5
GEN 203	NLU & You: Tools & Strategies for Student Success	3

Note: GEN 103 is required for first-time freshmen students only, except for Kendall students. GEN 203 (3 QH) is required for students transferring in less than 90 QH.

Career Development

Can be met through any Career Development course with a minimum of 2 QH. Courses may also be waived or credit for prior learning applied. See AA 2021-14 (waive criteria) or credit for prior learning POI 2022-26. The following courses are recommended.

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	3
CAR 204	Leadership Skills Seminar	1 TO 5
CAR 214	Creating and Communicating the Professional Brand	5
CAR 217	Workplace Leadership	2
CAR 295	Career Service Learning	5
BRV 200	Braven Leadership and Career Accelerator	5

Prior Career Development courses that are no longer being offerred are also accepted as meeting the Career Development requirements, including GEN 297: Career Development Seminar, GEN 298: Braven Accelerater Course, and GEN 299: Career Development Seminar.

General Studies Electives

College-level courses in any discipline that fit the specific educational goals of the student to meet the overall requirement of 90 credit hours.

Health Science, B.S.

The B.S. in Health Sciences at National Louis University prepares students for diverse careers and graduate education in the fast-evolving healthcare field. Designed as a flexible, interdisciplinary program, it offers a strong foundation in the biological and health sciences—equipping students with the knowledge, skills, and values to address complex health challenges across clinical, community, and global settings.

Students explore core concepts in human biology, healthcare systems, ethics, and public health while developing competencies in critical thinking, communication, cultural responsiveness, and collaborative problem-solving. Emphasis is placed on health equity, social determinants of health, and patient-centered care.

Graduates are well-positioned for success in entry-level healthcare roles or advanced study in fields such as medicine, physician assistant studies, physical or occupational therapy, public health, and related disciplines. This program is ideal for students passionate about improving health outcomes, reducing disparities, and contributing to the well-being of individuals and communities through research, advocacy, education, or direct service.

Program Learning Outcomes

1. Apply foundational knowledge of human biology, biochemistry, and human anatomy and physiology to explain health, disease, and treatment mechanisms in human systems.

2. Demonstrate knowledge of the U.S. healthcare system, including healthcare delivery models, policy, ethics, and interprofessional collaboration.

3. Analyze the impact of social determinants of health and health disparities on patient outcomes and population health, while identifying strategies to address those issues using critical thinking and problem-solving approaches.

4. Interpret and evaluate scientific data, research literature, and health information using critical thinking and appropriate statistical and analytical methods.

5. Communicate health-related information clearly and effectively to global and local audiences using written, verbal, and digital formats.

6. Demonstrate professionalism and ethical reasoning in simulated and real-world healthcare or community settings, showing accountability, adaptability, and reflective problem-solving.

7. Identify, apply, and synthesize knowledge in order to prepare for career paths or graduate programs in health-related fields through experiential learning and academic planning.

Admission Requirements

- Students applying out of high school should submit transcript demonstrating completion of cumulative GPA of 2.5 or higher.
- Students not meeting the above requirement may submit a petition for approval to the Program Chair.

Program Details

- Requires completion of the following Program Specific General Education requirements with a grade of "C" or better: SCI 102, SCI 102L, SCI 112, PHI 107, PHI 205, one Statistics course, and one introductory Psychology course
- Requires completion of the major core and concentration courses with a grade of "C" or better
- Students are required to complete at least one concentration or minor from the following:
  - Aging Studies Concentration (p. 384)
  - Child Welfare Concentration (p. 386)
  - Expanding Knowledge in Human Behavior Concentration (p. 387)
  - Strategic and Innovative Thinking in Healthcare (Advanced Standing) Concentration (p. 398)
  - Medical Assisting Minor (p. 378)
  - Mental Health Concentration (p. 390)
  - Public Policy (Advanced Standing) Concentration (p. 397)
  - Registered Behavior Technician Concentration (p. 391)
  - Trauma Informed Practices Concentration (p. 391)

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:

PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	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 102	Statistical Foundations	5
SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2
SCI 112	General Chemistry I	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; one of the courses must be PSY 101:

SOC 101	Foundational Sociology	5
PSY 101	Introduction to Psychology	5
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
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
SCI 102	Survey of Biological Science	5
SCI 102L	Survey of Biological Science Lab	2
SCI 112	General Chemistry I	5
PHI 107	Introduction to Ethics and Social Critique	5
PHI 205	Ethics in Healthcare	5
PSY 101	Introduction to Psychology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use one introductory psychology course and one Statistics course.

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

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	2
	and	
CAR 203	You The Professional	3

Program Major Requirements

HTH 302	Foundations of the Health Professions	5
HTH 402	Health Care Policy	5
HTH 491	Practicum	3
RES 405	Research Writing in Health Sciences	5
SCI 140	Medical Terminology	3
SCI 200	Anatomy and Physiology I	5
SCI 200L	Anatomy and Physiology I Lab	2
SCI 301	General Chemistry II	5
SCI 305	Anatomy and Physiology II	5
SCI 305L	Anatomy and Physiology II Lab	2
SCI 311	Microbiology	5
SCI 311L	Microbiology Lab	2

Note: Courses required for the major must be completed in addition to the University Gen Ed Core and Program Specific Gen Ed Requirements.

Electives

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

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. 19)

Program Learning Outcomes

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.

Admission Requirements

Program Details

- Requires 180 QH including 60 quarter hours of General Education (p. 64) for completion
- Requires a minimum grade of “C” in Human Services requirements
- Credit for Prior Learning (p. 25) is accepted for CAR 202, CAR 203 and 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. 25) toward the major requirements

- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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. 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	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 410	Management and Leadership in Human Services	5
HSM 415	Strategies of Community Intervention	5
RES 401	Research Methods	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. 370) or concentration (p. 384) in consultation with your Academic Advisor.

Interdisciplinary Studies, B.A.

The Interdisciplinary Studies, B.A. program offers multiple ways for working adults to personalize their college experience and achieve their educational and professional goals. The program allows for students to transfer up to 75% of their credits, including Credit for Prior Learning (CPL). Students will be able to customize their degree through the completion of NLU's current course offerings, including available minors and concentrations. In addition, all students in this program will complete a culminating capstone

course where they will connect their coursework to a research project that synthesizes their learning experiences and connects that learning to their future career objectives.

Program Learning Outcomes

The Program Learning Outcomes (PLOs) for the undergraduate program in Bachelor of Arts in Interdisciplinary Studies are directly aligned with the University Learning Outcomes. The PLOs reinforce NLU's commitment to innovation and ensure that course offerings remain responsive and relevant to the adult learners' needs.

At the completion of the B.A. in Interdisciplinary Studies program, students will be able to:

PLO-1: INTELLECTUAL SKILLS. Evaluate their prior educational and professional experiences and create an educational path that will meet their interests and goals.

PLO-2: APPLIED AND COLLABORATIVE LEARNING. Synthesize learning from different fields of study, prior learning, and professional experiences in a way that advances personal and professional goals.

PLO-3: SPECIALIZED INDUSTRY KNOWLEDGE. Build the analytical, information evaluation, and qualitative and quantitative communication skills necessary to advance in their field.

PLO-4: BROAD AND INTEGRATIVE KNOWLEDGE. Develop the skills and strategies needed to solve problems and embrace opportunities unique to their field.

PLO-5: CIVIC AND GLOBAL LEARNING. Investigate their world view and develop an appreciation for different perspectives as it applies to issues on a local, national, and global scale.

PLO-6: PROFESSIONAL SKILLS. Develop the interpersonal and leadership attributes aligned with their professional goals in order to successfully further their career path after completion of their college degree.

Admission Requirements

In addition to the Undergraduate College Admission Requirements (p. 19)**, program requires:**

- Transfer credit of at least 45 quarter hours

Program Details

- Requires 180 QH including 48- 60 QH of General Education for completion
- Requires a minimum of 60 QH of upper division coursework at the 300 or 400-level, which can include courses that apply to a minor or concentration
- Requires completion of the program Capstone course at NLU
- Students transferring less than 90 QH must complete a concentration (p. 384) or minor (p. 370)
- Requires a min GPA of 2.0 for graduation
- Requires completion of a min of 45 QH of coursework at NLU upon matriculation

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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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.

General Education Electives

Students must choose two courses from any general education field indicated above.

Program Requirements 60 QH

Upper Division Courses - 55 QH

The Interdisciplinary Studies major requires completion of 300 and 400 level courses.

Capstone Course - 5 QH

CAR 492	Interdisciplinary Studies Capstone	5

Electives 60- 72 QH

Students transferring in less than 90 QH at the time of admission, including Credit for Prior Learning (CPL), must complete a minimum of one concentration (p. 384) or minor (p. 370) to reach 180 QH for program completion.

Marketing, B.A.

The B.A. Marketing program offers two major options:

Marketing, B.A. (Traditional) (p. 359)

Marketing, B.A. (Accelerated Pathway) (p. 361)

Marketing, B.A.

The undergraduate program in Marketing prepares students to achieve success in the contemporary marketing landscape. The Marketing program provides the skill sets necessary for careers in the following areas: digital marketing and advertising, market research, event marketing, corporate and nonprofit marketing, campaign design and execution,

print and collateral marketing, media marketing, sales, copywriting, small business marketing, and more—across a mix of B2B and B2C initiatives. The Marketing program also provides a foundation for graduate studies in Marketing, Business, Communications, and Public Relations.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO-1. Identify target markets and audiences for customized marketing campaigns.

PLO-2. Differentiate for-profit, non-profit, B2B, and B2C marketing approaches.

PLO-3. Design and execute marketing campaigns ethically and across a variety of platforms.

PLO-4. Generate and explain campaign analytics and KPIs to measure service or product movement.

PLO-5. Recognize and apply the most contemporary digital marketing trends, including social media, and online advertising.

PLO-6. Interpret the marketing and advertising creative design process, which involves collaborating with creative departments and working on marketing copy and mock ups.

PLO-7. Invent and shape branding across a variety of products and services with a focus on consumer behavior.

Program Details

- Requires 180 QH including 60 QH of General Education for completion
- Requires a minimum grade of "C" in all program major courses
- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2

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.

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

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	3

Program Requirements - 60 QH

MKT 205	History of Advertising	5
MKT 300	Principles of Marketing	5
MKT 310	Branding and Content Creation	5
MKT 315	Marketing for Nonprofits	5
MKT 316	Event Marketing	5
MKT 320	Niche Marketing: Sports, Entertainment, Hospitality	5
MKT 324	Small Business Marketing	5
MKT 405	Digital Marketing and Advertising	5
MKT 410	Market Research for Design and Innovation	5
MKT 422	Consumer Behavior	5
MES 205	Social Media Networking	5
CAR 490	Internship Practicum	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.

Marketing, B.A.- Accelerated Major Pathway

The Accelerated Pathway is designed for high-achieving students in the B.A. in Marketing program who seek to begin graduate-level study while completing their undergraduate degree. Through this

pathway, students enroll in accelerated versions of four advanced marketing courses that count toward both undergraduate requirements and the M.S. in Marketing and Communication. This integrated structure includes direct entry to the master's degree upon successful completion of the pathway, enabling efficient graduate degree completion while maintaining academic rigor and continuity between programs.

The Accelerated Pathway Major is built upon the four-course sequence with courses in branding and content creation, digital marketing and advertising, consumer behavior, and market research for design and innovation. The Accelerated Pathway coursework is highly applied and industry-aligned, emphasizing hands-on learning, real-world projects, and the use of current marketing technologies and platforms. Students develop in-demand skills in strategic branding, digital campaign development, audience analysis, and data-driven decision-making, while also earning relevant certifications that enhance career readiness. This shared curricular experience ensures that all participants graduate with practical, marketable skills and a strong foundation for success in advanced study and in today's evolving marketing and communication landscape.

Program Learning Outcomes

PLO-1: Evaluate and apply digital tools, data analytics, SEO, AI, and emerging technologies to design multi-channel marketing and communication strategies.

PLO-2: Create and produce professional-grade content, branding strategies, and persuasive multi-media campaigns that are audience-centered and responsive to industry needs.

PLO-3: Interpret marketing metrics, analytics, and performance data to evaluate the effectiveness of campaigns and to formulate data-driven recommendations that optimize strategic decision-making.

Admission Requirements

- To be admitted to the Marketing Accelerated Pathway, students must:
  - Have a 3.0 or higher NLU GPA based on 15 QH or more of earned NLU credit
    - Students who have not earned 15 QH at NLU must have a 3.0 or higher transfer GPA
  - Be at Junior standing (90QH or more of earned credit)
  - Have the recommendation of the M.S. Marketing and Communication Program Director following an interview
- Admission to the Accelerated Pathway creates an application in Pending status for the M.S. Marketing and Communication. The Pending status constitutes a contingent admission for students in this pathway. For conversion to full admission with direct entry to the M.S. Marketing and Communication, students must complete their B.A. Marketing with a 3.0 GPA or higher and satisfy Accelerated Pathway GPA requirements.

Program Details

- Requires completion of the following courses (20 QH) with a grade of "B" or better to be eligible for direct entry to the M.S. Marketing and Communication (p. 109)program: MKT 404UA, MKT 405UA, MKT 410UA, and MKT 422UA
- Requires completion of all courses at NLU, no transfer credit or CPL is accepted
- All courses are cross-listed with graduate level courses in the Graduate School of Business and Leadership:
  - MKT 404UA - MKT 504
  - MKT 405UA - MKT 505
  - MKT 410UA - MKT 510
  - MKT 422UA - MKT 522
- Requires a grade of "B" or better in each course to remain in the accelerated pathway:
  - Students may not take any course more than twice (including withdrawn courses)
  - Students who fail to earn a minimum grade of "B" on the second attempt of a course will be removed from the Accelerated Pathway and returned to the traditional Marketing major. Successfully completed courses (B or higher) will still be eligible for application to the graduate program but direct entry to the M.S. Marketing and Communication will be rescinded; students would need to complete the graduate admissions process after undergraduate degree conferral.
  - Students who are removed from the Accelerated Pathway will have coursework applied to undergraduate degree requirements for grades of "C" or better. Removal from the Accelerated Pathway does not impact eligibility to complete the B.A. Marketing.

- Requires a minimum GPA of 3.0 at the point of graduation to be eligible for direct entry and full admission to the M.S. Marketing and Communication
- Requires a minimum GPA of 2.0 to graduate from the B.A. in Marketing with the Accelerated Pathways - Marketing Major

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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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.

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

CAR 202	Creating Professional Identity	2
CAR 203	You The Professional	3

Major Requirements - 60 QH

MKT 205	History of Advertising	5
MKT 300	Principles of Marketing	5
MKT 315	Marketing for Nonprofits	5
MKT 316	Event Marketing	5
MKT 320	Niche Marketing: Sports, Entertainment, Hospitality	5
MKT 324	Small Business Marketing	5
MES 205	Social Media Networking	5
CAR 490	Internship Practicum	5
MKT 404UA	Branding and Content Creation	5
MKT 405UA	Digital Marketing and Advertising	5
MKT 410UA	Market Research for Design and Innovation	5
MKT 422UA	Consumer Behavior	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.

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

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. 64) 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 is accepted for CAR 202, CAR 203, CAR 490, and general education, elective credit, and as determined appropriate by the faculty, toward program major requirements
- Students may complete any minor (p. 370) or concentration (p. 384) 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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	5
SCI 102L	Survey of Biological Science Lab	2
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

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	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	Psychopathology	5
PSY 311	Introduction to Community Psychology	5
PSY 315	Lifespan Development	5
PSY 330	Social Psychology	5
	and	
PSY 348	Cross-Cultural Communications	5
	or	
PSY 352	Children and Families under Stress	5
	and	
PSY 350	Culture and Self	5
PSY 425	Mental Health	5
PSY 450	Human Sexuality	5
RES 401	Research Methods	5
	and	
CAR 490	Internship Practicum	5
	or	
PSY 499	Psychology Seminar	5

Note: HSM 400 may be used in lieu of RES 401.

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.

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.

The Social Work program has received initial accreditation from the Council on Social Work Education.

Program Learning Outcomes

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. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Admission 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 ofone introductory sociology course, one introductory psychology course, and one introductory American government course.
- Successful completion of SWK 200 with a grade of "C" or better
- Successful completion of Social Work Admissions Module
- Achieve a GPA of 2.0 or better on all previous coursework

Program Details

Program Details:

- Requires 180 QH including 60 QH of General Education (p. 64) for completion
- Credit for Prior Learning may be accepted for CAR 202, CAR 203, general education and elective credit
- Transfer credit of practice (SWK 304, SWK 305, and SWK 306) and practica (SWK 491, SWK 492, SWK 493) courses must be taken at a Council on Social Work Education (CSWE) accredited program and must be completed within the last five years of admission to NLU
- Upper-level courses from unaccredited Social Work or related degree programs completed within the last five years of admission to NLU may be approved at the discretion of the program director or otherwise count as electives
- Students may complete a concentration within the Social Work Program or any minor (p. 370) or concentration (p. 384) 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.

Practicum 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 Practicum Education Coordinator, or designee, required documentation based on practicum site (e.g., results of criminal background check, confidential disclosure statement, and acknowledgement of Mandated Reporter status form)

- Complete two Social Work practice courses (out of three): Social Work Practice I: Individuals and Families (SWK 304), Social Work Practice II: Groups (SWK 305), Social Work Practice III: Organizations and Communities (SWK 306)
- Registration in remaining Social Work Practice course concurrently with Social Work Practicum & Seminar I (SWK 491)
- Successfully complete necessary program assessments, including the field competency review

Graduation Requirements:

Completion of the degree requires the following be met:

- Successful demonstration of the CSWE Core competencies embedded in the curriculum aligned to program learning outcomes and leading to successful completion of the Practicum Seminar and Practicum III (SWK 493)
- A grade of C or higher in all Social Work major courses
- Overall GPA of 2.0 or higher

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: one in academic writing, one in oral communications, and one course in any 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	Introduction to Ethics and Social Critique	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	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
PSY 101	Introduction to Psychology	5
SOC 101	Foundational Sociology	5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use one introductory sociology course, one introductory psychology course, and one introductory American government course.

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	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 402	Policy and Advocacy Practice	5
RES 401	Research Methods	5

Practicum 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 III	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.

Licensure Requirements:

Students can earn licensure upon completion of this CSWE-accredited BSW program. Licensure is awarded through the Illinois Department of Professional and Financial Regulation. Please see their website for up-to-date information on licensure requirements. For more information on licensing requirements please visit: https://idfpr.illinois.gov/profs/socialworker.html. For information on the licensing process visit: https://www.naswil.org/licensure-steps.

MINORS

Undergraduate Education Minors

Educator Preparation English Minor

Required Courses

Educator Preparation English Minor - 30 QH

ENG 300	American Literature to 1865	5
ENG 301	Advanced English Composition	5
ENG 310	American Literature 1865 to Present	5
ENG 320	Latinx Literature	5
ENG 330	British Literature	5
ENG 340	Literature of the Black Diaspora	5

Educator Preparation Mathematics Minor

Required Courses

Educator Preparation Mathematics Minor - 30 QH

MTH 217	Multivariable Calculus	5
MTH 308	Probability and Statistics	5
MTH 315	The History of Mathematics: A Problem-Solving Approach	5
MTH 320	Elementary Differential Equations	5
MTH 420	Discrete Mathematics	5
MTH 410	Linear Algebra	5

Undergraduate Minors

Select Minors that are designated as Advanced Standing provide students with specifically designed upper-level undergraduate credit (that could be applied toward a graduate degree) and is open to students meeting certain criteria, which may include enrollment in a specific UG program. Academic Advisor or Student Success Coach should be consulted.

Communication Minor

Program 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, concentration, and/or program major requirements.

Required Courses

Communications Minor - 30 QH

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 and Conflict Management	5

Culinary Arts Minor

The Culinary Arts minor focuses intensely on developing the foundational culinary skills needed to excel in a career in the hospitality industry with a food and beverage focus. For students committed to a hospitality management pathway, the Culinary Arts Minor 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.

This minor is currently offered only in on-campus format.

Program Learning Outcomes

Upon successful completion of this minor, students will be able to:

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.

Program Details

- Requires 30 QH
- Requires completion of all courses in the minor with a grade of "C" or better
- All courses in the minor may be transferred with the Kendall College approval

Note: The same courses may not be used to satisfy the minor, concentration, and/or program major requirements.

Required Courses

Culinary Arts Minor 30 QH

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	4
KCUL 125	Professional Growth and Development II	1
KCUL 127	International Cuisine	5
KCUL 146	Foodservice Purchasing	1
	and two courses listed below	
CUL 345	Wines, Spirits, and Food Affinities	3
HOS 330	Special Topics: Diversity In Hospitality	2
KCUL 161	Banquets and Catering	3
	or	
KCUL 163	Catering Management	3

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

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.

Program 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, concentration, and/or program major requirements.

Required Courses

Business Administration Minor

BUS 101	Principles of Business	5
ACC 201	Principles of Financial Accounting	5
BUS 400	Operations Management	5
MKT 300	Principles of Marketing	5
	and	
BUS 430	Management and Leadership	5
	or	
HRM 400	Human Resource Management	5
	and	
FIN 444	Finance and Accounting Concepts for Managers	5
	or	
MIS 436	Technology Applications in Management	5
	or	
PJM 454	Project Management	5

Note: BUS 101 is the Business Administration Minor pre-requisite.

Computer Science and Information Systems Minor

The minor in *Computer Science and Information Systems* allows non-CSIS major students to enhance their degree and broaden employment options in the area of 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 in a variety of settings.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO 1: Identify, explain, analyze, and apply fundamental computer information systems concepts such as hardware, networking, software, programming, security, and data management.

PLO 2: Use software tools and techniques such as application programming, web development, database development, information systems security development, and analysis techniques.

PLO 3: Evaluate and suggest improvements to the security of information technology in an organization.

PLO 4: Explain and analyze the role of computer science and information systems in diverse, globally distributed work-teams and organizations.

PLO 5: Devise and plan the delivery of strategic, innovative technological solutions for organizational challenges.

PLO 6: Use best practices and tools for own career advancement and in mentoring others.

Program Details

- Requires 30 QH for completion
- CSS 200 is the Gateway course. It is recommended that students take this course first, or transfer in an equivalency, to ensure they have the key concepts needed for the other coursework.
- Students may transfer in up to 15 quarter hours and/or 3 courses that can be applied toward the minor. Transfer credit will be accepted for any coursework taken in a Computer Science Department at other institutions; specific course equivalencies are not required to fulfill computer science electives.
- All courses in the minor must be completed with a grade of C or better
- Students enrolled in the B.S. in Computer Science and Information Systems or any B.A. in Education program cannot enroll in this minor
- The courses in the minor cannot be double counted for credit towards a major, minor or concentration
- The minor is offered in fully online or blended formats

Required Courses

Computer Science and Information Systems Minor

CSS 200	Introduction to Information Systems	5
CSS 205	Operating Systems	5
CSS 225	Introduction to Applied Programming	5

In addition to the requirements above, students will select 3 courses (15 QH) from any of the B.S. in Computer Science and Information Systems (p. 342) and/or concentrations in Analytics; App and Software Development; Cybersecurity; Network and Information Security; Web Development; or any future concentrations developed for the CSIS program to complete the 30 QH requirement for the minor. Transfer credit will be accepted for any coursework taken in a Computer Science Department at other institutions; specific course equivalencies are not required to fulfill computer science electives.

Note: All pre-requisites must be met unless waived by the Department Chair.

Criminal Justice Minor

The Criminal Justice minor provides students with a foundational understanding of the criminal justice system, including its components such as law enforcement, law, courts, and corrections. Students will examine crime, offenders, and criminal behavior, offering students insights into the causes of crime and strategies for prevention, concepts and theories of criminology to understand criminal behavior and its cause. The minor combines theoretical knowledge with practical skills, preparing students for various careers within and related to the criminal justice field with an emphasis on ethical decision-making and social justice.

Program Learning Outcomes (PLOs):

PLO-1. Articulate the historical foundations of the criminal justice system and identify the social, political, and economic influences that shape crime and punishment in the United States.

PLO-2. Articulate and critically analyze the philosophical, conceptual, and theoretical framework of criminal justice systems and structures and their impact on society.

PLO-3. Apply knowledge of concepts and theories of criminology to understand criminal behavior and its causes, along with prevention strategies and rehabilitation processes from a sociological perspective and its intersection with the criminal justice system.

PLO -4. Demonstrate critical thinking skills including the ability to assess the credibility of information, interpret data, problem solve using multiple sources, and engage in ethical decision making

PLO -5. Connect and communicate professionally with people from diverse backgrounds demonstrating empathy, considering alternative perspectives and power dynamics of roles, and with cultural awareness.

Program Details:

- Requires 30 QH for completion
- Requires a minimum grade of "C" for each course in the minor
- Students may transfer in up to 15 quarter hours and/or equivalent that can be applied toward the minor. Any Criminal Justice, Criminology, and/or Public Safety related coursework can be used for transfer credit; specific course equivalencies are not required.
- To fulfill elective credit, students may transfer in up to 10 quarter hours and/or equivalent from coursework taken in a Criminal Justice or Public Safety Department at other institutions; specific course equivalencies are not required
- Students enrolled in the B.A. in Criminology and Criminal Justice or any B.A. in Education program are not eligible for this minor

Note: The same courses may not be used to satisfy the minor, concentration, and/or program major requirements.

Program Learning Outcomes

PLO-1. Articulate the historical foundations of the criminal justice system and identify the social, political, and economic influences that shape crime and punishment in the United States.

PLO-2. Articulate and critically analyze the philosophical, conceptual, and theoretical framework of criminal justice systems and structures and their impact on society.

PLO-3. Apply knowledge of concepts and theories of criminology to understand criminal behavior and its causes, along with prevention strategies and rehabilitation processes from a sociological perspective and its intersection with the criminal justice system.

PLO -4. Demonstrate critical thinking skills including the ability to assess the credibility of information, interpret data, problem solve using multiple sources, and engage in ethical decision making

PLO -5. Connect and communicate professionally with people from diverse backgrounds demonstrating empathy, considering alternative perspectives and power dynamics of roles, and with cultural awareness.

Required Courses

Core Courses

CSJ 106	Law Enforcement	5
CSJ 107	Criminal Justice System	5
CSJ 205	Criminology: Studying Criminal Behavior	5
CSJ 206	Criminal Law and Procedure	5
CSJ 207	Intro to Corrections	5

Students may take either CSJ 106 or CSJ 107. Only one of the courses is required.

Electives

Students must select 2 courses (10 QH) from any of the courses in the B.A. in Criminology and Criminal Justice (p. 345) program to complete the 30 QH requirement for the minor.

Note: All course pre-requisites must be met unless waived by the Department Chair.

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

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.

Program 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, concentration, and/or 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 to 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

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

Program 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, concentration, and/or 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 Design and 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

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.

Program 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, concentration, and/or 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

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)

Program 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

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.

Program 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

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.

Program Details

- Requires 30 QH for completion
- Students may transfer in up to 15 quarter hours or 3 courses that can be applied toward the minor
- Requires a minimum grade of "C" for each course in the minor

Note: The same courses may not be used to satisfy the minor, concentration, and/or program major requirements.

Required Courses

Marketing Minor

MKT 205	History of Advertising	5
	and	
MKT 300	Principles of Marketing	5
	or	
MKT 315	Marketing for Nonprofits	5
	and	
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:

- Students majoring in the B.A. in Business Administration must complete MKT 315 in place of MKT 300 to be applied toward the minor
- MKT 315 is not a required course for the Marketing minor for students that are not majoring in Business Administration
- Students that have declared the B.A. in Marketing or B.A. in Education programs cannot enroll in this 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

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, concentration, and/or 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 215	Calculus and Analytic Geometry III	5
MTH 308	Probability and Statistics	5
MTH 315	The History of Mathematics: A Problem-Solving Approach	5
MTH 320	Elementary Differential Equations	5
MTH 410	Linear Algebra	5
MTH 420	Discrete Mathematics	5

Medical Assisting Minor

The Medical Assisting (MA) minor supports students in transitioning from the Accelerate U Medical Assisting certificate program to a Bachelor's degree pathway by recognizing students' coursework in the MA certificate program as a minor. A student pursuing this route would be positioned to work as an MA after completing their certificate program, and then pursue continued education to advance their career. In addition, this minor recognizes the valuable industry knowledge and skills that students have formed as MAs and the additional perspective this experience would offer to an undergraduate student as they pursue any range of undergraduate degrees.

Program Learning Outcomes

PLO1. Students will define common medical terminology and apply in their roles as medical assistants.

PLO2. Students will demonstrate professional behavior and knowledge of professional development responsibilities expected of Medical Assistants.

PLO3. Students will apply legal and ethical resolutions to situations in the healthcare setting.

PLO4. Students will demonstrate the use of therapeutic communication with patients/clients across the lifespan.

PLO5. Students will perform skills for safety in the medical office and the community.

PLO6. Students will demonstrate administrative skills according to the best practices of medical office management.

PLO7. Students will demonstrate healthcare billing and coding practices.

PLO8. Students will provide accurate healthcare education and instructions to patients.

PLO9. Students will demonstrate clinical skills according to current hospital and ambulatory care center standards.

PLO10. Students will demonstrate awareness of cultural humility, diversity, equity, and inclusion when interacting with patients.

PLO11. Students will identify the anatomy, physiology, and common pathology of the body systems.

Program Details

- Requires 30 QH
- Requires a minimum grade of "C" for each course in the minor
- 30 QH must be taken at NLU - no transfer credit will be accepted

Note: The same courses may not be used to satisfy the minor, concentration, and/or program major requirements.

Required Courses

Core Minor Courses - 25 QH

For all students pursuing the MA Minor:

MEDA 101	Foundations of Anatomy and Physiology	5
MEDA 110	Medical Assisting Professional Skills I	5
MEDA 115	Medical Assisting Professional Skills II	5
MEDA 130	Clinical Medical Assisting	5
MEDA 140	Clinical Practicum	5

Additional Minor Courses- 5 QH

HCL 301	Overview of Health Care Delivery	5
PSY 315	Lifespan Development	5

Note: 25 QH credits for the minor will be covered through MEDA courses as outlined above. The final 5 QH for the minor will be dependent on the student's chosen degree pathway. For students pursuing any major other than Health Care Leadership, HCL 301 will be the final required course for the minor. For students pursuing a Health Care Leadership degree, PSY 315 will be the final required course for the minor.

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.

Program 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, concentration, and/or 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	Psychopathology	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 Communications	5
	or	
PSY 352	Children and Families under Stress	5

Note: Students may choose another sociocultural psychology course in consultation with their Academic Advisor.

Science Minor

In the Science minor students may select courses that cover a wide range of topics in the physical and biological sciences.

Program 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, concentration, and/or program major requirements.

Required Courses

Science Electives - 30 QH

Choose 30 QH of Science (p. 636) 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

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

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

Program Details

- Requires 30 QH for completion
- 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

Social Work Minor - 30 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
SWK 304	Social Work Practice I: Individuals and Families	5
SWK 306	Social Work Practice III: Organizations and Communities	5

Education Minor (Advanced Standing)

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 the B.A. in Applied Behavioral Sciences (p. 66) program that does not lead to licensure. Specifically, the Advanced Pathway will serve transfer 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

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.

Program Details

- Requires 26 QH for completion
- Requires a minimum grade of "B" for each course in the Minor
- Qualified candidates may apply up to 26 QH of the Education Minor toward M.A.T. in Elementary Education (p. 176)

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Required Courses

Education Minor - 26 QH

CIL 431	Cross Cultural Education	5
EDU 411	Social Justice Perspectives on the History and Philosophy of American Education	3
ELE 400	Elementary Education Practicum I: Teaching and Learning in Diverse Settings	5
LSE 411	Human Learning and Development in Instructional Contexts	3
MHE 442	Mathematics for Elementary and Middle School Teachers	5
SPE 445	Foundations of Special Education: Dignity, Rights, and Advocacy	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. 178) 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.

CONCENTRATIONS

Undergraduate Computer Science Concentrations

Analytics Concentration

Program 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

Required Courses

Analytics Concentration - 15QH

CSS 401	Systems for Cloud Computing and Big Data	5
CSS 402	Advanced Studies in Analytics	5
CSS 437	Data Mining and Warehousing	5

Application and Software Development Concentration

Program 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

Required Courses

App and Software Development - 15 QH

Requires CSS 301 as a concentration pre-requisite.

CSS 303	User Interface Development	5
CSS 304	Application Design and Development	5
CSS 403	Mobile App Development	5

Could Computing Concentration (offered beginning Fall 2027 term)

Program 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

Required Courses

Cloud Computing 15 QH

CSS 250	Fundamentals of Cloud Computing	5
CSS 330	Cloud Computing Architecture	5
CSS 470	Next-Generation Cloud Computing and Emerging Technologies	5

Cybersecurity Concentration

Program 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

Required Courses

Cybersecurity - 15QH

CSS 400	Cybersecurity Essentials	5
CSS 406	Network Security	5
CSS 407	CyberOps	5

Networking and Information Security Concentration

Program 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

Required Courses

Network and Information Security - 15QH

Requires CSS 210 as a concentration pre-requisite.

CSS 302	Switching, Routing, and Wireless Fundamentals	5
CSS 400	Cybersecurity Essentials	5
CSS 405	Connecting Networks	5

Web Development Concentration

Program 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

Required Courses

Web Development Concentration - 15QH

Requires CSS 301 as a concentration pre-requisite.

CSS 303	User Interface Development	5
CSS 404	Back End Web Development	5
CSS 424	Developing and Managing Websites	5

Undergraduate Education Concentrations

Early Care and Education Administration Concentration

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of “C” for each course in the concentration
- Students in this concentration are eligible to earn the Gateways to Opportunity Level 1 ECE credential
- Allows transfer of all courses in the concentration
- Credit for Prior Learning may be accepted for AIM4Excellence National Director Credential in the following:
  - Aim4Excellence Modules 1-3 may be used for ECE 311
  - Aim4Excellence Modules 4-6 may be used for ECE 312
  - Aim4Excellence Modules 7-9 may be used for ECE 313
  - Active National Director's Credential may be used for ECE 311, ECE 312, and ECE 313

Note: Students interested in obtaining the AIM4Excellence National Director Credential, will need to complete courses listed below 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	ECE Administration: Leadership for Program Success	1 TO 5
ECE 312	ECE Administration: Managing Program Operations and Finance	1 TO 5
ECE 313	ECE Administration: Administering Learning Environments and Family Partnerships	1 TO 5

Note: ECE 311, ECE 312 and ECE 313 must be taken for a total of 5 quarter hours.

ESL/Bilingual Education Concentration

Program 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 405	Methods and Materials for Teaching English as a Second Language	5
EAL 406	Methods and Materials for Teaching Bilingual Education	5
EAL 410	Assessing Students Learning English as an Additional Language	5

Infant and Toddler Studies Concentration

Program 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

Preschool Teaching and Learning

Program 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
- Students can apply the following advanced standing course to certain graduate programs and endorsements: SPE 401. Students are encouraged to speak to their coach about the details as certain policies apply.

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 445	Foundations of Special Education: Dignity, Rights, and Advocacy	5

Special Education Concentration

The concentration in Special Education leads to the ECE Special Education Approval and the Learning Behavior Specialist I (LBSI) endorsement on the Professional Educator Licensure through the Illinois State Board of Education.

Program 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 455	Instructional Strategies and Supports for Students with Disabilities	5
SPE 460	Assessment Practices in Special Education	5
SPE 465	Classroom Behavioral Supports	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

Program 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

Select Concentrations that are designated as Advanced Standing or Accelerated Pathway provide students with specifically designed upper level undergraduate credit or graduate level credit (that could be applied toward a graduate degree) and is open to students meeting certain criteria (p. 55), which may include enrollment in a specific UG program. Academic Advisor or Student Success Coach should be consulted.

Aging Studies Concentration

The Aging Studies concentration is geared toward professionals who work with the aging population.

Program 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

Artificial Intelligence Concentration

This concentration provides students access to an industry relevant area, allowing them to consider career opportunities in artificial intelligence, foster innovation, make informed decisions, address societal challenges, and promote ethical development.

Program Learning Outcomes

PLO 1 - Understand, navigate, and contribute to a rapidly evolving technological landscape.

PLO 2 - Automate and efficiently solve problems across a wide range of tasks and domains.

PLO 3 - Extract insights from large datasets and predict future outcomes.

PLO 4 - Understand the ethical considerations, biases, and implications associated with AI systems, promoting responsible use and mitigating potential risks.

Admission Requirements

None

Program 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

Concentration

CSS 230	Practical Applications in Artificial Intelligence	5
CSS 350	Machine Learning Techniques	5
CSS 450	Cutting-Edge Applications in Artificial Intelligence	5

Artificial Intelligence Fundamentals and Applications Concentration

This non-technical concentration is appropriate for students in all majors and career paths. Students will explore core concepts of artificial intelligence and will develop practical skills for using, evaluating, and integrating AI tools appropriately across academic, professional, and everyday settings. Students learn to navigate emerging technologies responsibly, analyze their ethical and social impacts, and apply AI knowledge to real-world projects that strengthen both career readiness and critical thinking.

Program Learning Outcomes

1. Demonstrate foundational understanding of artificial intelligence concepts, terminology, and applications across disciplines.
2. Apply AI tools strategically and responsibly in academic, professional, and personal contexts
3. Critically evaluate AI-generated information for accuracy, bias, transparency, and ethical implications.
4. Analyze ethical and societal implications of artificial intelligence to inform responsible decision-making and equitable use of AI in diverse environments.

Program 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

Required Courses

Students can select 15QH from the following course options:

Concentration - 15QH

CAR 205	Career Applications of Artificial Intelligence	5
GEN 211	Foundations and Applications of Artificial Intelligence	5
PHI 305	AI & Me: What Artificial Intelligence Teaches Us About Humanity	5
RES 305	AI for Academic & Professional Research	5

Child and Adolescent Development Concentration

The Child and Adolescent Development Concentration increases an industry knowledge, skills, and competencies for students entering the social and behavioral sciences professions that focus on working with children and adolescents. More

specifically, this concentration will address the growing demand for child and adolescent professionals and equip students with the knowledge and skills in areas such as child and adolescent key developmental stages, child and adolescent diagnosis, assessment, and treatment modalities when working with these specialized populations. Children and adolescent mental health challenges are prevalent and increasing in communities. There is a need for well-trained individuals in play and therapeutic applications who can support and provide interventions for children and adolescents. This concentration will help meet the increasing demand for child and adolescent professionals, prepare students for careers in child and adolescent counseling, psychology, social work, and related fields, and foster a greater awareness and understanding of working with young people of various ages in various settings.

Program Learning Outcomes

Program Learning Outcomes (PLOs):

PLO 1: Students will demonstrate an understanding of major theories and concepts related to child and adolescent development, including but not limited to cognitive, social, emotional, and physical development.

PLO 2: Students can apply developmental principles to analyze and interpret behaviors, experiences, and challenges children and adolescents encounter in various contexts.

PLO 3: Students will develop skills in assessing children and adolescents' developmental needs and milestones through observation, evaluation, and interpretation of developmental assessments and milestones.

PLO 4: Students will recognize the influence of cultural, socioeconomic, and individual factors on child and adolescent development and demonstrate cultural competence in working with diverse populations.

PLO 5: Students will develop critical thinking and problem-solving skills to analyze complex issues related to child and adolescent development and to propose evidence-based interventions and solutions.

Program Details

Program 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; transfer credit will be accepted for up to 10 QH/2 courses.
- The same courses may not be used to satisfy the concentration and program major or minor requirements.

Required Courses

Concentration

Required Courses

PSY 201	The Psychology of Early Childhood	5
PSY 202	Psychology of Middle Childhood and Adolescence	5
PSY 325	Psychology of Play and Therapeutic Applications	5

Child Welfare Concentration

This undergraduate Concentration provides a comprehensive overview of fundamental skills and systemic knowledge of the child welfare and related fields, practical understanding of the practices and policies surrounding worker roles and responsibilities, and preparation to attain industry-recognized credentials needed for employment in DCFS and community-based organizations serving DCFS clients.

This Concentration is presented through a partnership between NLU Bachelor of Social Work program and the Illinois Department of Children and Family Services (IDCFS) University Academic Partnership Program. The knowledge included in the IDCFS Placement/Permanency Foundation Training curriculum for caseworkers is integrated throughout, and that content is included on the professional employment exams discussed below.

Students will complete three concentration courses. Upon completion of all courses in the Child Welfare Concentration, students are eligible for expedited Child Welfare Employee Licensure (CWEL) upon subsequent hire by an Illinois child welfare agency in a case-carrying role with the Placement/Permanency Specialty. Students will take the Child Welfare Employee Licensure (CWEL) Exam, as well as the Child and Adolescent Needs and Strengths (CANS) Exam. The exams will qualify them for certification in the Child Endangerment Risk Assessment Protocol (CERAP) and the Placement Specialty Exam that are required for those providing direct child welfare services to Illinois families with children placed in substitute care.

Program Learning Outcomes

Upon completion of all courses/all content in the DCFS University Partnership Program, students will be able to:

1. Recognize the importance of supervision and professional development.

2. Demonstrate ethical and professional behavior in child welfare casework.

3. Demonstrate cultural competence in child welfare casework.

4. Apply Procedures 315 to permanency planning.

5. Engage families in the child welfare process.

6. Complete the required child welfare assessments.

7. Assess child safety using the Child Endangerment Risk Assessment Protocol (CERAP).

8. Follow service planning process.

9. Participate in court and legal proceedings.

Admission Requirements

The concentration requires students to be currently enrolled in the following baccalaureate degree program at NLU and declare their concentration through the Change of Program form (COP): B.A. Applied Behavioral Science, B.A. Criminology and Criminal Justice, B.A. Human Services, B.A. Psychology, B.S. Health Science, B.S. Maternal Child Health, BSW Social Work, B.A. Infant-Toddler Studies, B.A. Early Childhood Education (Traditional and Competency Based), and B.A. Applied Educational Studies (all majors).

Students may also take any courses in the concentration as general electives, subject to meeting appropriate course prerequisites, and may request enrollment in the concentration at any time in their progression toward their degree. Students are encouraged to declare their formal interest in the concentration upon entry to National Louis University but preferably by the completion of 90 quarter hours.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- The maximum of 5 QH can be transferred if a student was enrolled in the same program at an accredited Social Work institution
- The same courses may not be used to satisfy the concentration, minor or program major requirements

Required Courses

Child Welfare Undergraduate Concentration

SWK 312	Fundamentals for Safeguarding Children	5
SWK 313	Child Welfare Systems and Services	5
SWK 406	Child Protection Practices Seminar	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.

Program 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

Student are required to complete CSJ 356 and then select courses from the list below or other courses under advisement:

CSJ 356	Criminal Justice Administration	5
	and	
CSJ 210	Community Policing	5
CSJ 211	Police Organization	5
CSJ 215	Juvenile Justice Systems	5
CSJ 466	Comparative Criminal Justice Systems	5

Expanding Knowledge of Human Behavior Concentration

Program Details

- Requires 20sh for completion

- Requires a min grade of "C" in at least four of the designated six courses
- Students can transfer up to 10 QH of upper level equivalent courses

Required Courses

Expanding Knowledge of Human Behavior Concentration - 20 QH

Students select 20SH from the list below:

ABS 305	Perspectives on Life Values, Philosophies, and Ethical Decision Making	5
ABS 350	Careers in the Applied Behavioral Sciences	5
ABS 375	Understanding and Working with Neurodiverse People	5
ABS 401	Independent Inquiry in the Behavioral Sciences	5
ABS 430	Human Behavior and the Economy	5
ABS 499	Independent Study in the Behavioral Sciences	5
ABS 495	Special Topics in the Applied Behavioral Sciences	5

General Psychology Concentration

This concentration is conveniently offered in fully online or blended formats.

Program 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 305	Memory and Cognition	5
PSY 306	Theories of Personality	5
PSY 307	Psychopathology	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 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.

Humanities Concentration

This concentration allows students to supplement their program 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 concentration offers various analytic schema and content explorations that students can use to interpret their world as they articulate their own understandings rooted in their unique narratives and perspectives. This concentration 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. These skills are not only intrinsically valuable, but more and more employers are desiring and valuing the critical and creative thought associated with humanistic inquiry.

Program Learning Outcomes

Upon completion of their Humanities concentration, students will have engaged in a preparation to:

PLO 1. Synthesize competencies in the major subfields of the humanities (Specialized Knowledge).
PLO 2. Interpret and evaluate complex texts from the major subfields of the humanities (Specialized Knowledge).
PLO 3. Practice and refine oral and written dialogue around humanities topics and themes (Intellectual Skills - Communicative Fluency).
PLO 4. Conduct and evaluate research in

interdisciplinary scholarship (Intellectual Skills - Use of Information Resources).
PLO 5. Critically analyze artistic productions in context and synthesize the relationship between art and the human condition (Applied and Collaborative Learning).
PLO 6. Evaluate knowledge of how marginalized groups resist oppression through humanistic endeavors (Intellectual Skills - Ethical Reasoning, Civic and Global Learning).
PLO 7. Apply themes from the humanities and programmatic experiences to professional goals and/or further studies (Professional Skills).

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Requires completion of the following program pre-requisites: ART 101 or ART 105, ENG 101, HIS 103 or equivalent courses, or permission of the Program Chair
- A minimum of 15 QH must be taken at NLU

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses

Concentration

Students must choose a min of 15 QH from the HUM (p. 529) courses.

Note: All HUM courses may be taken in any order except for HUM 490, which requires three HUM courses to be completed as pre-requisites, unless waived by the Program Chair.

Information Technology Support Specialist Concentration

Program Details

- Requires 20 QH for completion
- Requires a minimum grade of "C" for each course in the concentration

Required Courses

Information Technology Support Specialist Concentration

ITSS 100	IT Essentials: Hardware and Device Management	5
ITSS 110	IT Essentials: Networking, Infrastructure and Cloud Computing	5
ITSS 200	IT Essentials: Operating System Support & Cybersecurity	5
ITSS 210	IT Essentials: IT Support Specialist Capstone	5

Note: The ITSS concentration is available to all students who completed the ITSS Certificate (p. 402) at NLU or can meet the requirements with transfer credit.

Leadership Concentration

This concentration is offered in both face-to-face and online-only formats.

Program 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.

Program 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

Mental Health Concentration

The undergraduate Psychology Mental Health Concentration is designed for students who are interested in understanding the psychological and emotional factors that contribute to mental health and well-being. This concentration provides students with a solid foundation in interviewing principles and practices, psychological assessment, and applied skills, with a specific focus on mental health.

Students in this concentration will learn about a range of topics related to mental health, including an introduction to mental health disorders, communication and interviewing skills, clinical documentation, and best practices in the mental health field.

Upon completion of the Psychology Mental Health Concentration, students will have gained the knowledge and skills necessary to pursue careers in mental health care, counseling, case management, behavioral health technician, or related fields. They will be well-prepared to continue their education in graduate programs in psychology or other mental health fields, or to enter the workforce in entry-level positions in mental health clinics, hospitals, or community organizations. Overall, the Psychology Mental Health Concentration provides students with a strong foundation in psychology, with a specific focus on mental health, and prepares them for successful careers in social and behavioral sciences. This concentration is well suited for students pursuing graduate degrees in the helping professions or those that may want to be employed in entry-level mental health positions after graduation.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO #1: Describe, compare, and contrast major psychological theories as applied to human behavior.

PLO #2: Apply psychological research process and theoretical frameworks.

PLO #3: Communicate effectively from a psychological perspective through writing and presentations.

PLO #4: Apply psychological theory and skills in the professional environment.

PLO #5: Demonstrate understanding of the complexity of sociocultural diversity in the inquiry and analysis of psychological issues.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Students may transfer up to 15 QH of concentration coursework

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses 15 QH

Mental Health Concentration

PSY 460	Introduction to Clinical Psychology and Mental Health	5
PSY 462	Psychological Interviewing Principles & Practices	5
PSY 464	Psychological Assessment & Applied Skills	5

Organizational Leadership and Development Concentration

Required Courses 20 QH

Organizational Leadership and Development Concentration

- Requires 20 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Students must complete a minimum of 15 QH at NLU

ORG 200	Lateral Leadership Influence Without Authority	5
ORG 205	People and Risk: Building Resilient Organizations	5
ORG 300	Team Leadership: Building and Motivating High-Performing Teams	5

ORG 400	Innovation in Action: Disruptive Thinking to Design Thinking	5

Registered Behavior Technician Concentration

The Registered Behavior Technician (RBT) concentration supports students in transitioning from the Accelerate U certificate program to a Bachelor's degree pathway by recognizing students' coursework in the RBT certificate program as a concentration. A student pursuing this educational route would be positioned to work part-time as an RBT after completing the certificate program, and then pursue continued education to advance their career. In addition, this concentration recognizes the valuable industry knowledge and skills that students have formed as RBTs and the additional perspective this experience would offer to an undergraduate student as they pursue any range of undergraduate degrees.

Program Learning Outcomes

PLO1. Students will act in accordance with current professional ethical standards, consistent with the RBT Ethics Code, in order to protect the consumers of applied behavior analysis services.

PLO2. Students will apply behavior analytic measurement as dictated by current best practices in behavior analytic literature, to ensure that data are collected on client outcomes.

PLO3. Students will apply behavior analytic assessment as dictated by current best practices in behavior analytic literature, to inform appropriate interventions.

PLO4. Students will apply and evaluate behavior analytic interventions as dictated by current best practices in behavior analytic literature, to ensure appropriate outcomes for the client.

PLO5 Students will engage in professional conduct consistent with the RBT role and scope of practice, in order to represent the field in an ethical manner.

PLO6. Students will be mindful and reflective of their personal values and practice and how they relate to their role as a helping professional.

PLO7. Students will act with awareness of cultural humility, diversity, equity, and inclusion when practicing in their role as an RBT.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- Requires completion of 15 QH at NLU

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses

Concentration

RBT 100	Registered Behavior Technician Certification Preparation	7
RBT 110	Registered Behavior Technician Practicum I	4
RBT 120	Registered Behavior Technician Practicum II	4

Trauma Informed Practices: Trauma Prevention, Intervention and Recovery Concentration

The Trauma-Informed Practices concentration is designed for students who are interested in understanding trauma and its impact on individuals and communities. This concentration equips students with valuable skills and knowledge to make a positive impact in fields related to mental health, social work, criminal justice, human services and community development, while promoting social justice and addressing systemic equalities.

Students will learn about types of trauma, the impact of trauma and the continuum of services available to support the prevention, crisis intervention and healing models. Consideration will be given to addressing and serving individuals and communities with marginalized identities and the role of social justice advocacy. The second course affords students the eligibility to pursue industry-recognized credentials in sexual violence and domestic violence, as an Illinois Certified Domestic Violence Professional and Illinois Coalition Against Sexual Assault certified practitioner.

Upon completion of the concentration, students will have increased their marketability and gained the knowledge and skills necessary to pursue careers in mental health care, crisis counseling, case management, medical and legal advocacy or related fields. This concentration is well suited for students pursuing graduate degrees in the helping professions or those that may want to be employed in entry-level mental health positions after graduation.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration

- Students may transfer up to 15 QH of concentration coursework

Note: The same courses may not be used to satisfy the concentration and program major requirements.

Required Courses 15 QH

Concentration Courses

SWK 310	Trauma Prevention, Intervention and Recovery Practices	5
SWK 311	Gender-Based and Intimate Violence Crisis Response	5
SWK 405	Social Justice Perspectives on Trauma and Resilience	5

Counseling Concentration (Accelerated Pathway)

The Counseling Accelerated Pathway functions as a structured accelerated pathway between the Undergraduate College and the Master of Science in Counseling program. The pathway is intentionally designed to support early professional identity development, academic readiness, and curricular alignment with graduate-level counselor professional standards.

Through this on-campus pathway, qualified undergraduate students may enroll in designated graduate-level counseling courses that align with Counseling common core content areas. These courses are delivered by counseling faculty and assessed using graduate-level expectations, ensuring academic rigor and consistency with Counseling professional standards while students complete their undergraduate degree.

The Counseling Accelerated Pathway facilitates a coherent transition from undergraduate study into the Master of Science in Counseling programs, supporting timely degree progression without reducing program requirements or learning outcomes. Students who successfully complete the pathway may submit an application to enter the graduate program, with successfully completed coursework applied directly to requirements. The pathway allow accelerated degree attainment in accordance with Counseling professional standards.

Delivery Modality: On-Campus – Courses meet face-to-face at a physical location on specified days and times as published in the schedule.

Program Learning Outcomes

PLO-1 Demonstrate the ability to apply ethical codes and legal standards in the profession. [2024 CACREP Standards Core Content Area: 3.A]

PLO -2 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. [2024 CACREP Standards Core Content Area: 3.A]

PLO- 3 Students will analyze and articulate their own identity development and examine how personal, cultural, and systemic factors influence their counseling practice.

Admission Requirements

Acceptance to the Counseling Accelerated Pathway is selective and designed to ensure that participating undergraduate students demonstrate academic readiness, professional disposition, and alignment with the counseling profession.

Applicants must meet the following minimum criteria:

- Enrollment in approved undergraduate program: B.A. Psychology (p. 364), B.A. Human Services (p. 355), BSW Social Work (p. 366), B.A. Applied Education Studies (p. 290) (all majors: Applied Educational Studies, Applied Early Childhood Education, Applied Early Childhood and Elementary Education, and Applied Secondary Education majors.), B.A. Applied Behavioral Sciences (p. 66), and B.A. Criminology and Criminal Justice (p. 345)
- Junior standing (90 QH or more of earned credit)
- 3.0 or higher cumulative undergraduate GPA at the time of application
- Statement of Purpose Essay: A written essay articulating the applicant's rationale for seeking admission to Accelerated Pathway Program. The essay must specifically address the applicant's interest in pursuing the Master of Science in Counseling (p. 72), demonstrate an understanding of the role and responsibilities of counselors, and reflect emerging professional identity, ethical awareness, and a commitment to working with diverse student populations.

Note: Admission to the Counseling Accelerated Pathways does not guarantee admission to the graduate M.S. Counseling program; students must formally apply and meet all graduate admission requirements for the program.

Program Details

Counseling Accelerated Pathway Details:

- Requires 12 SH of graduate-level and 3 QH of undergraduate-level coursework for completion

- Requires completion of all courses at NLU
- Counseling Accelerated Pathway graduate-level coursework can be applied directly to degree requirements in the Master of Science Counseling (p. 72) program upon successful admission and matriculation, consistent with institutional policy and counseling professional standards. This coursework will apply as follows:
    - HSC 510GA to HSC 510 (IL) or HSCF 510 (FL)
    - HSC 511GA to HSC 511 (IL) or HSCF 511 (FL)
    - HSC 514GA to HSC 514 (IL) or HSCF 514 (FL)
    - HSC 541GA to HSC 541 (IL) or HSCF 541 (FL)
- Required HSC 510GA, HSC 511GA, HSC 514GA, and HSC 541GA courses in the accelerated pathway will be awarded in semester hours (3 SH/course) and will not be included in undergraduate GPA calculations. Students must maintain a minimum GPA required for their Undergraduate Program for bachelor's degree conferral.
- Requires corequisite seminar courses in the Counseling Accelerated Pathway - RES 420 and RES 430 - will be awarded in quarter hours (2 QH and 1 QH respectively) and will be Pass/Fail
    - Seminar courses are offered at no cost to students and support students in the rigor of graduate-level coursework
- Students completing this accelerated pathway will be eligible for degree conferral at 160 QH and 12 SH as long as all other degree requirements are met.
    - Students who start the Counseling Accelerated Pathway but do not complete it (either due to dismissal or student decision) are required to have 180 UG credits and a minimum GPA required for their Undergraduate Program for bachelor's degree conferral. Students in this position are eligible to apply to 5 QH's of CPL credit for each HSC 5XXGA course completed with a C or better to reconcile the graduate to undergraduate credit disparity.
    - To earn this credit, students must complete and submit the CPL Credit Reconciliation form found on the NLU website for each course successfully completed in the concentration (C or better) no later than the degree application deadline for their final term of study. No additional documentation or signatures are required.

Academic Expectation (monitored and enforced by the program faculty)

- Failure to earn at least a "B" in any of the Counseling Accelerated Pathway graduate-level courses will result in immediate dismissal from the pathway. This includes course withdrawals.
- Students dismissed from the pathway can still use credits earned toward an undergraduate degree through the process described above for students who did not complete the pathway
- Students are not permitted to retake any courses in the Counseling Accelerated Pathway; should they subsequently be admitted to the M.S. Counseling (p. 72) program after completion of an undergraduate degree, students will then be required to take all unmet program requirements.

Required Courses

Counseling Accelerated Pathway Concentration

RES 420	Graduate Development Seminar I	2
RES 430	Graduate Development Seminar II	1
HSC 510GA	Theories of Counseling	3
HSC 511GA	Professional Practice and Ethics in Counseling	3
HSC 514GA	Counseling for Career Development	3
HSC 541GA	Trauma and Crisis Intervention Theory, Response Models and Techniques	3

Entrepreneurship Concentration (Advanced Standing)

Program 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. 110) 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. 107) 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 (p. 55) apply.

Higher Education and Student Affairs Concentration (Advanced Standing)

The Graduate School of Business and Leadership offers the Master of Education in Higher Education and Student Affairs (HESA) for the educational purpose of developing specialized knowledge and competencies in the postsecondary educational space, particularly with relation to student affairs.

The advanced pathway opportunity for Higher Education and Student Affairs (HESA) is open to students meeting the requirements for participation in Advanced Standing Coursework through the Undergraduate College. This pathway creates an opportunity for students to engage with HESA as a scholarly area and potential career path. Additionally, NLU's HESA program will automatically admit any NLU undergraduate college graduate who has achieved an overall GPA of 3.0 or higher AND has completed one or more of the HED cross-listed courses (HED 401, HED 409, HED 430) with a grade of B or higher.

Program Learning Outcomes (PLOs):

PLO1. Analyze the impact of higher education policy, student demographics, and institutional characteristics on student success, retention, and academic achievement.

PLO2. Demonstrate the ability to use theory and data to identify trends, needs, and gaps in student affairs programs and services, and across higher education.

PLO3. Develop and implement effective strategies for promoting educational justice, diversity, equity, and inclusion within higher education institutions.

PLO4. Evaluate the effectiveness of student affairs programs and services in promoting student engagement, academic success, and personal development.

PLO5. Demonstrate a deep understanding of ethical and legal issues that impact higher education, such as student privacy, free speech, and academic freedom.

PLO6. Develop effective leadership skills in managing and supervising staff, budgeting and financial management, and strategic planning for higher education institutions and student affairs departments.

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- 15 QH must be taken at NLU

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Program Learning Outcomes

PLO1. Analyze the impact of higher education policy, student demographics, and institutional characteristics on student success, retention, and academic achievement.

PLO2. Demonstrate the ability to use theory and data to identify trends, needs, and gaps in student affairs programs and services, and across higher education.

PLO3. Develop and implement effective strategies for promoting educational justice, diversity, equity, and inclusion within higher education institutions.

PLO4. Evaluate the effectiveness of student affairs programs and services in promoting student engagement, academic success, and personal development.

PLO5. Demonstrate a deep understanding of ethical and legal issues that impact higher education, such as student privacy, free speech, and academic freedom.

PLO6. Develop effective leadership skills in managing and supervising staff, budgeting and financial management, and strategic planning for higher education institutions and student affairs departments.

Program Details

Concentration Details:

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration
- 15 QH must be taken at NLU

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

HED 401	Introduction to Higher Education and Student Affairs	5
HED 409	Interpersonal Relationships and Intervention Skills	5
HED 430	Minority-serving Institutions and DEIJ in Higher Education	5

Advanced standing requirements:

Students completing the advanced standing courses in the Higher Ed and Student Affairs 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 Higher Ed and Student Affairs (HESA) 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)

Program 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	5
	and	
HRM 413	Total Rewards	5
	or	
HRM 420	Performance Analysis and Measurement	5
	or	
HRM 421	Talent Acquisition and Retention	5
	and	
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

- M.S. in Industrial and Organizational Psychology (p. 108)
- Dual-degree program in Human Resource Management M.S. and Industrial and Organizational Psychology M.S. (p. 109)
- M.B.A. in Human Resource Management (p. 110) Students should contact their Academic Advisor for details as certain rules (p. 55) apply.

Innovation, Influence, and Insight Concentration (Advanced Standing)

The Innovation, Influence, & Insight Concentration equips students with the skills to analyze complex business problems, generate innovative solutions, and influence decision-making. The concentration integrates critical thinking and research methods with creativity, business innovation, and strategic marketing. Students learn to turn data into insight, apply critical thinking approaches to solve market challenges, and communicate strategies through clear, persuasive storytelling. The completion of this concentration prepares students for roles that require evidence-based strategy, cross-functional collaboration, and market-focused leadership.

Program Learning Outcomes

PLO-1. Analyze complex business problems using critical thinking and applied research methods to generate evidence-based insights that inform strategic decisions.

PLO-2. Design innovative business solutions by applying creative and design-thinking approaches that address market opportunities, organizational constraints, and stakeholder needs.

PLO-3. Evaluate market and customer data to develop strategic marketing recommendations grounded in research, analysis, and measurable outcomes.

PLO-4. Develop and communicate persuasive business narratives that translate insight and strategy into clear value propositions for internal and external stakeholders.

PLO-5. Integrate analysis, innovation, and influence to support cross-functional collaboration and effective execution in dynamic business environments.

Admission Requirements

See Policy on Advanced Standing Coursework for eligibility criteria.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration. Note: A minimum grade of a "B" is required for the course to count towards graduate credit.
- Requires completion of all courses at NLU. Credit for Prior Learning will not be accepted.
- All courses are cross-listed with graduate level courses:
  - RES 410 - RES 510
  - MBA 407UA - MBA 507
  - MBA 422UA - MBA 522

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Innovation, Influence, & Insight Concentration-15 SH

Required Courses

RES 410UA	Critical Thinking and Research Skills	5
MBA 407UA	Creativity and Business Innovation	5
MBA 422UA	Strategic Marketing and Storytelling	5

Advanced standing requirements:

Students completing the advanced standing courses in the Innovation, Influence, & Insight 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 Business Administration (MBA) (p. 110) 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.

Marketing Concentration (Advanced Standing)

The Advanced Standing Concentration is designed for undergraduate-students from non-marketing majors who wish to gain expertise in marketing and

communication. This concentration consists of four accelerated advanced courses offering eligible students an opportunity to engage deeply with core marketing concepts and practices. All concentration courses are advanced standing and can be applied to requirements in the M.S. in Marketing and Communication upon program admission.

The Advanced Standing Concentration is built upon the four-course sequence with courses in branding and content creation, digital marketing and advertising, consumer behavior, and market research for design and innovation. The Advanced Standing Concentration coursework is highly applied and industry-aligned, emphasizing hands-on learning, real-world projects, and the use of current marketing technologies and platforms. Students develop in-demand skills in strategic branding, digital campaign development, audience analysis, and data-driven decision-making, while also earning relevant certifications that enhance career readiness. This shared curricular experience ensures that all participants graduate with practical, marketable skills and a strong foundation for success in advanced study and in today's evolving marketing and communication landscape.

Program Learning Outcomes

PLO-1: Evaluate and apply digital tools, data analytics, SEO, AI, and emerging technologies to design multi-channel marketing and communication strategies.

PLO-2: Create and produce professional-grade content, branding strategies, and persuasive multi-media campaigns that are audience-centered and responsive to industry needs.

PLO-3: Interpret marketing metrics, analytics, and performance data to evaluate the effectiveness of campaigns and to formulate data-driven recommendations that optimize strategic decision-making.

Admission Requirements

- Students must:
  - Have a 3.0 or higher NLU GPA
  - Be at Junior standing (90 QH or more of earned credit)
- Though all four courses apply to degree requirements, approval for the Marketing Advanced Standing Concentration does not include direct entry to the M.S. Marketing and Communication program. Students must apply for graduate admission and meet all of the requirements for subsequent enrollment.

Program Details

- Requires completion of 20QH of coursework cross-listed with the following graduate courses:
  - MKT 404UA - MKT 504
  - MKT 405UA - MKT 505
  - MKT 410UA - MKT 510
  - MKT 422UA - MKT 522
- Requires completion of all courses at NLU, transfer credit or Credit for Prior Learning (CPL) will not be accepted
- Requires completion of all courses with a grade of "B" or better to apply them to graduate degree requirements
- Advanced Standing coursework with a grade of "C" or better will apply to undergraduate degree requirements
- Students may not take any Advanced Standing Concentration courses more than twice (including withdrawn courses)

Advanced Standing Marketing Concentration - 20 QH

Required Courses

MKT 404UA	Branding and Content Creation	5
MKT 405UA	Digital Marketing and Advertising	5
MKT 410UA	Market Research for Design and Innovation	5
MKT 422UA	Consumer Behavior	5

Advanced standing requirements:

Students completing the advanced standing courses in the Marketing 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 M.S. in Marketing and Communication (p. 109) 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 (p. 55).

Public Policy Concentration (Advanced Standing)

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.

Program 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	Critical Thinking and Research Skills	5

Core Courses

Select two courses from the list below:

PPA 405	Urban CommunityDevelopment	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. 112) 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 (p. 55).

Strategic Leadership and Innovative Thinking in Healthcare Concentration (Advanced Standing)

Strategic Leadership and Innovative Thinking in Healthcare Concentration equips students with the skills to analyze health care policies and trends, lead change in health care organizations, and influence decision-making. The concentration develops research, leadership, and operational decision-making skills for healthcare professionals. Students apply research methods and healthcare organizational leadership strategies to analyze complex health system challenges, guide data-informed decisions, and lead effective change in healthcare organizations.

Program Learning Outcomes

PLO-1. Explain key healthcare policies, regulations, and industry trends and their impact on healthcare organizations.

PLO-2. Apply basic research methods and analytical tools to examine healthcare challenges and support decision-making.

PLO-3. Apply leadership concepts to support organizational change and improvement in healthcare settings.

PLO-4. Analyze operational and organizational data to support management and planning decisions in healthcare organizations.

PLO-5. Propose practical strategies that address organizational challenges and improve healthcare service delivery.

Admission Requirements

See Policy on Advanced Standing Coursework for eligibility criteria.

Program Details

- Requires 15 QH for completion
- Requires a minimum grade of "C" for each course in the concentration. Note: A minimum grade of a "B" is required for the course to count towards graduate credit.
- Requires completion of all courses at NLU. Credit for Prior Learning will not be accepted.
- All courses are cross-listed with graduate level courses:
- RES 410UA - RES 510
- MHA 401UA - MHA 501
- MHA 405UA - MHA 505

This is an advanced standing concentration that can be applied toward specific graduate degrees; see more details below.

Strategic Leadership and Innovative Thinking in Healthcare Concentration - 15 SH

Required Courses

RES 410UA	Critical Thinking and Research Skills	5
MHA 401UA	Leadership in Health Services Administration	5
MHA 405UA	Health Care Origins, Policies and Trends	5

Advanced standing requirements:

Students completing the advanced standing courses in the Strategic Leadership and Innovative Thinking in Healthcare 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 (MHA) (p. 104) 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 (p. 55).

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.

Cisco Certified Network Associate, Baccalaureate Certificate

The Cisco Certified Network Associate (CCNA) Certificate Program is designed prepare students to earn the Cisco Certified Network Associate certification and enter into entry level information technology careers. Students gain foundational IT and networking knowledge and skills as well as the necessary professional skills to succeed and grow in the IT field. This program is designed to be offered to undergraduate level students who are interested in working with one of Accelerate U's employer partners immediately following the completion of the program.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO 1. **Network Fundamentals:** Demonstrate a comprehensive understanding of computer networking concepts including hardware, software, data management, IP connectivity, and IP services, and apply this knowledge to the design, implementation, and troubleshooting of complex network solutions.

PLO 2. **Computer Literacy:** Utilize basic computer literacy skills to configure and maintain network devices, such as routers, switches, and firewalls.

PLO 3. **Information Systems Security:** Evaluate and suggest improvements to the security of information technology in an organization, including the implementation of best practices and tools to protect the infrastructure and data.

PLO 4. **Collaboration and Professional Skills:** Collaborate with peers and industry professionals, demonstrating teamwork and communication skills, to design and implement network solutions that meet real-world business needs, and understand the role of computer science and information systems in diverse, globally distributed work-teams and organizations.

PLO 5. **Career Advancement and Exam Preparation:** Utilize best practices and tools for personal career advancement, while practicing proficiency in exam preparation, including test-taking strategies, time management, and study techniques to pass the CCNA certification exam.

PLO 6. **Communication:** Demonstrate effective communication skills, both written and verbal, to convey complex technical concepts to team members, clients, and stakeholders in a clear and concise manner.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school or college level transcripts showing GPA of 2.0 or higher
- Submission of written response to admissions prompt(s)
- Submission of packet tracer assignment as an assessment of computer literacy

Program Details

- Requires 25 QH for completion
- Requires completion of all courses at NLU
- Requires a minimum grade of "C" or better in all coursework
- Requires a min GPA of 2.0 for graduation
- Requires that students sit for the Cisco Certified Network Associate (CCNA) exam for program completion but passing is not required

Required Courses

Cisco Certified Network Associate Certificate

CAR 204	Leadership Skills Seminar	1 TO 5

CCNA 210	Introduction to Networking and Information Security	5
CCNA 302	Switching, Routing, and Wireless Fundamentals	5
CCNA 405	Connecting Networks	5
CCNA 410	IT Support and CCNA Prep	5

Note: CAR 204 must be taken for 5 quarter hours.

Cybersecurity Analyst, Baccalaureate Certificate

The Cybersecurity Analyst Certificate Program is an intensive and comprehensive hands-on-oriented technical training. This program is designed for individuals seeking entry to mid-level IT security roles. Learners will apply essential cybersecurity concepts and develop critical technical skills to help protect systems, networks, and programs from digital attacks. Learners will engage with cutting-edge technologies, industry standards, and best practices to protect organizations and their underlying infrastructure from a wide range of risks, including physical and cyber threats and hazards. Additionally, the program prepares learners to integrate generative AI can be into existing security workflows to enhance efficiency.

Program Learning Outcomes

PLO1. Act as a first responder to security incidents by identifying, assessing, and neutralizing threats using industry-standard frameworks.

PLO2. Employ SIEM platforms like Splunk to conduct real-time security monitoring, analyze event logs, and create custom reports and alerts.

PLO3. Demonstrate knowledge to remediate weaknesses to reduce the attack surface and enhance an organization's security posture.

PLO4. Implement and manage network security measures, including firewalls, IDS/IPS, VPNs, and secure protocols, to protect against

unauthorized access and data breaches.

PLO5. Integrate generative AI tools into cybersecurity workflows to enhance threat detection and accelerate incident response.

PLO6. Apply frameworks like MITRE ATT&CK to categorize threats, map adversary tactics, and enhance threat detection capabilities.

PLO7. Develop a strong job application package, effective job search strategies, and workplace readiness by building essential professional skills and leveraging AI tools.

PLO8. Demonstrate the following leadership skills to excel in the cybersecurity field: collaboration, communication, critical thinking, reliability, and emotional intelligence.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school or college level transcripts showing GPA of 2.0 or higher
- Submission of written response to admissions prompt(s)
- Submission of a professional resume demonstrating at least 1 year of experience in IT support or related field
- Submission of Net Academy prework, as an assessment of computer literacy
- Successful completion of an interview with the selection committee

Program Details

In order to be eligible for program completion, all students must:

- Complete 25 QH
- Earn a grade of "C" or better in all courses in order to remain in the program
- Earn a GPA of min of 2.0 to be eligible for program completion
- All courses in the program must be completed at NLU, and no transfer credit is allowed
- Sit for the CompTIA Security + and Splunk Core User certification exams. Note: While students are required to take the listed certification exams for program completion, passing is not required.

Additional program requirements:

- Students will be required to provide proof of eligibility to work in the US. Inability to do so will result in an exit from the program.
- Students who withdraw from the program prior to successful completion of CYBR 410 and want to

attempt the program again must restart the program from the beginning (i.e., CYBR 401). Only two attempts are allowed in the program.

Required Courses

Cybersecurity Analyst Certificate - 25qh

CYBR 401	AI and Security Foundations	5
CYBR 402	Security Principles and Architecture	5
CYBR 405	Security Operations and Risk Management	5
CYBR 410	SOC Analyst Foundations and Splunk	5
CAR 204	Leadership Skills Seminar	1 TO 5

Note: CAR 204 must be taken for 5qh.

IT Support Specialist, Baccalaureate Certificate

The primary purpose of the IT Support Specialist Certificate Program is to prepare students to earn the CompTIA A+ certification and enter into entry level information technology careers. The program is designed to provide foundational IT knowledge and excellent customer service skills, equipping students to troubleshoot user's hardware, network, and cloud computing challenges in roles such as a help desk technician or IT support specialist. This program is designed to be offered to undergraduate level students who are interested in working with one of Accelerate U's employer partners immediately following the completion of the program.

Program Learning Outcomes

1. **Mobile Devices:** Demonstrate proficiency in setting up, installing, configuring and supporting laptop and mobile devices.
2. **Hardware and Network Troubleshooting:** Use knowledge of hardware, wired and wireless network, and problem-solving best practices to proficiently troubleshoot hardware and network issues.
3. **Virtualization and Cloud Computing:** Summarize cloud computing concepts and client-side virtualization.
4. **Security:** Using best practices, securely configure SOHO wireless and wired networks, MS windows OS, browsers, workstations, and mobile devices. Utilize tools and methods for detecting, removing and preventing malware.
5. **Operating Systems and Troubleshooting:** Describe operating system types, configure networks and perform installations. Troubleshoot Windows, mobile OS issues, and PC security.
6. **Operational Procedures:** Utilize best practices in documentation and IT support ticketing systems. Implement effective change management, workstation backup, and recovery methods.
7. **Artificial Intelligence:** Identify fundamental AI concepts, business applications, tools, and ethical considerations. Utilize AI to improve work processes.
8. **Customer Service:** Demonstrate the following durable skills to provide excellent customer service - problem-solving, collaboration, reliability, confidence, and social awareness.
9. **Career and Exam Preparation:** Develop a career plan and prepare the necessary artifacts (i.e. resume) and skills (i.e. interviewing skills) needed to pursue an initial career in IT support. Demonstrate effective study strategies in preparation for the CompTIA A+ certification exam.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school or college level transcripts showing GPA of 2.0 or higher
- Submission of written response to admissions prompt(s)
- Submission of Net Academy prework, as an assessment of computer literacy

Program Details

- Requires 25qh for completion
- Requires a min grade of C in all courses in the program
- Requires completion of all courses in the certificate at NLU
- Students must have a GPA of min of 2.0.
- Students must sit for both parts of the CompTIA A+ exam in order to complete the program.
    - Students will need to have taken both CompTIA A+ Exam Part 1 and Part 2, as indicated by an official score for both CompTIA A+ Exam Part 1 Official Score (CTP1OS) and

CompTIA A+ Exam Part 2 Official Score (CPT2OS)

- Note: While students are required to take the certification exam for program completion, passing is not required.

Additional program requirements:

- Students who withdraw from the program prior to successful completion of ITSS 200 and want to attempt the program again must restart the program from the beginning (i.e., ITSS 100). Only two attempts are allowed in the program.

Required Courses

IT Support Specialist Certificate - 25qh

CAR 204	Leadership Skills Seminar	1 TO 5
ITSS 100	IT Essentials: Hardware and Device Management	5
ITSS 110	IT Essentials: Networking, Infrastructure and Cloud Computing	5
ITSS 200	IT Essentials: Operating System Support & Cybersecurity	5
ITSS 210	IT Essentials: IT Support Specialist Capstone	5

Note: CAR 204 must be taken for 5 qh.

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 Clinical Medical Assistant (CCMA) certification exam offered by National Healthcareer Association (NHA).

The Medical Assistant certificate program is offered primarily online with 8-10 in-person "Skills Labs" onsite at the Accelerate U training facility where learners practice their hands-on clinical skills. The certificate is offered in Chicago and at the NLU Tampa campus in Florida.

Program Learning Outcomes

Program Learning Outcomes and Competencies:

PLO1. Students will define common medical terminology and apply in their roles as medical assistants.

PLO2. Students will demonstrate professional behavior and knowledge of professional development responsibilities expected of Medical Assistants.

PLO3. Students will apply legal and ethical resolutions to situations in the healthcare setting.

PLO4. Students will demonstrate the use of therapeutic communication with patients/clients across the lifespan.

PLO5. Students will perform skills for safety in the medical office and the community.

PLO6. Students will demonstrate administrative skills according to the best practices of medical office management.

PLO7. Students will demonstrate healthcare billing and coding practices.

PLO8. Students will provide accurate healthcare education and instructions to patients.

PLO9. Students will demonstrate clinical skills according to current hospital and ambulatory care center standards.

PLO10. Students will demonstrate awareness of cultural humility, diversity, equity, and inclusion when interacting with patients.

PLO11. Students will identify the anatomy, physiology, and common pathology of the body systems.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school or college level transcripts showing GPA of 2.0 or higher

- Submission of written response to admissions prompt(s)
- Submission of complete immunization health records (required for course registration)

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. Earning a final grade in any course in the program of less than a 70% (C) will result in a withdrawal from the program.
- Requires successful completion of the practicum training
- Requires a min GPA of 2.0 for graduation
- Requires successful completion of the Certified Clinical Medical Assistant (CCMA) exam for certification from the National Health career Association (NHA)
    - Note: While students are required to take the certification exam for program completion, passing is not required.

Students who withdraw from the program prior to successful completion of MEDA 130 and want to attempt the program again must restart the program from the beginning (i.e., MEDA 110). Only two attempts are allowed in the program.

Required Courses

Medical Assistant Certificate

CAR 204	Leadership Skills Seminar	1 TO 5
MEDA 101	Foundations of Anatomy and Physiology	5
MEDA 110	Medical Assisting Professional Skills I	5
MEDA 115	Medical Assisting Professional Skills II	5
MEDA 130	Clinical Medical Assisting	5
MEDA 140	Clinical Practicum	5

Note: CAR 204 must be taken for 5 QH.

Program Policies

Students are expected to conduct themselves in the classroom as they would in the place of employment. Because knowledge gained in the classroom or practicum directly impacts the student's future ability to provide client care, all breaches of ethical behavior are considered extremely serious.

Affiliating employer partners may require a criminal background check and drug screen as a prerequisite for practicum experience. Positive/flagged results can result in the employer partner denying the student access to practicum in the facility. Any student who is denied access to a practicum facility may not be allowed to progress in the program. Students are responsible for fees associated with background check/drug screen.

Students who have stopped out and are returning to the program but have received a grade of "D" or "F" in MEDA 100 and/or MEDA 120 are encouraged to submit an application to have their GPA recalculated to remove the "D" or "F" grade after successful completion of one term of the program. It is important to note that the original grade will remain on the student's transcript, and will continue to count towards a student's attempted/earned hours.

Phlebotomy, Baccalaureate Certification

The primary purpose of the Phlebotomy Certificate Program is to support current health care workers to become a Certified Phlebotomy Technician (CPT) in order to expand their skillset and career options. The program is designed to provide students with knowledge and skills in the domains of safety and compliance, patient preparation, routine blood collections, special collections, and processing samples. This program is designed to be offered to students who have completed Accelerate U's medical assisting program.

Program Learning Outcomes

1. Demonstrate knowledge of federal and organizational regulations related to safety, compliance, and infection control in the phlebotomy environment.
2. Perform effective patient preparation procedures, including identification, consent, and assessment for testing readiness and special considerations.
3. Apply proper techniques and sequencing during routine blood collection procedures using venipuncture or dermal puncture methods.
4. Conduct special collection procedures such as blood cultures, donor phlebotomy, and newborn screening using appropriate techniques and calculations.
5. Prepare and process specimens accurately for laboratory testing or transport, maintaining sample integrity and following the chain of custody when applicable

Admission Requirements

Successful completion of the Accelerate U medical assisting program.

Program Details

- Requires GPA of min of 2.0 for graduation
- Requires 2 quarter hours for completion
- Requires a min grade of "C" or better in all coursework
- Requires completion of all coursework at NLU
- Students must sit for the NHA Certified Phlebotomist Technician (CPT) exam

Required Courses

Phlebotomy Certification

PHLB 105	Phlebotomy	2

Registered Behavior Technician, Baccalaureate Certificate

The primary purpose of the Registered Behavior Technician Program is to prepare students to work as a Registered Behavior Technician (RBT) in clinical, school, or home settings. It is designed to provide the knowledge and skills outlined on the RBT Task List so that students are positioned to earn their RBT certification from the Behavior Analysis Certification Board (BACB) as well as support students in applying and deepening their knowledge and skills as they begin working as new RBTs in the field. Finally, this program aims to support students in defining their career aspirations and identifying the role that continued education may play in those aspirations. This program is designed to be offered to undergraduate level students who are interested in working as RBTs with one of Accelerate U's employer partners.

Program Learning Outcomes

PLO1. Students will act in accordance with current professional ethical standards, consistent with the RBT Ethics Code, in order to protect the consumers of applied behavior analysis services.

PLO2. Students will apply behavior analytic measurement as dictated by current best practices in behavior analytic literature, to ensure that data are collected on client outcomes.

PLO3. Students will apply behavior analytic assessment as dictated by current best practices in behavior analytic literature, to inform appropriate interventions.

PLO4. Students will apply and evaluate behavior analytic interventions as dictated by current best practices in behavior analytic literature, to ensure appropriate outcomes for the client.

PLO5 Students will engage in professional conduct consistent with the RBT role and scope of practice, in order to represent the field in an ethical manner.

PLO6. Students will be mindful and reflective of their personal values and practice and how they relate to their role as a helping professional.

PLO7. Students will act with awareness of cultural humility, diversity, equity, and inclusion when practicing in their role as an RBT.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school transcripts with a GPA of 2.0 or higher, with graduation date clearly indicated
- Submission of written response to admissions prompt(s)
- Successful completion of an interview with the selection team

Program Details

- Requires 25 QH for completion
- Requires completion of CAR 204 and RBT courses at NLU
- Requires a minimum grade of "C" or better in all coursework in the program
- Requires a min GPA of 2.0 for graduation
- Requires successfully passing the Registered Behavior Technician (RBT) exam for certification from the Behavior Analyst Certification Board (BACB). Students who are unable to pass the certification exam after two attempts may not be eligible to continue in the program.

Required Courses

Registered Behavior Technician Certificate

CAR 204	Leadership Skills Seminar	1 TO 5
RBT 100	Registered Behavior Technician Certification Preparation	7
RBT 110	Registered Behavior Technician Practicum I	4
RBT 120	Registered Behavior Technician Practicum II	4
	and	
EDU 200	Applied Educational Psychology	5
	or	
PSY 101	Introduction to Psychology	5

Note: CAR 204 must be taken for 5 QH.

Program Related Policies

Students are expected to conduct themselves in the classroom as they would in the place of employment. Because knowledge gained in the classroom or practicum directly impacts the student's future ability to provide client care, all breaches of ethical behavior are considered extremely serious.

Affiliating employer partners may require a criminal background check and drug screen as a prerequisite for practicum experience. Positive/flagged results can result in the employer partner denying the student access to practicum in the facility. In addition, practicum placement will be dependent on timely completion of onboarding paperwork for the employer. Any student who is not hired by an Accelerate U employer partner for practicum may not be allowed to progress in the program.

Students who withdraw from the program prior to successful completion of RBT 120 may only restart the program with successful approval of an Accelerate U employer partner. Only two attempts are allowed in the program.

Technology Sales Professional, Baccalaureate Certification

The Technology Sales Professional Certification Program prepares participants for success in today's entry level tech sales careers through fast paced training and real-world experience. Learners will learn effective sales strategies, leverage AI and additional technology to enhance performance, and utilize the psychology of influence to build trust and drive customer engagement. During an externship with an Accelerate U employer partner, learners will gain on-the-job experience as part of a sales team and refine the application of their skills. Throughout the program, learners will develop the leadership skills and professional products needed to pursue their career in tech sales. This program is designed to be offered to undergraduate level students who are interested in working in sales immediately following the completion of the program.

Program Learning Outcomes

1. Define and apply key sales terminology and industry concepts to real-world scenarios.
2. Leverage technology to optimize selling efficiency and success.
3. Apply the psychology of influence to build trust and drive customer engagement.
4. Design a multi-channel prospecting strategy targeting an Ideal Customer Profile based on buyer motivations and behavioral signals.
5. Initiate sales activities including outreach, follow-up, and customer communication.
6. Conduct successful sales meetings and presentations using proven sales frameworks and methodologies.
7. Integrate classroom knowledge into practical application within a real-world sales team structure.
8. Collaborate within a remote-first team using Slack and digital tools to complete sales targets and team goals.
9. Demonstrate the Accelerate U leadership skills - communication, collaboration, critical thinking, reliability, and emotional intelligence - in a sales work environment.
10. Pursue a personalized career plan and tailor job seeking documents (i.e. resume, LinkedIn profile) aligned to one's personal motivations and current sales career pathways.

Admission Requirements

In addition to the Undergraduate Admissions requirements, program requires:

- High school or college level transcripts showing GPA of 2.0 or higher
- Submission of video response to admissions prompt(s)

Program Details

- Requires 25 QH for completion
- Requires a grade of "C" or better in all courses in order to remain in the program
- Requires a min GPA of 2.0 to be eligible for program completion
- Requires completion of all courses at NLU, no transfer credit is allowed

Additional program requirements:

- Students will be required to complete a background check and provide proof of eligibility to work in the US for internship placement. Inability to do so will result in an exit from the program.
- Students who withdraw from the program prior to successful completion of SELL 200 and want to attempt the program again must restart the program from the beginning (i.e., SELL 100). Only two attempts are allowed in the program.

Required Courses

Technology Sales Professional Certification- 25QH

CAR 204	Leadership Skills Seminar	1 TO 5
SELL 100	Introduction to Professional Selling	5
SELL 110	Advanced Sales Strategy & Execution	5
SELL 200	Sales Internship	10 QH

Note: CAR 204 must be taken for 5QH.

Learn and Earn in 3

Business Management, B.S.

The Bachelor of Science in Business Management prepares students for leadership and management roles across a range of industries. Offered through the Learn and Earn in Three (LE3) model, the program is designed for students employed full-time who want to advance professionally while earning their degree.

Students begin with leadership foundation coursework and progress into applied business topics such as operations, finance, project management, strategic planning, and organizational performance. Professional Skills Seminars integrate coursework with workplace experience through coaching, reflection, and portfolio development.

Graduates are prepared to lead teams, improve processes, and drive organizational success.

Program Learning Outcomes

PLO 1: Demonstrate and articulate growth in creative and critical thinking, purposeful leadership and agency, adaptability to change, and collaborative relationship-building across professional and community contexts.

PLO 2: Demonstrate continuous learning by assessing development over time, setting and refining personal and professional goals, and adapting skills, behaviors, and strategies in response to evolving workplace and organizational demands.

PLO 3: Analyze working situations and make informed managerial decisions by considering people, resources, performance, and risk in complex, real-world contexts.

PLO 4: Lead and contribute to teams by setting direction, allocating resources, managing performance, and fostering accountability and collaboration to achieve shared outcomes.

PLO 5: Develop and apply professional communication skills by articulating ideas, decisions, and growth through clear written, verbal, and digital communication, reflection, and feedback in workplace and community settings.

PLO 6: Apply management principles to plan, coordinate, and improve work in organizational, academic, and community contexts by integrating theory, work experience, and reflection.

Admission Requirements

In addition to the Undergraduate admission requirements, the following criteria apply to the program:

- Full-time employment is required to participate in Learn and Earn in Three (LE3). Students who are actively seeking employment and have a part-time employment status will be reviewed on a case-by-case basis.
- All applicants must submit any previous transcripts from other accredited institutions at time of application
- Applicants with up to 30 quarter hours of transferable college-level credit will be entered into the Traditional B.S. Business Management major and applicants with greater than 30 quarter hours of transferable college-level credit will be entered into Accelerated B.S. Business Management major

Program Details

Program Level Requirements

- Requires 180 QH, including 60 QH of General Education, for completion
- Requires full-time employment to participate in the program
- All courses in the major core, professional development seminars (PFS), and general education must be completed with a grade of C
- All major core coursework must be taken at NLU as part of the Learn and Earn in Three (LE3) model. These courses are designed around active learning, leadership development, and work-based application, which cannot be replicated through transfer.
- All professional skills seminars (PFS) must be completed at NLU
- Students with outstanding degree requirements, regardless of their major or the number of transfer credits awarded, must register for a Professional Seminar each additional quarter of enrollment until they have completed all degree requirements

or a total of 45 QH of Professional Seminars is reached. The PFS courses are essential to the Learn and Earn in Three (LE3) model and include:

  - On-the-job reflection and integration
  - Coaching and mentorship
  - Evidence-building for student GROWTH portfolio

- General Education and Electives:
  - 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. Those students may transfer up to 115 QH toward Learn and Earn in Three (LE3) general education and elective requirements.
  - Students who did not complete the credentials required for the General Education Core waiver but have transfer credits will have their coursework reviewed for general education and elective applicability

Business Management Major

- The major allows a maximum of 30 QH of transfer credit that may be accepted toward the general education and program electives
- The major requires a minimum of 45 QH of Professional Seminar

Business Management (Accelerated) Major

- The major allows a maximum of 115 QH of transfer credit that may be accepted toward the general education and program electives
- The major requires a minimum of 20 QH of Professional Seminar

Required Courses

General Education Requirements - 60 QH

PSY 150	The Human Side of Change: Unlocking Dynamics for Growth	5
HUM 150	Ethical Dilemmas in Leadership: Navigating Real-World Challenges	5
SOC 155	Building Collaborative Cultures: Organizational Design and Behavior	5
HUM 155	Thinking Critically: Cutting Through Complexity	5
MTH 150	Data Literacy: Turning Numbers into Stories and Insights	5
RES 150	Writing with Evidence: Research, Rhetoric, and Perspective	5
ENG 250	Write with Impact: Clarity, Confidence, and Authenticity	5
SCI 250	Nature's Blueprint for Leadership: Adaptation and Resilience	5
SCI 255	Climate & Strategy: Leading with the Planet in Mind with Lab	5
HUM 250	Seeing Ourselves at Work: Leadership, Identity & Culture Through Film and Litera	5
SOC 255	Leadership Through Storytelling	5
ENG 255	Public Speaking and Presence: Inspire with Confidence	5

Professional Seminar - 45 QH

Business Management Major: Students entering the program with 30 QH or fewer of transfer credit must complete 45 QH of Professional Seminar (PFS) Courses.

Business Management (Accelerated) Major: Students entering the program with 31 or more QH of transfer credit are required to take PFS 100, PFS 101, PFS 200, PFS 201. After these 20 QH of PFS are met, students are required to enroll in a PFS course during every additional quarter of program enrollment up until 45 QH, regardless of the number of transfer credits awarded.

PFS 100	Professional Seminar 1	5
PFS 101	Professional Seminar 2	5
PFS 200	Professional Seminar 3	5
PFS 201	Professional Seminar 4	5
PFS 300	Professional Seminar 5	5
PFS 301	Professional Seminar 6	5
PFS 302	Professional Seminar 7	5
PFS 400	Professional Seminar 8	5
PFS 401	Professional Seminar 9	5
PFS 402	Professional Seminar 10	5

Major Core - 45 QH

ORG 101	Foundations of Personal Leadership	5
ORG 105	Communicate with Impact: Listening, Tone, and Adaptability	5
ORG 110	Chaos & Wisdom: Tackle the Messy Stuff	5
MGT 260	How Organizations Create Value	5
MGT 330	Managing People and Performance	5
MGT 331	Projects, Change, and Execution	5

MGT 441	Project Management and Organizational Delivery	5
MGT 460	Operations Management and Process Improvement	5
MGT 491	Management Capstone: Strategy, Performance, and Value Creation	5

Electives - 30 QH

Students must earn a total of 180 QH:

- Students who completed an Accelerate U certificate program will receive 25-30 SH of elective credit for their Accelerate U coursework
- Students have the option to choose any UG concentration. Recommended concentrations are as follow:
  - Organizational Leadership & Development
  - Health Care Leadership
  - Human Resources Management (Advanced Standing Concentration)
- Students may also enroll in the following Learn and Earn in Three (LE3)-specific elective courses listed below
- Students may also take PFS 402, which may be repeated up to three times, after the ninth quarter

PJM 200	Project Management: Plan, Organize, and Execute	5
HRM 200	Human Resources Basics: Hiring, Developing, and Supporting Teams	5
FIN 200	Building Strong Financial Foundations	5
MGT 202	Negotiation Foundations: Influence, Confidence, and Better Deals	5
MGT 203	Time Management: Getting More From Each Day	5
MGT 206	Coaching for Growth & Performance	5

Path to Academics, Community and Employment (PACE)

Founded in 1986, P.A.C.E. at National Louis University is a post-secondary certificate program designed to meet the transitional needs for young adults with multiple intellectual, learning and developmental disabilities. The P.A.C.E. program incorporates a combination of classroom instruction and applied practice in the community to support students to:

- Master the hard and soft skills necessary to be workforce ready
- Develop the skills to live independently
- Develop of age-appropriate social skills

The P.A.C.E. program comprises three certificates: Basic (p. 410), Intermediate (p. 410) and Advanced (p. 410). Each Certificate is self-contained. Students that demonstrate the competence to start at the Intermediate or Advanced level need not have completed the previous certificate(s). Students may complete one, two or all three certificates as best serves their needs.

Program Learning Outcomes

At the completion of the program, students will be able to:

PLO1. Apply and interview for competitive-wage employment in the community.

PLO2. Demonstrate the professional appearance, behavior, communication. Learning and time management capacity needed to be successful in the workplace.

PLO3. Self-advocate for the accommodations needed to be successful in the workplace.

PLO4. Maintain the physical aspect of living quarters with minimal support.

PLO5. Navigate public transportation independently.

PLO6. Maintain a healthy lifestyle and access health-care services.

PLO7. Budget and manage finances with minimal support.

PLO8. Problem solve independently in social and employment situations.

Admissions Criteria

The following criteria will be reviewed by the representatives from each key area of the program and Admission's Office will be notified of student acceptance to the program:

- Students must be able to manage their medication regimes independently.
- Students must be individually motivated to participate in all program activities.
- Students and their families must be comfortable with the student engaging in independent transportation and activity in the Chicago loop.

- Student must have the stamina to complete a minimum of 6 hours per weekday of classes or internship as well as several hours of self-study or applied practice each day.
- Interview with the student and parents.
- Review of supporting documents:
  - High-school IEP
  - Recent neuropsychological/functional report
  - Three non-family letters of reference

Program Details:

- Requires a minimum of 45 quarter hours for completion
- Requires a minimum grade of "C" or better in all coursework
- Requires a minimum GPA of 2.0 for graduation

Basic PACE Certificate (p. 410)

Intermediate PACE Certificate (p. 410)

Advanced PACE Certificate (p. 410)

Basic PACE Certificate

Required Courses - 45qh

Basic PACE Certificate

PAC 102A	Basic Employment	6
PAC 102B	Employment Introduction	6
PAC 102C	Employment Introduction	6
PAC 103A	Basic Life Skills and Learning	4
PAC 103B	Basic Life Skills and Learning	4
PAC 103C	Basic Life Skills and Learning	4
PAC 104A	Basic Problem Solving, Goals and Money Management	4
PAC 104B	Basic Problem Solving, Goals and Money Management	4
PAC 104C	Basic Problem Solving, Goals and Money Management	4
PAC 106A	Basic Health and Wellness	1
PAC 106B	Basic Health and Wellness	1
PAC 106C	Basic Health and Wellness	1

Intermediate PACE Certificate

Required Courses - 45qh

Intermediate PACE Certificate

PAC 111A	Employment Development	8
PAC 111B	Employment Development A	8
PAC 111C	Employment Development	8
PAC 112A	Intermediate Life Skills and Learning	2
PAC 112B	Intermediate Life Skills and Learning	2
PAC 112C	Intermediate Life Skills and Learning	2
PAC 113A	Intermediate Problem Solving, Goals and Money Management	4
PAC 113B	Intermediate Problem Solving, Goals and Money Management	4
PAC 113C	Intermediate Problem Solving, Goals and Money Management	4
PAC 114A	Intermediate Health and Wellness	1
PAC 114B	Intermediate Health and Wellness	1
PAC 114C	Intermediate Health and Wellness	1

Advanced PACE Certificate

Required Courses - 45qh

Advanced PACE Certificate

PAC 121A	Employment Focus	8
PAC 121B	Employment Focus	8
PAC 121C	Employment Focus	8
PAC 122A	Career Launch	3
PAC 122B	Career Launch	3
PAC 122C	Career Launch	3
PAC 123A	Independent Living	4
PAC 123B	Independent Living	4
PAC 123C	Independent Living	4

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 UA – Undergraduate Advanced Standing may be applied toward an undergraduate and/or graduate degree requirements as approved by the department offering the course and the related graduate program.

500–599 Master's level courses

Courses with these numbers are for students in the master's and education specialist level programs. Select master level courses with the GA – Graduate Accelerated designation may be applied to the baccalaureate and master's degree requirements as approved by the department offering the course and the related programs.

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

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.

Credits: 3. Prerequisite: Admission to Applied Behavior Analysis program; or permission of Program Chair or designate. Corequisite: None.

ABA 501 - Measurement and Research Methods in Applied Behavior Analysis

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.

Credits: 4. Prerequisite: Admission to Applied Behavior Analysis program; or permission of Program Chair or designate. Corequisite: None.

ABA 510 - Skills Assessment and Intervention

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.

Credits: 4. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 511 - Functional Assessment and Intervention

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.

Credits: 4. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 512 - Verbal Behavior

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.

Credits: 2. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 515 - Ethics in Applied Behavior Analysis

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.

Credits: 3. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 516 - Radical Behaviorism

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 phylogenic, ontogenic, and cultural levels of selection.

Credits: 3. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 517 - Experimental Analysis of Behavior

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.

Credits: 3. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 520 - Supervision and Training in Applied Behavior Analysis

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.

Credits: 3. Prerequisite: ABA 510 and ABA 511; or permission of Program Chair or designate. Corequisite: None.

ABA 595 - Special Topics in Applied Behavior Analysis

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.

Credits: 1 - 3. Prerequisite: Permission of the Program Chair or designate. Corequisite: None.

ABA 599A - Thesis in Applied Behavior Analysis I

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.

Credits: 2. Prerequisite: ABA 515 and ABA 520; or permission of Program Chair or designate. Corequisite: None.

ABA 599B - Thesis in Applied Behavior Analysis II

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.

Credits: 1. Prerequisite: ABA 599A, or permission of Program Chair or designate. Corequisite: None.

ABA 599C - Thesis in Applied Behavior Analysis III

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.

Credits: 1. Prerequisite: ABA 599B; or permission of Program Chair or designate. Corequisite: None.

ABA 599D - Thesis in Applied Behavior Analysis IV

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.

Credits: 2. Prerequisite: ABA 599C; or permission of Program Chair or designate. Corequisite: None.

ABA 610 - Skills Assessment and Intervention

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.

Credits: 4. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 611 - Functional Assessment and Intervention

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.

Credits: 4. Prerequisite: ABA 500 and ABA 501; or permission of Program Chair or designate. Corequisite: None.

ABA 620 - Supervision and Training in Applied Behavior Analysis

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.

Credits: 3. Prerequisite: ABA 610 and ABA 611; or permission of Program Chair or designate. Corequisite: None.

ABA 695 - Special Topics in Applied Behavior Analysis

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.

Credits: 1 - 3. Prerequisite: Permission of the Program Chair or designate. Corequisite: None.

ABS - Applied Behavioral Sciences

ABS 300 - Adult Development and Learning

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 (such as transformational and emancipatory learning) and adult development and have opportunities for self-assessment and discovery and for applications to varied social contexts. 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 how others learn and develop through their lifespan.

Credits: 5. Prerequisite: ABS 309 and ABS 331. Corequisite: None.

ABS 301 - Professional Development Assessment and Planning

This course provides students with assessment of their personal, professional and academic histories where they establish personal, program and professional goals that will inform, structure and sustain their program of study while in the ABS major. Students will identify and analyze their goals and determine action plans consistent with their short and long term aspirations. There is special emphasis on planning for BA degree completion meeting the NLU graduation requirements.

Credits: 1. Prerequisite: Admitted to the ABS Major. Corequisite: None.

ABS 305 - Perspectives on Life Values, Philosophies, and Ethical Decision Making

Focus on ways our own value systems and philosophies of finding meaning, happiness, and creating our own version of success and purpose may lead to the goal of a happy life. Look at the affects of apply ethical reasoning to our daily lives and decision making. Consider the fundamental framework of ethical dilemmas of moral choice, the moral implications of decision making, and personal integrity. Examine a range of ethical theories. Further consider trends in philosophical, moral, and ethical thinking as it evolved from ancient times to the present. Explore worldview construction.

Credits: 5. Prerequisite: ABS 435 or student declaring Expanding Knowledge of Human Behavior Concentration; ABS Core Program or permission of Program Chair or designate. Corequisite: None.

ABS 309 - Critical Thinking & Writing

This intensive writing course equips students with skills that assist them in thinking critically and writing reflectively and descriptively about social and behavioral life experiences. Students learn key elements of writing effectively within the social and behavioral sciences, organized structure, use of author voice, evidence, analysis, and conclusions. Students read, reflect and analyze diverse authors' perspectives as one way to develop perspective and to expand critical reading skills. This course is designed to support the student in strengthening academic writing and critical thinking skills.

Credits: 2. Prerequisite: Admission to the ABS Program; or permission of Program Chair or designate.. Corequisite: None.

ABS 331 - Dynamics of Group Behavior

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.

Credits: 5. Prerequisite: Admission to the ABS Program or permission of Department Chair or designate.. Corequisite: None.

ABS 340 - Effective Interpersonal Relationships

Focus on dyadic and small group relationships, and examine connections and interactions in personal lives, families, workplaces, communities, and the greater world. Explore the elements of healthy relationship behavior, inquiring into and reflecting upon the roles and responsibilities of the individuals in those relationships. Further develop skills in interpersonal communication and interaction in the workplace with peers and colleagues. Draw on concepts presented in previous program coursework to apply behavioral science research in a variety of settings.

Credits: 5. Prerequisite: ABS 300, ABS 309, and ABS 331; or permission of Program Chair or designate.. Corequisite: None.

ABS 350 - Careers in the Applied Behavioral Sciences

This course provides an in-depth exploration of career paths within the field of applied behavioral sciences, covering areas such as working with people who have special needs, psychology, social work, education, counseling, human resources, customer service and social services. Students will gain an understanding of the practical applications of behavioral science theories and methodologies in various professional settings. The course will emphasize the development of skills necessary for

effective practice, ethical considerations, and the impact of cultural and social factors on behavior. Through a combination of lectures, guest speakers, case studies, and practical exercises, students will be equipped to pursue careers that improve individual and community well-being.

Credits: 5. Prerequisite: Enrolled in the ABS major or Expanding Knowledge of Human Behavior Concentration or permission of the Program Chair or designate. Corequisite: None.

ABS 375 - Understanding and Working with Neurodiverse People

This course explores the concept of neurodiversity, emphasizing understanding and effectively interacting with individuals across a range of neurological differences. Through interdisciplinary perspectives, students will examine the societal, cultural, and psychological aspects of neurodiversity, and develop practical skills for fostering inclusivity and support in various settings, including work and personal life contexts.

Credits: 5. Prerequisite: Enrolled in the ABS major or Expanding Knowledge of Human Behavior Concentration or permission of the Program Chair or designate. Corequisite: None.

ABS 400 - Methods of Inquiry in the Behavioral Sciences

Students are introduced to the essential concepts, methods, and tools employed in the research process. In this course, students narrow their topic of interest, expand literature research skills, using multiple search tools 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 concept for an inquiry project that can be completed in the future/concurrent coursework in the program.

Credits: 5. Prerequisite: ABS 309; ABS 331 and ABS 300; or permission of Program Chair or designate. Corequisite: None.

ABS 401 - Independent Inquiry in the Behavioral Sciences

In this course, students continue their research using the proposal completed in previous/concurrent coursework in the ABS program and implement a guided research project. This inquiry is guided by the research concepts and the topics covered in the Applied Behavioral Sciences program. The students hone the choice of a research topic; connect the role of background research in constructing a research program; properly construct a research design plan; carry out methodologies of assessing human behavior; employ proper means for analyzing research data; and write a summary research report.

Credits: 5. Prerequisite: ABS 400, ABS 331, ABS 431 or permission of the ABS Program Chair or designee. Corequisite: None.

ABS 406 - Leadership in a Changing World

Explore the complexity of leadership, major behavior patterns, ethical issues, and strategies that promote effectiveness in organizations. Define leadership and differentiate it from management while investigating the most current research and perspectives in relation to leadership characteristics, values, theories, and differing approaches. Gain awareness of own leadership style, the development of ability to empower others, and capabilities to increase and enhance leadership potential. Current and emerging trends in leadership in a global context and in regard to students' own lives are examined.

Credits: 5. Prerequisite: ABS 300, 340, 431,407 or permission of Program Chair or designate. Corequisite: None.

ABS 407 - Applied Communication in Society

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.

Credits: 5. Prerequisite: ABS 331, ABS 340 and ABS 431. Corequisite: None.

ABS 426 - Critical Perspectives of Difference

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.

Credits: 5. Prerequisite: ABS 340 and ABS 431, or permission of Program Chair or designate. Corequisite: None.

ABS 430 - Human Behavior and the Economy

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 economic behavior theory, and how these concepts guide our personal and group choices and decisions. Provocative storytelling is utilized to demonstrate that economics is, at root, the study of incentives - how people get what they want or need, especially when other people want or need the same thing.

Credits: 5. Prerequisite: ABS 435 or student declaring Expanding Knowledge of Human Behavior Concentration. Corequisite: None.

ABS 431 - Organizational Behaviors and Professional Development

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.

Credits: 5. Prerequisite: ABS 300, ABS 309, and ABS 331; or permission of Program Chair or designate. Corequisite: None.

ABS 435 - Senior Seminar: Integrating the Applied Behavioral Sciences

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.

Credits: 2. Prerequisite: ABS 331, ABS 340, ABS 400, ABS 407, ABS 426 and ABS431; or permission of Program Chair or designate. Corequisite: None.

ABS 495 - Special Topics in the Applied Behavioral Sciences

This course is designed to study particular topics in applied behavioral science. Course content addresses major topics and specialized issues in the field. This course is an Applied Behavioral Science topic of special interest, research, or practice that is studied in depth. The course will cover any topics in the interdisciplinary field that are not taught within the regular course offerings. Since topics vary widely in this dynamic field of practice, inquiry registration can occur more than once. Specific topics may be applied towards the Concentration in *Expanding Knowledge of Human Behavior*.

Credits: 5. Prerequisite: Permission of Program Chair or designate. Corequisite: None.

ABS 499 - Independent Study in the Behavioral Sciences

In this course, students conduct an independent study project engaging through self-directed inquiry, under the guidance of a faculty member. This inquiry is guided by the research concepts that include topics covered in the Applied Behavioral Sciences Interdisciplinary Field related to a student's area of professional and personal growth.

Credits: 5. Prerequisite: Pre-requisite(s)): Enrolled in the ABS major or Concentration or permission of Program Chair or designate. This is a required 5 credit course in the Applied Behavioral Sciences Concentration. Corequisite: None.

ACC - Accounting

ACC 201 - Principles of Financial Accounting

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.

Credits: 5. Prerequisite: BUS 101 or BUS 430. Corequisite: None.

ACC 202 - Principles of Managerial Accounting

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.

Credits: 5. Prerequisite: BUS 101 or BUS 430 or permission of Program Chair or designate. Corequisite: None.

ACC 500 - Intermediate Accounting I

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.

Credits: 3. Prerequisite: MBA 514; or permission of Program Chair or designate. Corequisite: None.

ACC 505 - Intermediate Accounting II

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.

Credits: 3. Prerequisite: MBA 514 and ACC 500; or permission of Program Chair or designate. Corequisite: None.

ACC 510 - Taxation

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.

Credits: 3. Prerequisite: MBA 514, ACC 500 and ACC 505; or permission of Program Chair or designate. Corequisite: None.

ACL - Adult Continuing Literacy Education

ACL 301 - Perspectives on Prior Learning

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.

Credits: 2. Prerequisite: ENG 101 or permission of Program Chair or designate. Corequisite: None.

AES - Applied Educational Studies

AES 470 - Internship in Applied Educational Studies

This course is designed to provide Applied Education Studies majors with a culminating 150-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 fifty hours of field work are required for this course.

Credits: 5. Prerequisite: None. Corequisite: None.

ART - Art

ART 105 - Race, Identity and Experience in American Art

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.

Credits: 5. Prerequisite: None. Corequisite: None. Distribution: GenEd-Fine Arts.

ART 106 - Race, Identity and Experience in American Art I

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.

Credits: 2. Prerequisite: None. Corequisite: None. Distribution: GenEd-Fine Arts.

ART 107 - Race, Identity and Experience in American Art II

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 part of US culture.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: GenEd-Fine Arts.

BDA Business Data Analytics

BDA 400 - Introduction to Business Data Analytics

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. This is an advanced standing course that can be applied to baccalaureate and graduate degrees.

Credits: 5. Prerequisite: This is an advanced standing course that may count toward both baccalaureate and master's degrees. 3.0 or higher; or permission of the Program Chair or designate. Corequisite: None. Distribution: Advanced Standing Course.

BDA 500 - Introduction to Business Data Analytics

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. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: Graduate standing or permission of the Program Chair or designate. Corequisite: None.

BDA 502 - Statistics for Business Data Analytics

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. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA 500. Corequisite: None.

BDA 505 - Security and Ethics for Business Data Analytics

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 and equity in representation (data) and review legal and ethical policies in various industries and business settings in an ever-changing environment. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA 500, BDA 502, RES 510; or permission of Program Chair or designate. Corequisite: None.

BDA 506 - Big Data Management and Databases

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. Note: All students in the MS BDA program are required to

maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA 500, BDA 502 and RES 510. Corequisite: None.

BDA 507 - Data-Driven Decision and Strategy

In this case/scenario-based course, students utilize datasets to apply a variety of tools managers need to make decisions and create strategies within an organization or industry. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA500, RES510, and BDA502; or permission of Program Chair or designate. Corequisite: None.

BDA 508 - Predictive Analytics and Forecasting

In this course, students learn the fundamentals of predictive and prescriptive analytics in decision-making. Predictive analytics focuses on the use of data and statistical tools to forecast the likelihood of future outcomes based upon historical data. Prescriptive analytics goes one step further to recommend solutions or new ideas to achieve future goals. Students will explore predictive analytics and descriptive analytics in practice in various contexts and industries. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA500, RES510, BDA502, BDA505, BDA506, BDA507, BDA509, and BDA510 or permission of Program Chair or designate. Corequisite: None.

BDA 509 - Data Visualization and Communication in Business Analytics

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. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA500, BDA 502 and RES510. Corequisite: None.

BDA 510 - Emerging Topics in Business Data Analytics

Students explore business data analytics from a managerial perspective to understand data's influence on organizational activities by examining real-world cases across relevant topics and industries. Students learn how data-informed strategies can 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. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA500, BDA502, BDA505, BDA506 and RES 510; or permission of Program Chair or designate. Corequisite: None.

BDA 550 - Business Analytics Capstone

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. Note: All students in the MS BDA program are required to maintain employment throughout the program in order to successfully complete this course. Students' employment/practical training is integral to all MS BDA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: BDA500, RES510, BDA502, BDA505, BDA506, BDA507, BDA509, BDA510, and BDA508; or permission of Program Chair or designate. Corequisite: None.

BRV - Braven Career Development

BRV 200 - Braven Leadership and Career Accelerator

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.

Credits: 5. Prerequisite: None. Corequisite: None. Distribution: GenEd-Other.

BUS - Business and Management

BUS 101 - Principles of Business

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.

Credits: 5. Prerequisite: None. Corequisite: None.

BUS 350 - Legal & Ethical Decision Making in Business

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.

Credits: 5. Prerequisite: BUS 101 or receive the approval of the Department Chair. Corequisite: None.

BUS 400 - Operations Management

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.

Credits: 5. Prerequisite: BUS 101 or BUS 430; or permission of Program Chair or designate. Corequisite: None.

BUS 430 - Management and Leadership

This course 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.

Credits: 5. Prerequisite: ENG 101; admission to an undergraduate business program; and completion of 75 QH of undergraduate coursework; or permission of Program Chair or designate. Corequisite: None.

BUS 431 - Professional Communication for Managers

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.

Credits: 5. Prerequisite: BUS 430; or permission of Program Chair or designate. Corequisite: None.

BUS 450 - Introduction to Business Data Analytics

This course introduces students to basic and advanced spreadsheet data analysis features utilizing MS Excel. Students will learn to create, format, and edit spreadsheets. Students will engage small datasets to explore relationships between variables, extract statistics, produce graphical displays, and then recommend and defend suggested data-driven managerial actions to various audiences.

Credits: 5. Prerequisite: MTH 102 or permission of Program Chair or designate. Corequisite: None.

BUS 452 - Legal and Corporate Governance Issues in Management

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.

Credits: 2. Prerequisite: BUS 430 or permission of Program Chair or designate. Corequisite: None.

BUS 453 - Ethical Conduct and Social Responsibility in Management

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.

Credits: 2. Prerequisite: BUS 430 or permission of Program Chair or designate. Corequisite: None.

BUS 476 - Entrepreneurship, Creativity, and Innovation

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.

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of Program Chair or designate. Corequisite: None. Distribution: Advanced Standing Course.

BUS 477 - Small Business Management

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.

Credits: 5. Prerequisite: BUS 476, and CGPA of 3.0 or permission of Program Chair or designate. Corequisite: None. Distribution: Advanced Standing Course.

BUS 484 - Entrepreneur as Manager, Leader, and Salesperson

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.

Credits: 5. Prerequisite: BUS 476, and CGPA of 3.0 of higher or permission of Program Chair or designate. Corequisite: None.

BUS 495 - Special Topics in Business and Management

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.

Credits: 1 TO 5. Prerequisite: Permission of the Program Chair or designate. Corequisite: None.

BUS 498 - Entrepreneurship Laboratory

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.

Credits: 5. Prerequisite: BUS 476, Completion of 90+ QH, and CGPA of 3.0 or higher; or permission of Program Chair or designate. Corequisite: None. Distribution: Advanced Standing Course.

BUS 499 - Strategic Management

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.

Credits: 5. Prerequisite: 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. Corequisite: None.

BUS 503 - Leadership and Organizational Behavior

This course 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.

Credits: 3. Prerequisite: None. Corequisite: None.

BUS 506 - Ethics in the Workplace

This course examines the responsibilities of ethical leadership in the modern organization. Course content will underscore stakeholder rights and the organization's and leadership duties to its stakeholders, both internal and external, as well as to society-at-large. Political, social, environmental, technological and cultural ethical challenges faced in the business environment are explored. Major areas of analysis include: employer and employee rights; advertising; environmental issues; and social responsibility. A variety of managerial reflection and decision-making techniques will be applied in the analysis and solving of ethical problems.

Credits: 3. Prerequisite: None. Corequisite: None.

BUS 576 - Entrepreneurship, Creativity, and Innovation

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.

Credits: 3. Prerequisite: Admission to the MBA program; or permission of Program Chair or designate. Corequisite: None.

BUS 577 - Small Business Management

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.

Credits: 3. Prerequisite: Admission to the MBA program. or permission of Program Chair or designate. Corequisite: None.

BUS 598 - Entrepreneurship Laboratory

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.

Credits: 3. Prerequisite: Admission to the MBA program; or permission of Program Chair or designate. Corequisite: None.

CAI - Cybersecurity and Artificial Intelligence

CAI 200 - AI Ethics, Policy, and Governance

An interdisciplinary examination of the social, legal, and ethical dimensions of AI. Topics include cognitive bias in AI models, privacy laws (GDPR/CCPA), and the responsible use principles outlined in the NIST AI RMF.

Credits: 5. Prerequisite: None. Corequisite: None.

CAI 320 - Adversarial Machine Learning

This lab-intensive course examines the statistical, data-based nature of AI vulnerabilities. Students will simulate evasion attacks where input data is subtly tweaked to fool a model into an incorrect prediction and data poisoning where manipulated data is inserted into training sets.

Credits: 5. Prerequisite: CSS 400. Corequisite: None.

CAI 350 - Secure AI Development and MLOps

Focuses on building security into the ML lifecycle through AISecOps and MLSecOps. Topics include AI bills of materials (BOMs) and least-privilege for AI assistants.

Credits: 5. Prerequisite: CSS 420. Corequisite: None.

CAI 360 - AI for Cyber Threat Intelligence (CTI)

Leverages machine learning for cyber incident attribution and predictive threat analysis, including AI-driven darknet intelligence.

Credits: 5. Prerequisite: CSS 420. Corequisite: None.

CAI 410 - Enterprise Security, Automation, and Response

This course is designed to advance learners from manual triage to automated response. Using Splunk SOAR, they design and execute playbooks that orchestrate tools and
streamline response actions; with Enterprise Security, they tune correlation searches, build dashboards, and apply risk-based alerting for prioritized detections. The capstone synthesizes skills into a portfolio ready SOC project—complete with runbooks, metrics, and an executive briefing—while preparing learners for the Splunk SOAR User certification.

Credits: 5. Prerequisite: CSS 400. Corequisite: None.

CAI 470 - AI-Powered Network Security and Zero Trust

Explores the use of AI to orchestrate Zero Trust Network Access (ZTNA). Students learn to apply AI-centric, identity-based controls that replace implicit network trust with dynamic, real-time access decisions.

Credits: 5. Prerequisite: CSS 420. Corequisite: None.

CAI 480 - AI-Driven Digital Forensics and Incident Response

Focuses on building automated forensics pipelines. Students utilize machine learning for artifact classification, timeline reconstruction, and anomaly reporting to accelerate highstakes investigations.

Credits: 5. Prerequisite: CSS 420. Corequisite: None.

CAI 490 - CyberAI Capstone

This course investigates the attack surface of Agentic AI in corporate and government environments. This course is particularly relevant given the rise of Retrieval-Augmented Generation (RAG) systems, which connect LLMs to sensitive corporate databases. Students will conduct research and work through the following phases: threat modeling and scenario design, execution of adversarial attacks, and implementation of defensive countermeasures.

Credits: 5. Prerequisite: Senior Level; Passed at least 50% of major core. Corequisite: None.

CAP - Curriculum-Advocacy-Policy

CAP 600 - Curriculum Theory: Historical, Philosophical, and Political Issues

This course examines the historical, philosophical, and political contexts that have been shaping curriculum theories and studies in the United States. Students explore the changing and broadening concepts of curriculum. They examine the interest groups and ideologies that have been at the center of the historical struggle for the American curriculum. The course draws upon the works of influential curriculum scholars, capturing central and often contentious debates among them about the aims, means, and ends of education. Students deliberate on perennial questions: What knowledge is of most worth? Whose interests are served? Who controls the assessment and evaluation of knowledge?

Credits: 3. Prerequisite: Admission to the NCE doctoral program. Corequisite: None.

CAP 601 - Cultures of Schools and Communities

This course examines educational communities as complex socio-cultural settings shaped by political, sociological and historical forces, as well as digital advancements and recent global events. Through autoethnographic reflection, fieldwork, and theoretical engagement, students interrogate the intersections of identity, power, and policy in educational spaces, with particular attention to how major events, such as the COVID-19 pandemic, AI advancements, and other political and social-cultural shifts reshape institutional cultures, structures and practices. The course emphasizes developing frameworks for equity-centered practice that responds to contemporary challenges in education. This course requires approximately 15 hours of fieldwork.

Credits: 3. Prerequisite: None. Corequisite: None.

CAP 602 - Curriculum Theory: Contemporary Issues and Practices

Students in the course consider curriculum theories from 1970 to the present in relation to their assumptions and implications, as well as the socio-cultural, political, and historical movements in which they are embedded. Curriculum studies as a field is explored, along with related fields of study (e.g., disability studies, gender studies, race studies). Students explore how curriculum theory can transform educational practice and policy. The course involves an inquiry project and group deliberation on how various forms of curriculum analysis can be used

to understand and enhance ongoing curriculum plans in a school, district, or other educational setting.

Credits: 3. Prerequisite: Admission to the NCE Doctoral program(s) or consent from instructor. Corequisite: None.

CAP 603 - Curriculum Planning, Organization, and Evaluation

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.

Credits: 3. Prerequisite: Admission to the NCE Doctoral Studies Teaching and Learning Program, or consent from instructor. Corequisite: None.

CAP 605 - Professional Development and School Change

In this course, students explore the nature, dimensions, and contexts of professional development in educational settings. Examined within a framework of school change and reform efforts, students learn different instructional and organizational implications of professional development. Course readings, assignments, and activities provide students with knowledge of various methods and strategies for professional development and the skills to apply this knowledge in designing a plan for delivery and assessment in alignment with a problem of practice. This plan aims to bring about changes in instructional practice and create effective learning communities in schools/organizations.

Credits: 3. Prerequisite: Admission to the NCE doctoral program or consent from instructor. Corequisite: None.

CAPK - Capstone

CAPK 498 - Senior Culinary Project

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.

Credits: 4. Prerequisite: Completion of part 1 of the Capstone program, HOS 480. As well as, the core requirements of the Culinary BA program. Corequisite: None.

CAR - Career Development

CAR 202 - Creating Professional Identity

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.

Credits: 2. Prerequisite: None. Corequisite: None. Distribution: GenEd-Other.

CAR 203 - You The Professional

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: GenEd-Other.

CAR 204 - Leadership Skills Seminar

Leadership Skills Seminar is designed to help you build, practice, and document core leadership and career-readiness skills you can use across school,

work, and life. Across the course, you will learn and grow in the AU leadership skills- communication, reliability, collaboration, emotional intelligence, and critical thinking. You will complete skill assessments and reflections, participate in live class meetings and accountability groups, meet individually with a coach, and build a professional career portfolio (resume, cover letter, LinkedIn, interviewing, and elevator pitch). Your learning culminates in a presentation, where you synthesize and present your growth in leadership skills and career readiness.

Credits: 1 TO 5. Prerequisite: None. Corequisite: None.

CAR 205 - Career Applications of Artificial Intelligence

In this course, students will explore how artificial intelligence is shaping careers across industries. Students will examine how employers apply AI for such tasks as data-driven decision-making, creative work, and process automation, customizing their learning to align with individual fields and interests. Emphasis is placed on the skills most valued in today's AI-augmented workplaces, along with the ethical, regulatory, and equity considerations essential for responsible and informed professional practice.

Credits: 5. Prerequisite: None. Corequisite: None.

CAR 214 - Creating and Communicating the Professional Brand

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.

Credits: 5. Prerequisite: None. Corequisite: None.

CAR 217 - Workplace Leadership

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.

Credits: 2. Prerequisite: CAR 215 and CAR 216. Corequisite: None. Distribution: GenEd-Other.

CAR 218 - Internship Application Workshop

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.

Credits: 0. Prerequisite: None. Corequisite: None.

CAR 295 - Career Service Learning

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.

Credits: 5. Prerequisite: None. Corequisite: None.

CAR 295H - Honors Global Collaborative Research

Honors Global Collaborative Research is a hybrid course that is designed to guide students to work in teams to examine their own positionality while exploring community-based sustainability issues in local and global contexts. Students engage in a decolonized research process, including hearing directly from and collaborating with local and international community partners. Students build critical employment skills, such as intercultural communication, teamwork, and self-reflection,

develop global competence, and obtain a deeper understanding of the issues and the communities that are served.

Credits: 5. Prerequisite: None. Corequisite: None.

CAR 490 - Internship Practicum

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 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.

Credits: 5. Prerequisite: 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 & CAR 295 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 Department Chair. Corequisite: None.

CAR 492 - Interdisciplinary Studies Capstone

CAR 492 is the culminating capstone course for the Bachelor's Program in Interdisciplinary Studies. In this course, students will connect course work in their chosen minor or concentration of study into a research project that synthesizes their learning experiences. Students will be able to communicate how this degree has aligned with their professional goals through the creation or revision of their career portfolio. This course will culminate in a presentation that blends theory and practice, requiring academic research and professional application.

Credits: 5. Prerequisite: None. Corequisite: None.

CCD - Doctoral Core

CCD 604 - Data Analysis, Interpretation, and Presentation

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.

Credits: 3. Prerequisite: None. Corequisite: None.

CCD 606 - Scholarly Habits of Mind I

This is the first of two courses designed to strengthen students' growth as scholars and assist in goal-setting for doctoral work. This seminar develops scholarly habits of mind and facilitates interactions with scholarly communities. Students explore research purposes, design components, and what constitutes data. Using technological tools, students narrow research topics, identify peer-reviewed articles in areas of interest, learn note-taking techniques, and critically evaluate research. They become familiar with APA 7th Edition formatting and begin developing their positionality and scholarly voice. The course supports foundational skill development for the doctoral journey.

Credits: 3. Prerequisite: Admission to the EDD in Teaching and Learning or permission of the instructor. Corequisite: None.

CCD 607 - Scholarly Habits of Mind II

This is the second of two courses focused on developing doctoral students' scholarly thinking, research engagement, and academic writing. Designed to support the development of a rigorous dissertation literature review, the course emphasizes locating, analyzing, and synthesizing scholarly research across diverse fields and perspectives through guided reading, discussion, and structured writing. Students cultivate critical and empathic scholarly habits, attending to epistemological plurality, positionality, and voice. The course also addresses ethical uses of generative AI, inclusive citation practices, and innovative approaches to representing bodies of literature. Students will produce a substantive literature review draft and strengthen their scholarly identities.

Credits: 3. Prerequisite: CCD 606. Corequisite: None.

CCD 615 - Sociology of Education

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.

Credits: 3. Prerequisite: Admission to the NCE doctoral program or consent of instructor. Corequisite: None.

CCD 620 - Epistemology of Learning, Teaching and Inquiry

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.

Credits: 3. Prerequisite: None. Corequisite: None.

CCD 625 - Critical Policy Analysis

This course is designed to provide participants with a basic understanding of policy, policy discourses, and critical policy analysis, particularly in relation to ideology, politics, and consequences. Students will be given opportunities to review and critique policies from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership); develop a scholarly stance toward policy analysis; recognize the connections between social justice, advocacy, and practice; and formulate ideas and strategies for being change-agents.

Credits: 3. Prerequisite: None. Corequisite: None.

CCD 630 - Education in a Global World

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.

Credits: 3. Prerequisite: Admission to the EDD Teaching and Learning or permission of the instructor. Corequisite: None.

CCD 690 - Seminar: Special Topics in Education

This doctoral seminar addresses current and relevant topics related to education. Participants research, interpret and analyze the social, political, and historical dimensions of education as it relates to practice, policy, and research. Topics are addressed from multiple standpoints, epistemologies, and theoretical positions, providing participants with complex renderings and interpretations. Implications for praxis are formulated. Students can take the seminar for up to 12 sh. Students must register for seminars on different topics if taken more than once.

Credits: 3. Prerequisite: Doctoral standing or consent of instructor. Corequisite: None.

CCD 693A - Capstone

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.

Credits: 3. Prerequisite: Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with the last required course. Corequisite: None.

CCD 693C - Capstone

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.

Credits: 3. Prerequisite: Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with the last required course. Corequisite: None.

CCD 693E - Capstone

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.

Credits: 3. Prerequisite: Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with the last required course. Corequisite: None.

CCD 693H - Capstone

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.

Credits: 3. Prerequisite: Must have finished all coursework for the Ed.S. in Teaching and Learning or can take concurrently with the last required course. Corequisite: None.

CCD 694 - Independent Study/Doctoral

An independent study in one's area of interest. The independent study must be supervised by or done in collaboration with a faculty member and can be taken for no more than a total of 6 semester hours.

Credits: 1 TO 6. Prerequisite: Doctoral standing or consent of instructor. Consent of advisor and program director. Corequisite: None.

CCD 696A - Qualifying Paper

The qualifying paper marks a new phase of scholarly work that must meet a high standard before moving on to work on their proposal. In their qualifying paper, students work with a faculty advisor to write a conceptual paper that constructs their theoretical framework and intellectually prepares them for their dissertation. This phase requires students to work closely with their chair in an iterative process that will continue throughout the dissertation writing process. Students and chairs establish routines for ongoing feedback, revision, and dialogue.

Credits: 1. Prerequisite: 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. Corequisite: None.

CCD 696C - Qualifying Paper

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 699C Dissertation while completing their qualifying paper. Students who do not pass CCD 696C will receive an "I" and cannot register for any courses until the course is successfully passed.

Credits: 1. Prerequisite: Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699C Dissertation while completing their CCD 696C Qualifying Paper. Corequisite: None.

CCD 696E - Qualifying Paper

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 699E Dissertation while completing their qualifying paper. Students who do not pass CCD 696E will receive an "I" and cannot register for any courses until the course is successfully passed.

Credits: 1. Prerequisite: Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699E Dissertation while completing their CCD 696E Qualifying Paper. Corequisite: None.

CCD 696H - Qualifying Paper

The qualifying paper marks a new phase of scholarly work that must meet a high standard before moving on to work on their proposal. In their qualifying paper, students work with a faculty advisor to write a conceptual paper that constructs their theoretical

framework and intellectually prepares them for their dissertation. This phase requires students to work closely with their chair in an iterative process that will continue throughout the dissertation writing process. Students and chairs establish routines for ongoing feedback, revision, and dialogue.

Credits: 1. Prerequisite: Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699 while completing their CCD 696 Qualifying Paper. Corequisite: None.

CCD 696K - Qualifying Paper

The qualifying paper marks a new phase of scholarly work that must meet a high standard before moving on to work on their proposal. In their qualifying paper, students work with a faculty advisor to write a conceptual paper that constructs their theoretical framework and intellectually prepares them for their dissertation. This phase requires students to work closely with their chair in an iterative process that will continue throughout the dissertation writing process. Students and chairs establish routines for ongoing feedback, revision, and dialogue.

Credits: 1. Prerequisite: Have completed all Ed. D. coursework (except CCD 698) or in conjunction with last required Ed. D. program course. May also register for CCD 699 while completing their CCD 696 Qualifying Paper. Corequisite: None.

CCD 698 - Dissertation Research Seminar

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.

Credits: 1 TO 3. Prerequisite: Must have passed CCD699A or CCD699C or CCD699E. Corequisite: CCD 699.

CCD 699A - Dissertation

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.

Credits: 1 TO 8. Prerequisite: 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.. Corequisite: None.

CCD 699AX - Dissertation Continuation

This course provides the means for doctoral candidates in the Teaching and Learning Ed.D. Program to continuously register for dissertation work after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation.

Credits: 0. Prerequisite: 8 SH of CCD 699A. Corequisite: None.

CCD 699B - Dissertation: Educational Leadership

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.

Credits: 1 TO 12. Prerequisite: Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Corequisite: None.

CCD 699BX - Dissertation Continuation: Educational Leadership

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.

Credits: 0. Prerequisite: Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Corequisite: None.

CCD 699C - Dissertation

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.

Credits: 1 TO 8. Prerequisite: 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. Corequisite: None.

CCD 699CX - Dissertation Continuation

This course provides the means for doctoral candidates in the Teaching and Learning Ed.D. Program to continuously register for dissertation work after 8 semester hours of dissertation have been completed and through the term in which candidates successfully defend their dissertation.

Credits: 0. Prerequisite: 8 SH of CCD 699C. Corequisite: None.

CCD 699E - Dissertation

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.

Credits: 1 TO 8. Prerequisite: 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. Corequisite: None.

CCD 699EX - Dissertation Continuation

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.

Credits: 0. Prerequisite: 8 SH of CCD 699EX. Corequisite: None.

CCD 699G - Dissertation: Content Specialization Research

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.

Credits: 1 TO 12. Prerequisite: Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Corequisite: None.

CCD 699GX - Dissertation Continuation: Content Specialization Research

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.

Credits: 0. Prerequisite: CCD 699G. Corequisite: None.

CCD 699H - Dissertation

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 699HX 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.

Credits: 1-8. Prerequisite: Must have passed CCD 696H or be concurrently enrolled with CCD 696H. Must have completed all coursework, except CCD 698, which can be taken concurrently. Corequisite: None.

CCD 699J - Dissertation: Educational Leadership

Credits: 1 to 12.

CCD 699JX - Dissertation Continuation: School Level Leadership

This course provides the means for doctoral candidates in the Ed.D. in Educational Leadership with a major in School Level 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.

Credits: 0. Prerequisite: CCD 699J (12 SH). Corequisite: None.

CCD 699K - Dissertation

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 699KX 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.

Credits: 1-8. Prerequisite: Must have passed CCD 696K or be concurrently enrolled with CCD 696K. Must have completed all coursework, except CCD 698, which can be taken concurrently. Corequisite: None.

CCD 699S - Dissertation: Strategic Educational Leadership

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 conducting research and writing up the dissertation.

Credits: 1 OR 2. Prerequisite: None. Corequisite: None.

CCD 699SX - Dissertation Continuation: Content Specialization Research

This course provides the means for doctoral candidates in the Ed.D. in Educational Leadership with a major in Strategic Educational 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.

Credits: 0. Prerequisite: 12 SH of CCD 699S. Corequisite: None.

CCNA - Cisco Certified Network Asc

CCNA 099 - Accelerate U CCNA Orientation

This course serves as the initial step of orientation in to the CCNA certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend an in-person orientation for the program.

Credits: 0. Prerequisite: None. Corequisite: None.

CCNA 210 - Introduction to Networking and Information Security

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.

Credits: 5. Prerequisite: None. Corequisite: None.

CCNA 302 - Switching, Routing, and Wireless Fundamentals

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with virtual LANs and inter- VLAN routing in both IPv4 and IPv6 networks. The integrated lab component of the course gives students hands-on exposure to networking and information security practices.

Credits: 5. Prerequisite: None. Corequisite: None.

CCNA 405 - Connecting Networks

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 to: 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.

Credits: 5. Prerequisite: CCNA 210 and CCNA 302. Corequisite: None.

CCNA 410 - IT Support and CCNA Prep

This course prepares students to enter into entry level IT support and networking careers by building skills around managing tickets, troubleshooting, escalating, and providing excellent customer service - all while applying knowledge gained in previous CCNA courses. In addition, students will rigorously prepare for the CCNA exam by taking practice tests, analyzing their results, and creating and following individualized study plans. Students will also learn a variety of test taking and studying strategies in preparation for the CCNA certification exam.

Credits: 5. Prerequisite: CCNA 210 and CCNA 302. Corequisite: None.

CES - Counselor Ed and Supervision

CES 620 - Foundations of Mindfulness

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 623 - Death and Dying

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 628 - Crisis and Trauma Counseling with Special Populations

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 630 - Treatment of Sexual Dysfunctions

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 635 - Geriatric Neuropsychology and Assessment

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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 644 - Models of Clinical Supervision

This course examines the current definitions and applications of clinical supervision. The major models, roles and settings of clinical supervision are presented. 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.

Credits: 3. Prerequisite: None. Corequisite: None.

CES 645 - Multicultural Issues in Counselor Education and Supervision

(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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 646 - Ethics and Professional Development

(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.

Credits: 3. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

CES 649 - Teaching in Higher Education

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.

Credits: 3. Prerequisite: None. Corequisite: None.

CES 652 - Advanced Theory and Practice in Counselor Education and Supervision

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.

Credits: 3. Prerequisite: None. Corequisite: None.

CES 660 - Leadership and Advocacy in Counselor Education

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

Credits: 3. Distribution: Argosy Courses.

CES 677 - Curricular Design & Program Assessment in Higher Education

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.

Credits: 3. Distribution: Argosy Courses.

CES 680A - Program Residency I

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

Credits: 0.

CES 680B - Program Residency II

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

Credits: 0.

CES 690A - Advanced Counseling Internship I

(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

Credits: 3. Distribution: Argosy Courses.

CES 690B - Advanced Counseling Internship II

(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

Credits: 3. Distribution: Argosy Courses.

CES 690X - Internship Extension

Students enrolled in the Counselor Education and Supervision program 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. Pre-requisite(s): CES 690B. Co-requisite(s): None. 0 semester hours

Credits: 0.

CES 692 - Advanced Counseling Practicum

(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

Credits: 3. Distribution: Argosy Courses.

CES 696 - Dissertation A

(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

Credits: 1 TO 3. Distribution: Argosy Courses.

CES 697 - Dissertation B

(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

Credits: 3. Distribution: Argosy Courses.

CES 698 - Dissertation C

(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

Credits: 3. Distribution: Argosy Courses.

CES 699 - Dissertation D

(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

Credits: 3. Distribution: Argosy Courses.

CES 699X - Dissertation Extension

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

Credits: 0. Distribution: Argosy Courses.

CIC - Curriculum and Instruction, Core

CIC 501 - Baseline Seminar in Curriculum and Instruction

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, learning technologies, 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.

Credits: 1. Prerequisite: None. Corequisite: None.

CIC 505 - Data Literacy

Through learning about data literacy, candidates will learn to understand, analyze, and use data together as a tool for making instructional and curriculum decisions. Over the course of the term, candidates will identify a Problem of Practice (PoP) in their own professional setting and explore how to address it by looking at both "satellite data" (broad numerical trends) and "street data" (qualitative, human-centered insights). In this process, candidates will learn how to ask meaningful questions, examine different types of evidence, and work with peers to develop practical, context-specific solutions to instructional and curricular challenges. The course also focuses on how data can inform curriculum design and teaching by helping educators understand student learning needs, identify equity gaps, and improve learning experiences for diverse students. Lastly, candidates will also engage in reflection and discussion about the ethical use of data, including issues of representation, voice, and fairness in decision-making. By going beyond test scores and including student and family perspectives, candidates will be able to identify hidden equity gaps and design culturally responsive, context-specific instructional and curricular responses that improve teaching and learning outcomes.

Credits: 3. Prerequisite: Previously taken CIC 511, CIC 521, and CIC 531 is highly encouraged. Corequisite: None.

CIC 511 - Designing Curriculum for 21st Century Skills

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

Credits: 3.

CIC 521 - Developing Content Area Curriculum

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 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. Finally, candidates will examine current educational critical issues and their implications for their professional contexts. For example, they will engage in discussions and assignments, including what culturally responsive teaching and leading and teaching equitable Asian American community history (TEAACH) might look like in their contexts. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

CIC 531 - Implementing and Assessing Content Area Curriculum

Candidates will explore various types of curriculum—including intended, enacted, attained, hidden, and null—to examine how these frameworks influence instructional decision-making and classroom practice. Through critical analysis of their current professional educational settings, students will identify gaps, biases, and elements of the hidden curriculum. In particular, they will design and administer targeted surveys to gather meaningful data from students or stakeholders, develop well-constructed survey items and response scales, and analyze the results to assess the impact of curriculum implementation. Based on their findings, candidates will propose evidence-based instructional improvements tailored to their teaching and learning contexts. This course supports educators in developing deeper curricular awareness and applying reflective, research-informed practices to promote more equitable and effective teaching and learning outcomes.

Credits: 3. Prerequisite: None but having previously taken CIC 511 and CIC 521 is highly encouraged.

CIC 555 - Mid-Program Seminar in Curriculum & Instruction

The course 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 as well as their professional growth. The course prompts candidates to evaluate growth in knowledge and competencies after taking CIC 501 and classes in their selected Advanced Professional Specializations concentrations.

Credits: 1. Prerequisite: It is preferred that the candidate has completed one concentration in their degree programs and has completed CIC 501. Corequisite: None.

CIC 597 - Capstone Seminar in Curriculum & Instruction

CIC 597 serves as the capstone seminar for M.Ed. and Ed.S. candidates in Curriculum Instruction with Advanced Professional Specializations (CIAPS). The course integrates four core CIAPS themes: curriculum, ethics, dispositions, and professional identity. Candidates synthesize learning across their coursework, reflect critically on educator ethics, and examine their development of professional dispositions. They update professional identity documents, and compose an introspective narrative examining their holistic growth throughout the CIAPS program. This culminating experience provides summative assessment of candidates' achievements in their specialized areas while facilitating meaningful reflection on their evolution as educational professionals.

Credits: 1. Prerequisite: CIC 501 and CIC 555. Corequisite: None.

CIL - ESL Bilingual Education

CIL 431 - Cross Cultural Education

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

Credits: 5. Distribution: Advanced Standing Course.

CIL 500 - Foundations of ESL and Bilingual Education

The course provides an understanding of the historical, political, sociocultural, and raciolinguistic issues that advance and constrain equitable opportunities for multilingual learners in schools. The course considers local, state, and federal policies outlining appropriate school services for emergent bilingual students. Decolonial, cognitive, and sociocultural theories, including translanguaging and raciolinguistic ideology, are analyzed for pedagogical implications. Specific program models are evaluated for their equity outcomes and extent of alignment with an asset-based mindset and dynamic bilingualism. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 3. Prerequisite: None. Corequisite: None.

CIL 501 - Introduction to Linguistics for TESOL

This course provides an overview of language as a system, emphasizing its significance for ESL, bilingual education, world language, and heritage language educators, and their students. It is also relevant for general classroom and content teachers working with multilingual and multidialectal learners. Topics delve into principles of phonetics, phonology, morphology, syntax, and pragmatics in relation to language acquisition and teaching. Additionally, participants explore the role of language in society and the importance of sociolinguistics in education. Assigned course requirements include the completion of 20 clinical/observation hours.

Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

CIL 505 - Methods and Materials for Teaching English as a Second Language

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

Credits: 3.

CIL 506 - Methods and Materials for Teaching Bilingual Education

This course prepares candidates to teach language and content in bilingual education programs in partner languages and English, with an understanding of bilingualism and bilingual education from critical perspectives. Candidates survey leading bilingual program models and examine pedagogical approaches appropriate for each based on theories of first, second, and bilingual language acquisition and biliteracy. Candidates design equitable, bilingual content-based instruction using strategies and tools to promote Emergent Bilingual learners' bilingual identities, language and content learning, and cross-linguistic connections. Candidates align relevant standards, assessments, multimodal resources, and instructional design to create effective bilingual learning environments. Professional learning communities and reflective practice in bilingual education are also foregrounded. Course requirements include the completion of 20 clinical/observation hours.

Credits: 3. Prerequisite: None. Corequisite: None.

CIL 507 - Methods and Materials for Teaching ESL and World Languages

This course prepares candidates to teach a World Language (e.g., Chinese, Russian, Japanese) to culturally and linguistically diverse learners in classroom settings. Candidates examine and apply conceptual and pedagogical tools for teaching World Languages and supporting students' emergent bilingualism across language program models.

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 content standards and assessments are discussed in relation to teaching World Languages and English as a Second Language. Appropriate selection and evaluation of multimodal resources is also discussed. Assigned course requirements include the completion of 20 clinical hours. Pre-requisite(s): None. Co-requisite(s): None. 0.5- 3 semester hours

Credits: .5 TO 3.

CIL 508 - Methods and Materials for Teaching Dual Language Bilingual Education

This course will give a comprehensive overview of the historical, philosophical, theoretical, and socio-cultural foundations of Dual Language education in the U.S. This course highlights dual language education, a form of bilingual education where all students learn content in two languages. Students will examine current issues in multilingual schools with an emphasis on content and language-integrated instruction. This course is designed to provide educators with foundational knowledge in Dual Language education. This course will focus on building Spanish language skills, reading fluency in Spanish, as well as phonemic awareness in Spanish and how this leads to proficiency in writing. Course requirements include the completion of 20 clinical/observation hours.

Credits: 3. Prerequisite: none. Corequisite: none.

CIL 510 - Assessment of ESL and Bilingual Education Students

This course focuses on designing inclusive and equitable assessments for emergent bilingual learners. Guided by theories of translanguaging and culturally responsive teaching, students develop the rationale and strategies to assess emergent bilinguals in multiple languages. Further, students explore a framework for classroom assessment in multiple languages by planning and implementing effective, asset-based classroom assessments; interpreting and evaluating assessment results; and leveraging results to inform instructional practice and support multilingualism. In addition, students review state and national language and content standards, examine a variety of standards-driven assessments, and critically analyze assessment issues related to multilingual and diverse learning needs. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

CIL 511 - Family Literacy for Linguistically and Culturally Diverse Learners

Participants will explore the evolving field of family literacy with multilingual learners, with an emphasis on foundational concepts of multimodality, multiliteracies, and transnational literacies, as well as culturally sustaining and asset-based approaches. Topics focus on working alongside learners and their families to build equity-oriented partnerships, drawing on funds of knowledge and funds of identity, designing community-based collaborations, and leveraging digital technologies to recognize and extend family and community literacies across home, school, and transnational contexts. Course includes 20 clinical hours.

Credits: 3. Prerequisite: None. Corequisite: None.

CIL 512 - Literacy in a New Language: Linguistic Considerations

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

Credits: 3.

CIL 531 - Cross Cultural Education

The course examines the impact of culture and cultural identity on multilingual learners within the educational system. It explores the dynamic relationship between language, culture and the development of personal and group identities and situates culture as a source of strength in a changing world. Participants explore culturally and linguistically relevant instruction and its key role in

student success and wellbeing. Participants explore family, school and community practices and ways that teachers and schools can support them with creative, welcoming, and affirming settings. Assigned course requirements include the completion of 20 clinical hours.

Credits: 3. Prerequisite: none. Corequisite: none.

CIL 532 - Technology Instruction for Linguistically and Culturally Diverse Students

This course examines the role of technology in teaching language and content with linguistically and culturally diverse learners. It explores foundational topics, key issues, standards, frameworks, and pedagogies related to technology integration, language development, and content learning. It equips students with practical skills to select and evaluate digital tools and integrate appropriate and effective technology into learning environments with diverse learners. Further, topics of digital literacies, digital citizenship, and how to leverage technology to engage diverse families and community are addressed. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 3. Prerequisite: None. Corequisite: None.

CIL 540 - Early Literacy Development and English Learners

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 a deficit. Best practices will be highlighted and demonstrated. Assigned course requirements include the completion of seven observational/clinical hours.

Credits: 1. Prerequisite: None. Corequisite: None.

CIL 541 - Visual Literacy and English Learners

This course prepares candidates to critically analyze a wide range of visual texts, including print, digital, and AI-generated forms, for meaning, perspective, audience, bias, and context. Candidates apply visual literacy strategies and design principles to create culturally responsive, visually rich instructional materials that integrate language, content, and visual literacy development. Effective classroom strategies and digital tools are modeled, and candidates implement these approaches across diverse educational settings. Assigned course requirements include the completion of seven observational/clinical hours.

Credits: 1. Prerequisite: None. Corequisite: None.

CIL 542 - Spanish Literacy Development and Biliteracy

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

Credits: 1.

CIL 543 - Using Music and Song to Teach and Learn New Languages

This course explores the myriad ways that music and song are exceptionally well-suited for second language acquisition and learning, looking at a variety of learning settings from pre-K through adult. The use of songs and music for building oracy, literacy, content knowledge, and classroom community will be explored. In addition, the value of using music and song in learning world languages and in bilingual or dual language education will be demonstrated, in addition to a focus on building proficiency in English as a new language. The course awards 7 clinical hours toward the Illinois ESL or bilingual endorsement. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hours

Credits: 1.

CIS - Social Studies Education

CIS 540 - Methods for Elementary Social Studies: Planning and Assessment

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to plan, develop, and assess 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.

Credits: 3. Prerequisite: EDU 510, LSE 511, ELE 500, or Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director.. Corequisite: NONE.

COM-Communications

COM 105 - Introduction to Communication: Storytelling

In this course, students explore key components of applied communications with focus on storytelling across genres and writing for publication. Students build their foundational skills in writing and synthesizing assigned materials into discussions. This course promotes engaging conversations as well as stimulating writing and interviewing tasks, including a final project. Students exercise their critical thinking skills and creativity as they explore communications as storytellers—written and verbal. This is a gateway course into the B.A. in Communication and Media and the Communication minor. 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

Credits: 5.

COM 200 - The Influence of Culture on Communication

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.

Credits: 5. Prerequisite: None. Corequisite: None.

COM 204 - Multigenerational Workforce Communication

In this course, students will explore generational dynamics in the workplace, examining how values, expectations, and communication styles differ across age groups. They will consider issues of representation, belonging, and relational trust while analyzing group communication and co-mentoring opportunities. Students will also develop communication skills that demonstrate empathy and social awareness to navigate conflict and foster workplace unity.

Credits: 5. Prerequisite: COM 105 or permission of Program Chair or designate. Corequisite: None.

COM 206 - Professional Writing

This course is designed to enhance students' writing abilities by studying English language fundamentals, writing mechanics, tone and business etiquette, proposal writing, persuasive presentations, and executive writing. Students will construct the written skills needed to succeed in delivering effective workplace communications with a focus on accuracy, voice, process, and presentation.

Credits: 5. Prerequisite: COM 105 or BUS 101, or by permission of chair or designate.. Corequisite: None..

COM 306 - Organizational Communication and Conflict Management

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

Credits: 5.

COM 307 - Civic and Community Communications

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

Credits: 5.

COM 404 - Legal and Ethical Communications

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

Credits: 5.

COM 406 - Public Relations and Conflict Management

Public Relations and Conflict Management addresses essential skills for modern public relations (PR) professionals, including planning and executing successful messaging across a variety of organization types and scenarios. Students acquire and apply skills in conflict management communication, press briefings, digital media, marketing strategies, and publicity. In addition, students build their knowledge of historical and contemporary PR events and research stakeholders, examining how to customize and deliver messages accordingly.

Credits: 5. Prerequisite: COM 105: Introduction to Communication: Storytelling. Corequisite: None.

COM 499 - Senior Portfolio in Communications

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

Credits: 5.

CPL - Credit for Prior Learning

CPL 400 - Credit Portfolio Assessment in the Discipline

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): ENG 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

Credits: 0.

CPL 500 - Credit Portfolio Assessment in the Discipline

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): ENG 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

Credits: 0.

CSJ - Criminal & Social Justice

CSJ 106 - Law Enforcement

This course is an examination of contemporary American law enforcement. Policing and investigative agencies and their structures, functions and purposes are examined and evaluated. Topics include history, criminological role in society, trends in crime and enforcement, professionalism, organizational sub-cultures, ethics, corruption and civil liability. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSJ 107 - Criminal Justice System

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.

Credits: 5. Prerequisite: None. Corequisite: None.

CSJ 205 - Criminology: Studying Criminal Behavior

Students will examine theories of crime to explore crime causation, understand crime patterns, and evaluate crime trends. The course will explore crime typology and measurement procedures, crime data, theory and theoretical explanations of criminal behavior (including biological, social, psychological and environmental theories), crime victims, public policy implications, and societal responses to crime and criminals. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSJ 206 - Criminal Law and Procedure

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

Credits: 5.

CSJ 207 - Intro to Corrections

Students will examine the historical development of corrections in America. An overview of correctional policies, goals, structure, operations of correctional (prisons/jails), sentencing trends, probation and parole, inmate life, and other community correctional programs will be explored. The overrepresentation of ethnic minorities, mass incarceration, and reform measures will be examined. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSJ 209 - Constitutional Law

Students will examine constitutional law as it relates to criminal justice issues. A historical overview of the U.S. Constitution will be covered along with how the Constitution works in the adjudication process, and the role of the U.S. Supreme Court. The First, Second, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments will be emphasized. The course also examines how the Constitution protects the rights of the accused as well as the rights of law-abiding citizens. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSJ 210 - Community Policing

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

Credits: 5.

CSJ 211 - Police Organization

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

Credits: 5.

CSJ 215 - Juvenile Justice Systems

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): CSJ 106 or permission of director 5 QH

Credits: 5.

CSJ 312 - Crime, Media and Public Opinion

Students will examine 20th and 21st century mass media and ways in which it shapes and distorts public understanding of fundamental issues related to criminal justice, including the role of prejudice and

inequality on depictions of crime and the people and institutions involved. Students will gain knowledge and awareness of the media's influence on the way people think about crime, and the subsequent impact on public opinion and policy, and not only take steps to consume media critically, but also consider ways this interplay can be improved in order to benefit the communities in which students live and the communities and fields in which they will work as future professionals.

Credits: 5. Prerequisite: HIS 102 or transferred equivalent course (since this course has now moved to upper level) or approval of the department chair. Corequisite: None.

CSJ 315 - Youth, Crime and Justice

Students will explore the American juvenile justice system, focusing on understanding and empathy for youth who encounter it and examining the root causes of juvenile delinquency. Students will analyze child development theories and the role of institutions in shaping youth behavior. Students will analyze the role of race, class, ethnicity, gender, power, and privilege in shaping legal and social responses to delinquency. Students will critically assess the effectiveness of legal, social, and political strategies in addressing and preventing delinquency.

Credits: 5. Prerequisite: None. Corequisite: None.

CSJ 353 - Criminal Investigations

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.

Credits: 5. Prerequisite: CSJ 107, CSJ 106 OR permission of the department chair/director. Corequisite: None.

CSJ 354 - Sociology of Deviant Behavior for Criminal Justice Professionals

Students will explore the sociological underpinnings of deviant behavior and their impact on the criminal justice system. They will examine the social construction of deviance, key theories of deviance, and verifying definitions of what constitutes deviant behavior (criminal and non-criminal) to assess the interplay between social norms and criminal justice policies and practices. Additionally, students will apply their understanding of deviance to evaluate contemporary reform efforts and articulate a personal philosophy of professionalism, ethical behavior, and commitment to serving diverse communities.

Credits: 5. Prerequisite: SOC 101 or transferred equivalent course or approval of the department chair.

CSJ 355 - Ethics, Diversity, and Professionalism in Criminal Justice

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

Credits: 5.

CSJ 356 - Criminal Justice Administration

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

Credits: 5.

CSJ 400 - Criminal Justice Reform Movements

This course will critically explore the principles, theories, and practices involved in criminal justice reform using a multidisciplinary approach. Students will analyze the historical and social contexts that shaped the criminal justice system and critically evaluate its strengths and weaknesses especially as it relates to systemic biases, disparities, and inequities that disproportionately impact marginalized communities. Students will address topics including sentencing reform, alternatives to incarceration, restorative justice, police reform, decarceration, rehabilitation, and reintegration programs. Students will gain insight into the challenges and opportunities associated with implementing reform initiatives at various levels, from local communities to national policy arenas. Pre-requisite(s): None Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: Needs UCO.

CSJ 401 - Victimology

Students will apply key theories of victimology to analyze the role of societal factors in shaping victimization, the impacts on individuals and communities, and the implications for society. Students will also assess the effectiveness of victim-centered policies and victim support services provided by the criminal justice system and other community-based organizations through theoretical, practical, and equity-minded lenses. Integrating theory, research, and policy analysis, this course will help students explore the “victim's” social construction and foster critical inquiry into current societal contexts.

Credits: 5. Prerequisite: CSJ 107 or equivalent transferred in or Department Chair approval.

CSJ 466 - Comparative Criminal Justice Systems

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

Credits: 5.

CSS-Computer-Science-Info-Systems

CSS 100 - Computational Thinking and Technical Writing

This course will introduce students to computational and critical thinking to solve problems along with 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.

Credits: 5. Prerequisite: None. Corequisite: None.

CSS 101 - Introduction to Open-Source Data and Software

Open science creates more advanced and inclusive research faster, builds a more just and equitable world, and ensures that minds from all walks of life can participate in research. Open science will broaden participation, increase accessibility to knowledge, and embrace new technologies that can respond to these changes at scale. This course covers the basics of open science, open-source data and software, and communicating results openly. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Credits: 2.

CSS 200 - Introduction to Information Systems

This course introduces students to the role of information systems in company and organizational settings. This course explores key information systems applications, such as customer relationship management, supply relationship management, and decision support systems. 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): Permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 205 - Operating Systems

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): Permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 210 - Introduction to Networking

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): CSS 200; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 225 - Introduction to Applied Programming

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.

Credits: 5. Prerequisite: CSS 200 or Permission of Program Chair or designate. Corequisite: None.

CSS 230 - Practical Applications in Artificial Intelligence

Artificial intelligence has become an integral part of our everyday lives, influencing how we work, communicate, and interact with technology. This course is designed for students from diverse academic backgrounds who are curious about AI and its implications for society. Through a blend of theoretical concepts, hands-on activities, and real-world examples, students will explore the fundamentals of AI in a way that is accessible and engaging, regardless of their prior experience with technology or computer science.

Credits: 5. Prerequisite: None. Corequisite: None.

CSS 250 - Fundamentals of Cloud Computing

This course introduces cloud computing from both business and technical perspectives. Students will learn about the core concepts, architectures, and operational models that underpin modern cloud platforms. The course builds a strong conceptual and theoretical foundation for designing, provisioning, securing, monitoring, and optimizing cloud services to deliver scalable, reliable, and cost-effective computing. Students examine the evolution from on-premises infrastructure to virtualized and cloud-native systems, learning how elasticity, resource pooling, automation, and managed services transform how organizations build and operate applications.

Credits: 5.

CSS 300 - Data Analysis

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): MTH 102 or MTH 106 and CSS 225; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 301 - Applied Object-Oriented Programming

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

Credits: 5.

CSS 302 - Switching, Routing, and Wireless Fundamentals

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with virtual LANs and inter-VLAN routing in both IPv4 and IPv6 networks. Pre-requisite(s):CSS 210; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 303 - User Interface Development

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 CSS 424; or Permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 304 - Application Design and Development

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): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 315 - Systems Analysis

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.

Credits: 5. Prerequisite: CSS 200. Corequisite: None.

CSS 320 - Discrete Structures

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.

Credits: 5. Prerequisite: CSS 225 and a Statistics or Calculus course. Corequisite: None.

CSS 320 - Discrete Structures

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.

Credits: 5. Prerequisite: LAM 106 or MTH 102 or Permission of Program Chair or designate. Corequisite: None.

CSS 330 - Cloud Computing Architecture

The course introduces cloud architectural models, such as service and deployment models (IaaS, PaaS, SaaS; public, private, hybrid), and explores the design of scalable, resilient, and secure cloud infrastructures. Building on foundational cloud concepts, students learn to translate business and technical requirements into reference architectures and deployment patterns using modern cloud primitives, including networking, compute, storage, identity, security controls, observability, and automation. The course emphasizes architectural tradeoffs, well-architected thinking, and the disciplined use of patterns to produce cloud systems that meet reliability, performance, and governance constraints.

Credits: 5. Prerequisite: CSS 250.

CSS 350 - Machine Learning Techniques

This course is designed for students who have a foundational understanding of machine learning concepts and are ready to delve deeper into advanced algorithms and methodologies. Through a combination of theoretical topics, practical assignments, and hands-on projects, students will gain an in-depth understanding of state-of-the-art machine learning techniques and their applications in various domains.

Credits: 5. Prerequisite: Pre-requisite(s): CSS 300 or Permission of Program Chair or designate. Corequisite: None.

CSS 400 - Cybersecurity Essentials

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): Permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 401 - Systems for Cloud Computing and Big Data

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 433 or MIS 433; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 402 - Advanced Studies in Analytics

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

Credits: 5.

CSS 403 - Mobile App Development

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

Credits: 5.

CSS 404 - Back End Web Development

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): MIS 303 or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 405 - Connecting Networks

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 302. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 406 - Network Security

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. Co-requisite(s): None. 5 quarter hours

Credits: 5.

CSS 407 - CyberOps

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

Credits: 5.

CSS 424 - Developing and Managing Websites

CSS 433 - Developing and Managing Databases

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

Credits: 5.

CSS 437 - Data Mining and Warehousing

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.

Credits: 5. Prerequisite: CSS 433 or MIS 433; or permission of Program Chair or designate. Corequisite: None.

CSS 450 - Cutting-Edge Applications in Artificial Intelligence

Upon completion of the course, students will have gained an understanding of cutting-edge AI techniques and their applications across diverse domains. They will be equipped with the knowledge and skills to tackle complex challenges, drive innovation, and leverage AI technology. This course will prepare students to be at the forefront of AI research, development, and implementation. Topics include deep learning, neural networks, natural language processing, and computer vision.

Credits: 5. Prerequisite: CSS 350 or Permission of Program Chair or designate. Corequisite: None.

CSS 470 - Next-Generation Cloud Computing and Emerging Technologies

This advanced, forward-looking course examines how cloud platforms are evolving beyond traditional IaaS/PaaS/SaaS to become highly distributed, intelligent, autonomous, and domain-optimized computing ecosystems. Students explore the architectural and operational implications of emerging paradigms, including edge and fog computing, cloud-native acceleration (GPUs/TPUs/NPUs), serverless-first design, confidential computing, AI-driven operations, and data-centric architectures, while developing the ability to evaluate new technologies critically for feasibility, risk, cost, and strategic value.

Credits: 5. Prerequisite: CSS 330.

CSS 492 - Internship in Computer Science and Information Systems

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): CAR 490 or permission of Program Chair or designate. Co-requisite(s): None. 2-5 quarter hours

Credits: 2 TO 5.

CUL - Culinary

CUL 095 - Sixth or Sevnth Block Practical Exam

Sixth or Seventh Block Practical Exam.

Credits: 0. Prerequisite: None. Corequisite: None.

CUL 110 - Sanitation

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.

Credits: 1. Prerequisite: None. Corequisite: None.

CUL 255 - Off-Premise Catering

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

Credits: 3. Distribution: KC:Kendall Course.

CUL 325 - Food Service Public Relations

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

Credits: 5. Distribution: KC:Kendall Course.

CUL 345 - Wines, Spirits, and Food Affinities

This 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. *Course fees applies.

Credits: 3. Prerequisite: None. Corequisite: None.

CUL 360 - Food Wellness Trends

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

Credits: 4.

CUL 372 - Menu to Plate Concepts

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

Credits: 4.

CUL 390 - Cooking for Dietary Needs

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

Credits: 4. Distribution: KC:Kendall Course.

CUL 400 - Professional Development

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

Credits: 1.

CUL 410 - Flavor Theory

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

Credits: 3.

CUL 420 - Food Service Research and Development

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

Credits: 4. Distribution: KC:Kendall Course.

CUL 436 - Facilities Planning

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.

Credits: 2. Prerequisite: KCUL165. Corequisite: None.

CUL 485 - Plant Based Forward Cooking

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, he 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

Credits: 4.

CYBR - Cybersecurity

CYBR 099 - Accelerate U Cybersecurity Orientation

This course serves as the initial step of orientation to the Cybersecurity Analyst Certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend an orientation for the program.

Credits: 0. Prerequisite: None. Corequisite: None.

CYBR 401 - AI and Security Foundations

In the AI and Security Foundations course, students will build foundational knowledge of computer hardware, operating systems, and networking, and develop AI literacy, including how to apply generative AI ethically and effectively in IT workflows. Learners will identify cybersecurity threats, apply defensive strategies, and develop practical network defense skills, including monitoring, access controls, and endpoint protection. A comprehensive capstone scenario gives students the opportunity to demonstrate and integrate the knowledge and skills developed in a real-world scenario.

Credits: 5. Prerequisite: None. Corequisite: None.

CYBR 402 - Security Principles and Architecture

The Security Principles and Architecture course develops deep knowledge of core security concepts, including the CIA triad, threat actor behavior, cryptography, and identity and access management, and equips learners to apply secure architecture principles across enterprise and cloud environments. Through hands-on labs, realistic threat scenarios, and ongoing feedback cycles, students will build operational fluency with enterprise-grade tools and confidently navigate the modern threat landscape. The content in this course is aligned to the General Security Concepts and Security Architecture domains of the CompTIA Security+ certification.

Credits: 5. Prerequisite: CYBR 401. Corequisite: None.

CYBR 405 - Security Operations and Risk Management

In this course, learners will apply operational and governance skills central to entry-level cybersecurity work. Students will navigate vulnerability management workflows, network and endpoint security operations, application security practices, and structured incident response. Through scenario-based exercises, they will analyze indicators of compromise, develop security monitoring fluency, and apply risk management and compliance frameworks to realistic organizational scenarios. Course content aligns with the Security Operations, Security Program Management, and Oversight domains of the CompTIA Security+ (SY0-701) certification. At course completion, along with prerequisites, students will have the conceptual mastery needed to confidently sit for the exam.

Credits: 5. Prerequisite: CYBR 401 and CYBR 402. Corequisite: None.

CYBR 410 - SOC Analyst Foundations and Splunk

In this course, learners apply foundational cybersecurity knowledge across two industry-standard platforms. Through the Cisco CyberOps Associate curriculum, students will develop fluency in SOC workflows, threat intelligence, network security monitoring, and incident response. Learners then build hands-on Splunk skills including SPL queries, dashboards, alerts, and real-time monitoring, before advancing to Splunk Enterprise Security, where they will apply risk-based alerting, MITRE ATT&CK mapping, and threat investigation workflows. This course prepares learners to earn both the Cisco CyberOps Associate digital badge and the Splunk Core Certified User certification.

Credits: 5. Prerequisite: CYBR 401, CYBR 402 and CYBR 405. Corequisite: None.

DBA - Doctorate in Business Administration

DBA 620 - Holistic Management in Organizations

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 622 - Managing Global Challenges

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: Admission to School of Business and Information Technology DBA Program. Corequisite: None.

DBA 624 - Marketing Strategy and Management

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 626 - Corporate and Global Finance

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 628 - Advanced Operations Management

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 630 - Strategy Formulation, Implementation and Evaluation

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 632 - Innovation and Entrepreneurship

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 650 - Organizational Behavior

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 652 - Management Science

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 654 - Organizational Development and Change Management

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 656 - Strategic Team Management

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. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: None. Corequisite: None.

DBA 696 - Doctoral Research I

This course guides students in initial stages of original doctoral applied or dissertation research. Students define a topic and submit a preliminary plan for approval. Students begin researching the background of the selected topic area, critically evaluating prior research, and conducting a review of literature and/or information sources related to the proposed research topic. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: Completion of all required program course hours and/or permission of program chair. Corequisite: None.

DBA 697 - Doctoral Research II

This course guides students in the preparation of completing original doctoral research. In DBA697, students use Chapter 1 built in DBA696 to refine Chapter 1 and complete Chapters 2 and 3 of their dissertation. Throughout this course, students will work directly with their Dissertation Chair. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: DBA 696 and/or permission of program chair. Corequisite: None.

DBA 697X - Dissertation Extension

This course provides an extension of time for DBA students in the process of completing their dissertations. DBA-697X is focused on the completion of Chapters 2 and 3 of the Dissertation, defending Chapters 1, 2, and 3, and submitting an IRB application for empirical dissertations. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the DBA curriculum. Admission to this course requires that the student has completed more than 50% of the course writing requirements and has the approval of the Program Director or designee to be assigned to this course. This extension course can only be taken once. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 0. Prerequisite: DBA 697. Corequisite: None.

DBA 698 - Doctoral Research III

This course guides students in the implementation of doctoral applied or dissertation research. Candidates begin to conduct the study or apply the intervention/solution. Students collect and analyze the data. Chapters 4 & 5 are drafted in this course. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: DBA696, DBA 697 and/or permission of program chair. Corequisite: None.

DBA 699 - Doctoral Research IV

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates compile all sections of the research study into one research document and orally defend their final doctoral research study. Following a successful defense, candidates complete any revisions recommended by their research mentors and submit the doctoral research document for final editing and approval. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 3. Prerequisite: DBA696 Doctoral Research I; DBA 697 Doctoral Research II; DBA698 Doctoral Research III and/or permission of program chair.. Corequisite: None..

DBA 699X - Dissertation Extension

This course provides extension of time for DBA students in the process of completing their Dissertation. DBA-699X is focused on the completion of the Dissertation and defending the Dissertation. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the DBA curriculum. Admission to this course requires that the student has completed more than 50% of the course writing requirements and has the approval of the Program Director or designee to be assigned to this course. This course is part of the DBA curriculum. This extension course can only be taken once. Note: All students in the DBA program are required to maintain employment throughout this program in order to successfully complete this course. Students' employment/practical training is integral to all DBA courses, through class discussions, assignments, and reflection on practical application of this degree.

Credits: 0. Prerequisite: DBA 699. Corequisite: None.

DEE - Disability and Equity in Education

DEE 604 - Social and Political Implications of Assessment

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

Credits: 3.

DEE 605 - History of Disability and Education

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

Credits: 3.

DEE 606 - Applied Disability Studies: Disability Advocacy

This course in Applied Disability Studies explores disability advocacy through a Disability Studies in Education framework that centers the lived experiences, rights, and agency of disabled people. Students examine historical and contemporary models of advocacy that challenge ableism and advance social and institutional change toward disability justice and inclusion. Using Critical Disability Theory, students analyze collaborative approaches to advocacy that affirm disability as a valued form of human diversity. Through applied projects, students learn to advocate effectively with and for disabled individuals in educational, community, and policy contexts.

Credits: 3. Prerequisite: Admission to the NCE Doctoral Program or consent of the instructor. Corequisite: None.

DEE 607 - Mad Studies

Mad Studies is an interdisciplinary field of scholarship, theory, and activism that explores the experiences, history, culture, and politics of people who identify as "mad," psychiatric survivors, or neurodivergent. The repercussions of sanism, a form of systemic discrimination and oppression directed against individuals who are labeled or perceived as having a mental illness, will be examined across time and context. The role of sanism in assessment practices, exclusion, schooling, and confinement will be examined. The principles of Mad Studies will be employed to reconceptualize practice and policy that rejects deficit models and embraces a broad diversity of psychic states, emotions, behaviors, beliefs, and experiences.

Credits: 3. Prerequisite: Acceptance in the Ed.D. or Ed.S. in Teaching and Learning or permission from the instructor. Corequisite: None.

DEE 690 - Seminar: Special Topics in Disability and Equity in Education

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

Credits: 1 TO 12.

DEE 693 - Disability Studies in Education Seminar

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. This includes conceptual models, intersectionality, culture, civil rights, disability justice, self-advocacy and representation. Contemporary issues, problems, and debates are explored as they relate to P-21 education and the disability community, with each candidate selecting a topic of interest for deeper research.

Credits: 3. Prerequisite: Admission to NCE Doctoral Program in Teaching and Learning or permission of the instructor. Corequisite: None.

DOC - Doctoral Research Courses

DOC 699X - Dissertation Extension

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

Credits: 0. Distribution: Argosy Courses.

DTE-Design-Thinking-Entreprneship

DTE 500 - Strength-Based Leadership

In this course, students will identity 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

Credits: 3.

DTE 504 - Influencing Behavior through Storytelling

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

Credits: 3.

DTE 505 - Entrepreneurial Management and Finance

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

Credits: 3.

DTE 506 - Design Strategy Studio

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

Credits: 3.

DTE 510 - Cultivating a Culture of Innovation

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

Credits: 3.

DTE 515 - Comprehension Exam in Design Thinking and Entrepreneurship

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

Credits: 3.

DTE 520 - Fundamentals of Effective Sales Strategy

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

Credits: 3.

DTE 525 -

In this course, students will learn about go-to-market strategies for women entrepreneurs and managing the strategic-making process for creating a competitive advantage. Topics include gender diversity, understanding women entrepreneurs' unique approach to developing an entrepreneurial enterprise, developing a competitive advantage, various ways to invest in women-owned companies, and disruptive ripe sectors for women entrepreneurs. In addition, students will learn about strategic leadership and how to implement strategies to support women-owned businesses. With this knowledge, student will finalize their Business Plan Executive Summaries and Feminine Business Model Canvases. Pre-requisite(s): DTE 500, DTE 501, DTE 505, DTE 502, DTE 519, DTE 503; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

EAL - English Additional Language

EAL 400 - Educational Foundations for Learning English as an Additional Language

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. 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

Credits: 5. Distribution: Advanced Standing Course.

EAL 400CB - Educational Foundations for Learning English as an Additional Language

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

EAL 405 - Methods and Materials for Teaching English as a Second Language

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, and technology is also discussed. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: EAL 400 and EAL 431. Corequisite: None.

EAL 405CB - Methods and Materials for Teaching English as a Second Language

This course prepares candidates in methodology for teaching 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, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. This is an advanced standing course that may count toward both baccalaureate and master's degrees. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EAL 400CB and EAL 431CB. Corequisite: None.

EAL 406 - Methods and Materials for Teaching Bilingual Education

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: EAL 400 and EAL 431. Corequisite: None.

EAL 406CB - Methods and Materials for Teaching Bilingual Education

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EAL 400CB and EAL 431CB. Corequisite: None.

EAL 408 - Methods and Materials for Teaching Dual Language Bilingual Education

This course will give a comprehensive overview of the historical, philosophical, theoretical, and socio-cultural foundations of Dual Language education in the U.S. This course highlights dual language education, a form of bilingual education where all students learn content in two languages. Students will examine current issues in multilingual schools with an emphasis on content and language-integrated instruction. This course is designed to provide educators with foundational knowledge in Dual Language education. This course will focus on building Spanish language skills, reading fluency in Spanish, as well as phonemic awareness in Spanish and how this leads to proficiency in writing. Course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: None. Corequisite: None.

EAL 410 - Assessing Students Learning English as an Additional Language

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. This is an advanced standing course

that may count toward both baccalaureate and master's degrees. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: EAL 400 and EAL 431. Corequisite: None.

EAL 410CB - Assessing Students Learning English as an Additional Language

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EAL 400CB and EAL 431CB. Corequisite: None.

EAL 412 - Linguistic Considerations for Learning to Read in a New Language

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: EAL 400 and EAL 431. Corequisite: None.

EAL 412 - Linguistic Considerations for Learning to Read in a New Language

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Assigned course requirements include the completion of 20 clinical/observation hours.

Credits: 5. Prerequisite: EAL 400 and EAL 431. Corequisite: None.

EAL 412CB - Linguistic Considerations for Learning to Read in a New Language

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EAL 400CB and EAL 431CB. Corequisite: None.

EAL 431 - Cross Cultural Education

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. **Assigned course requirements include the completion of 20 clinical/observation hours.**

Credits: 5. Prerequisite: EAL 400. Corequisite: None.

EAL 431CB - Cross Cultural Studies for Working with English Language Learners

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 way teacher beliefs and practices affect their lives and achieve Assigned course requirements include the completion of 20 clinical/observation hours. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EAL 400CB. Corequisite: None.

ECE - Early Childhood Education

ECE 301 - Understanding Infants & Toddlers

This course provides an in-depth exploration of infant and toddler development from birth to age three through the lens of theory, research, and professional practice. Students will examine major developmental frameworks across cognitive, language, social-emotional, perceptual, motor, and physical domains using evidence-based resources and current research in the field. Emphasis is placed on the interrelationship between brain development, environment, relationships, and early learning experiences as foundational to healthy growth and Infant and Early Childhood Mental Health (IECMH).

Credits: 5. Prerequisite: EDU 299. Corequisite: None.

ECE 301CB - Development and Attachment Birth to Age 3

Through this course, students will demonstrate competency in understanding development and learning in children prenatal to age three. This course focuses on the interrelationship between unique developmental trajectories and early relationships, nutrition, and safety on development, learning, mental health, and well-being. Collaboration, communication and supporting families, within the context and respect of family culture, beliefs and community is emphasized. This course covers the following Gateways to Opportunities lnfant Toddler Credential Competencies: HGD1, HGD2, HGD3, HSW1, HSW2, IRE1, IRE2. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 302 - Health, Safety and Wellness in Infant/Toddler Environments

This course examines the foundations of creating and maintaining healthy, safe, and developmentally supportive environments for infants and toddlers. Emphasis is placed on the teacher's role in promoting wellness through relationship-based care, culturally responsive practices, and environments that nurture both physical health and emotional well-being. Students will explore how health, safety, and nutrition practices intersect with Infant and Early Childhood Mental Health to support secure relationships and optimal growth from the prenatal period through age three.

Credits: 5. Prerequisite: EDU 299. Corequisite: None.

ECE 302CB - Relationships, Environments, and Collaboration Birth to Age 3

Students will demonstrate competency in understanding of children from prenatal to age three with a focus on the inter-relationship between children, family, practitioners, and community contexts, and their impact on family-practitioner collaboration. Students will identify routines that support relationships and development, and strengths-based strategies to support families. Confidentiality, personal growth, and respectful relationships are emphasized. This course is designed to cover Gateways to Opportunities Infant Toddler Credential Competencies: IRE3, FCR1, FCR2, FCR3, PPD1, PPD2. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 303 - Issues, Trends and Leadership in Early Childhood Education

This course builds competency for successful advocacy and leadership on behalf of children, families, and practitioner in the field. Participants learn how to maximize knowledge of systems, effective communication strategies, collaboration techniques, policies, and resources to support and enhance the work of birth to three leaders. Concepts of whole leadership and visionary leadership will be

explored and practiced. Students will also engage in an exploratory leadership project of their own choosing over the course of the term. In addition, individual professional development planning will take place as well as identification of credentials or certifications that the student is interested in pursuing. Pre-requisite(s): None Co-requisite(s): None 5 quarter hours

Credits: 5.

ECE 311 - ECE Administration: Leadership for Program Success

This course develops leadership competencies essential for early childhood program effectiveness. Students reflect on leadership style, values, and the Whole Leadership Framework to strengthen administrative, pedagogical, and essential leadership skills. Students learn to create program vision and mission statements, address ethical dilemmas, and apply strategies to empower and inspire others. The course emphasizes workforce development through recruitment, evidence-based hiring, onboarding, and continuous staffing models. Students also explore program evaluation, continuous quality improvement, strategic planning, and advocacy to secure resources that support high-quality, sustainable early childhood programs.

Credits: 1 TO 5. Prerequisite: None. Corequisite: None.

ECE 311CB - Early Childhood Administration: Program Administration

This course provides an opportunity for students to demonstrate their competency in various areas related to early childhood education administration and leadership including educational programing, family partnerships, and program operations and facility management. Participants will develop policies and handbooks, environmental design, use of technology, and curriculum planning. This course is designed to cover Gateways to Opportunities Illinois Director Credential Competencies: EP1, EP2, EP3, FP1, POFM1, TEC1, POFM2, TEC1. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential.. Corequisite: None..

ECE 312 - ECE Administration: Managing Program Operations and Finance

This course explores advanced leadership and operational management in early childhood programs. Students apply motivation theory, coaching, mentoring, and performance appraisal practices to support staff engagement and professional growth. Emphasis is placed on fostering positive workplace cultures through communication, collaboration, shared leadership, and conflict management. Students examine succession planning, systems theory, and strategic planning aligned with program mission and long-term goals. The course also addresses legal compliance, emergency preparedness, risk prevention, business structures, budgeting, grant writing, marketing, and program sustainability.

Credits: 1 TO 5. Prerequisite: None. Corequisite: None.

ECE 312CB - Early Childhood Administration: Program Management

This course provides an opportunity for students to demonstrate their competency in various areas related to early childhood education administration and leadership including legal and fiscal, management, communication, human resources development, marketing and public relations, and personal and professional self-awareness. Participants will evaluate case studies, create policies and procedures for hiring and staff management, and create professional portfolio. This course is designed to cover Gateways to Opportunities Illinois Director Credential Competencies: LFM1, LFM2, OWC1, HRD1, MPR1, PPS1, PPS2 . NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 313 - ECE Administration: Administering Learning Environments and Family Partnerships

This course explores the design of culturally responsive, inclusive early childhood learning environments that support children's development and well-being. Participants apply child development theory and research to create indoor and outdoor spaces, implement developmentally appropriate curricula, and use intentional technology to enhance learning. Emphasis is placed on health, safety, nutrition, assessment, and continuous program improvement through observation and data use. The course also highlights family-centered practices, including welcoming strategies, shared decision-making,

and culturally responsive partnerships that empower diverse families to support children's growth.

Credits: 1 TO 5. Prerequisite: None. Corequisite: None.

ECE 321 - Curriculum and Assessment, Infant/Toddler Settings

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): EDU 299 and ECE 301. Co-requisite(s): None. 5 quarter hours

Credits: 5.

ECE 321CB - Developmentally Appropriate Curriculum and Assessment Birth to Age 3

Students will demonstrate competency in designing and implement developmentally appropriate curriculum for infants and toddlers. Special attention will be given to culturally individually, and developmentally responsive curricular strategies for infants and toddlers. Foundational assessment strategies, including observation methods and organizational approaches to gain knowledge of young children, and their familial and social contexts are also included. This course is designed to cover Gateways to Opportunities Infant Toddler Credential Competencies: CPD1, HSW3, HSW4, HGD4, HGD5, OA1, OA2. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 324 - Integrated Preprimary Methodology in Early Childhood Education

Students in this course will learn and use early childhood theories, instructional materials, and Early Learning Standards to plan and teach language arts, literacy, art, music/movement, math, science, social studies, health, and safety for children ages three to five. Play, inquiry, 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 who have special needs and consider ways to collaborate with families and other professionals when planning integrated learning experiences. Fifteen field experience hours in a preschool classroom are required for this course.

Credits: 5. Prerequisite: None. Corequisite: None.

ECE 334 - Language and Early Literacy Development

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 field hours are required and are directly connected to the assignments within the course.

Credits: 5. Prerequisite: EDU 299. Corequisite: None.

ECE 335 - Best Business Practices in Family Child Care

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.

Credits: 1 TO 5. Prerequisite: None. Corequisite: None.

ECE 341 - Early Intervention and Screening for Infants & Toddlers

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 hours of field work is required for this course. Pre-requisite(s): EDU 299 and ECE 301. Co-requisite(s): None. 5 quarter hours

Credits: 5.

ECE 341CB - Partnering with Families to Support Development and Learning Birth to Age 3

Through this course, students will demonstrate competency in the identification of culturally, and developmentally responsive curriculum strategies that nurture infant/toddler development, learning, mental health and well-being. Additional attention will be given to collaborating and partnering with families to integrate their experiences, cultural practices and perspectives in order to support the healthy growth of infants and toddlers and create positive family-child interactions and relationships. This course is designed to cover Gateways to Opportunities Infant Toddler Credential Competencies: CPD2, CPD3, FCR4, IRE4, IRE5, IRE6, PPD3. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 342 - Culturally Responsive Infant/Toddler Settings

This course explores how culture influences infant and toddler development and emphasizes building strong relationships with families across diverse backgrounds. Students examine child-rearing practices, cultural traditions, and parental expectations to develop culturally appropriate, responsive care strategies. The course includes 20 required field hours.

Credits: 5. Prerequisite: EDU 299 and ECE 301. Corequisite: None.

ECE 342CB - Evidenced Based Practices Birth to Age 3

Students will demonstrate competency in supporting and partnering with families and children at different developmental stages in a variety of experiences, such as transitions, sleeping, eating, diapering, safety and schedule to support healthy development, learning, mental health and well-being of infants and toddlers. Additional attention will be given to supporting social and cognitive development, understanding temperament and responsive care that promotes healthy relationships. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

ECE 400 - Infant/Toddler Mental Health and Trauma Informed Practice

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 hours of field work are required for this course. Pre-requisite(s): EDU 299 and ECE 301. Co-requisite(s): None. 5 quarter hours

Credits: 5.

ECE 400CB - Wellbeing and Mental Health Birth to Age 3

Students will demonstrate competency in understanding the overall well-being and development of infants/toddlers, with a focus on biological and environmental risks and eligibility for early intervention. Special consideration is given to advocacy for practices, policies, and systems to support the significance of infant/toddler mental health and learning. This course is designed to cover Gateways to Opportunities Infant Toddler Credential Competencies: HGD7, CPD5, FCR7, PPD5. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB. Corequisite: None.

ECE 405CB - Evidenced Based Practices in Early Childhood Education

This course is designed for early childhood educators to demonstrate competency in making evidence-based decisions about curriculum and program development. Students will identify the relationship between curriculum, relationships, environments, and child development; design engaging environments based on theory, policy, and guidelines; use observation and assessment to ethically support child development, learning, and programing; and communicate with families and colleagues to support healthy child development and programming.

Credits: 5. Prerequisite: EDU 200CB, EDU 210CB, or Gateways level 2 ECE Credential. Corequisite: None.

ECE 450CB - Early Childhood Administration Curriculum, Assessment, & Continuous Improvement

This course provides an opportunity for students to demonstrate their competency in various areas related to early childhood education administration and leadership including educational programming, technology, communication, leadership and advocacy, and human resource development. Participants will use data collection tools and standardized assessments, create continuous

improvement plans, and reflect on center policies. This course is designed to cover Gateways to Opportunities Illinois Director Credential Competencies: EP 4, EP 5, EP 6, EP 7, LA1, LA2, TEC 2, HRD3, HRD4, OWC3 . NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways v. Corequisite: None..

ECE 455CB - Early Childhood Administration: Legal, Fiscal, and Advisory Considerations

This course provides an opportunity for students to demonstrate their competency in various areas related to early childhood education administration and leadership including human resource development, communication, legal and fiscal management, management and public relations, and personal and professional self-awareness. Participants will review advisory board policies, budget planning, family engagement strategies, and create an professional action plan. This course is designed to cover Gateways to Opportunities Illinois Director Credential Competencies: HRD2, OWC2, LFM3, MPR2, PPS3 . NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential.. Corequisite: None..

ECE 470 - Early Childhood Education: Student Teaching

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

Credits: 10 TO 14.

ECE 470A - Early Childhood Education Student Teaching Field Experience

This is the final field–based experience course in the professional sequence of the Educator Preparation program. This course will continue to expand the teacher candidates' work through our innovative virtual coaching model. Under the guidance of a qualified Mentor Teacher and a University Field Coach, teacher candidates will gradually assume instructional responsibilities in the field, building towards a minimum of 4 weeks of full take-over in the classroom setting. Pre-requisite(s): EDU 299, EDU 350, ECE 324, ECE 334, EDU 477, EDU 480, EDU 483, and EDU 420. Co-requisite(s): None. 5 quarter hours

Credits: 5.

ECE 470B - Early Childhood Education Student Teaching Seminar

Students engage in a weekly seminar that is required for all student teachers. This seminar includes creating a Professional ePortfolio, reflecting on the art and process of teaching, and exploring resources that support novice and developing teachers. Successful completion of this experience is based on the demonstration of a wide variety of competencies including collaboration with peers, reflective practice, and the successful completion of a Professional ePortfolio. The ePortfolio includes artifacts such as resume and cover letter, teaching philosophy, lesson plans, reflections and other demonstrations of teaching proficiency. This course is the culmination of the full teacher preparation program, and provides opportunities for teacher candidates to synthesize their learning into actionable and demonstrated skills and behaviors. NOTE: Ten weeks of full-day student teaching is required for this course.

Credits: 5. Prerequisite: EDU 299 , EDU 350, ECE 324, ECE 334, EDU 477,EDU 480, EDU 483, EDU 420A, EDU 420B. Corequisite: ECE470A.

ECE 470X -

Credits: 0.

ECE 471CB - Early Childhood Education Student Teaching Seminar

This course includes creating a professional portfolio, reflecting on the art and process of teaching, and investigates equitable opportunities for students'

development and learning. The portfolio includes artifacts such as resume, teaching philosophy, unit and lesson plans, reflections and demonstrations of teaching proficiency. Students will examine discriminatory policies that impact students, families, communities, and teachers with a focus on culturally responsive communication and collaboration with families and professionals. This course is the culmination of the licensure teacher preparation program, and provides opportunities for teacher candidates to synthesize their learning and experience into actionable and demonstrated skills and behaviors. NOTE: this course is only open to students in the ECE Competency-Based program. This course must be taken in the last year of the student's program.

Credits: 5. Prerequisite: EDU 200CB, EDU 210CB, EDU 290CB, EDU 305CB, EDU 310CB, EDU 352CB, or Gateways Level 4 Credential.. Corequisite: ECE 472CB.

ECE 472CB - Early Childhood Education Student Teaching Field Experience

This is the field–based, student teaching course in the ECE Licensure Learning Journey. This course will continue to expand the teacher candidates' work through completion of video-based feedback of teaching, self-reflection and evaluation of Field and Professional Disposition Assessments, and compliance in Safety and Security Training. Student Teaching Field Experience may be done at the student's place of employment, if it meets NLU and Illinois State Board of Education student teaching requirements. NOTE: this course is only open to students in the ECE Competency-Based program. This course must be taken in the last year of the students program.

Credits: 5. Prerequisite: EDU 200CB, EDU 210CB, EDU 290CB, EDU 305CB, EDU 310CB, EDU 352CB, or Gateways Level 4 Credential.. Corequisite: ECE 471CB OR CPL 400.

ECE 480 - Internship in Infant/Toddler Studies

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 fifty hours of field work are required for this course. Pre-requisite(s): ECE 301, ECE 302, ECE 321, ECE 334, ECE 400, ECE 341 and ECE 342. Co-requisite(s): None. 10 quarter hours

Credits: 10.

ECE 483 - Inquiry Based Teaching Methods, Science and Social Studies, Early Primary Grades

This course engages teacher candidates in inquiry-based science and social studies instruction. Candidates will explore strategies that foster wonder, critical thinking, and historical/scientific understanding through student-centered activities, community resources, and primary sources. Emphasis is placed on creating a risk-free, inquiry-driven environment. The course includes 30 hours of fieldwork and at least two online synchronous sessions.

Credits: 5. Prerequisite: EDU 299, EDU 350 and SPE 445. Corequisite: None.

ECE 495 - Special Topics in Early Childhood Education

This special topic course is developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once. Pre-requisite(s): None. Co-requisite(s): None. 1 to 5 quarter hours

Credits: 1 TO 5.

ECE 495CB - CB Special Topics in Early Childhood Education

CB: This competency based special topics course is developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495CB courses which can apply to the degree, although each topic may be taken only once. Pre-requisite(s): None. Co-requisite(s): None. 1 to 5 quarter hours

Credits: 1 TO 5.

ECE 502 - Quality Child Care for Infants and Toddlers

This course focuses on relationship-based, developmentally appropriate care and education for infants and toddlers in group settings. Emphasis is placed on responsive caregiving, developmental theory, play and routines as curriculum, supportive environments, and culturally responsive practice. Students analyze infant and toddler development across domains—including social-emotional, cognitive, language, and motor development—and apply theory to caregiving practices that support

secure relationships and exploration. Integration of observation and reflective practice will be used to strengthen professional decision-making, ethics, and family partnerships in infant–toddler programs. Twenty-five hours of observation in an accredited infant/toddler setting is required.

Credits: 2. Prerequisite: None. Corequisite: None.

ECE 503 - Teaching and Learning in Early Childhood

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.

Credits: 3. Corequisite: None.

ECE 504 - Human Development: Infancy and Childhood

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

Credits: 3.

ECE 507 - STEM in Early Childhood

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.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 510 - Child, Family and Community

This course examines the dynamics of family life, family challenges, family stresses, and their impact on child development. The course explores the ecological contexts in which children live, the relationships among families, child care settings, communities, and broader social and cultural systems, and the personal and cultural filters through which early childhood professionals view children and their families. Emphasis is on the current social, political, legislative, and economic status of children and their families and the crises they face. Students will study existing community interventions that support children and their families and discuss the issue of public policy and private advocacy. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

Credits: 3.

ECE 512 - Early Childhood Curriculum

This course is designed to acquaint students with basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child, including the use of technology. Emphasis is given to the concept of "developmentally appropriate practices," and to analyzing historical developments and current criticisms. Finally, students are taught the role of diversity in curriculum planning, and approaches to child assessment and curriculum evaluation, for all children including those with challenges. Pre-requisite(s): None. Co-requisite(s):None. 2 semester hours

Credits: 2.

ECE 515 - Financial and Legal Aspects of Early Child Care Management

This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children's records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and

tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation.) Prerequisite(s): None. 3 semester hours

Credits: 3.

ECE 521 - Writing and Effective Communication for Early Childhood Education Administrators

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

Credits: 1.

ECE 522 - Foundations of Emergent Literacy

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): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

ECE 523 - Historical and Philosophical Foundations of Early Childhood Education

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.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 525 - Leadership Strategies for Supervision and Professional Development

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, 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

Credits: .5 TO 3.

ECE 526 - Methods of Developing Mathematical Mindsets in Early Childhood

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.

Credits: 3. Prerequisite: Admission to the Early Childhood Education MAT program or consent of MAT Program Director. Corequisite: None.

ECE 527 - Organizational Theory, Group Dynamics, and Leadership Applications

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

Credits: .5 TO 3.

ECE 529 - Financial and Legal Foundations in Early Childhood Education

This course examines financial leadership and legal considerations within the context of sustainable early childhood programs. Emphasis is placed on the interconnected nature of financial systems, regulatory frameworks, and community contexts that shape program access, quality, and long-term sustainability. Students explore how early childhood programs function as integral components of their communities, with attention to accessibility, funding structures, and the influence of policy and regulatory environments. Through a leadership lens, students analyze fiscal decision-making, resource allocation, and legal requirements that impact program operations. The course also integrates grant development and fundraising as strategic components of financial sustainability, examining how community partnerships and diverse funding sources support program growth and innovation. Students engage in learning experiences that connect financial leadership, community engagement, and sustainable program development within early childhood settings.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 537 - Early Literacy Methods, PreK-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.

Credits: 3. Prerequisite: ECE 522. Corequisite: None.

ECE 538 - The Early Childhood Administrator: Individual and Organizational Perspectives

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, culturally competent leadership practices, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 540 - Grant Writing and Fundraising for Early Childhood Programs

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

Credits: 2.

ECE 542 - Public Relations and Marketing of Early Childhood Programs

This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center.

Credits: 3.

ECE 543 - Early Childhood Curriculum and Environmental Design

Students use observation and program assessment tools to evaluate curriculum implementation and learning environments, supporting evidence-informed decision-making and continuous improvement. Through applied learning, students

develop a curriculum and environmental design project that connects program vision, assessment, and innovation, emphasizing leadership in enhancing program quality and strengthening outcomes for children and families.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 544 - Early Childhood Environments: Design and Facilities Management

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

Credits: 2.

ECE 550 - Foundations of Early Childhood Leadership

This course serves as the entry point for the M.Ed. in Early Childhood Administration . It introduces students to the professional identity, leadership expectations, and ethical responsibilities that define effective early childhood leaders. As a foundational course, it establishes the habits of reflective practice, evidence-informed thinking, and innovative mindset that guide leadership decision-making within complex early childhood systems. Students strengthen their professional communication and academic writing skills while developing the mindset necessary for transformative, sustainable, and inquiry-driven leadership. The course prepares students to engage thoughtfully in future projects and action research that support continuous improvement and innovation in the field.

Credits: 1. Prerequisite: None. Corequisite: None.

ECE 555 - Inquiry and Research in Early Childhood Education

In this course, students explore the role of research as a tool for inquiry, reflection, and continuous improvement in early childhood education settings. Students examine how research can be used to investigate questions that emerge from professional practice and to guide informed decisions within early childhood programs. Through the development of an action research project conducted in their own setting (or approved alternative setting), students identify a relevant topic, review related literature, collect and analyze data, and reflect on the implications of their findings for practice. Through the process of investigation, students will learn how to critique published research and explore the publication and research presentation process. Students will develop practical skills investigating classroom and program practices using resulting evidence to inform current and future leadership and practice improvements within the field of early childhood education.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 570 - Internship in Early Childhood Education Preprimary Settings

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 in the program. Field work for ECE 570 is at the preprimary grade level (infant, toddler, or preschool setting). The concurrent university study and field experience provide an opportunity to bridge theory and practice. Candidates meet bi-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.

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 580 - Internship in Early Childhood Education Primary Setting

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

Credits: 3.

ECE 582 - Advocacy and Leadership Connections: Professional Seminar

Credits: 3. Prerequisite: None. Corequisite: None.

ECE 582I - Workshop/Administration/Leadership Connections

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.

Credits: 2.

ECE 588 - Early Childhood Residency Seminar

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 his 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

Credits: 1 TO 11.

ECE 590 - Student Teaching in Early Childhood Education

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

Credits: 5.

ECE 590FE - NCE Field Experience

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

Credits: 0.

ECE 591 - Early Childhood Alternative Licensure Seminar

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. 1-7 semester hours

Credits: 1 TO 7.

ECE 594 - Independent Study/Early Childhood Education

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. 1-3 semester hours

Credits: 1 TO 3.

ECE 600 - Early Childhood Higher Education Faculty Internship I

Credits: 3.

ECE 601 - Early Childhood Higher Education Faculty Internship II

Credits: 3.

ECO - Economics

ECO 200 - Macroeconomics for Today's Professional

Students discover the basic concepts and tools used in macroeconomic analysis: the theory, measurement and determination of national income; business cycles; the multiplier; fiscal policy, budget deficits and the national debt; aggregate supply and aggregate demand; and aggregate demand; and stabilization policy for unemployment and inflation. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): MTH 101 or equivalent. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Other GenEd-Social Science.

ECO 440 - Economics for Managers

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

Credits: 5.

EDL - Educational Leadership

EDL 510 - Change Leadership for Organizational Equity, Development, and Continuous Improvement

This course provides each candidate with frameworks, models, and educational leadership strategies and dispositions that influence change and continuous improvement in schools. The course focuses on change theory, collaborative long-range planning, and decision-making processes that emphasize equitable practices.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 512 - Communication and Technological Skills for Education Leaders

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

Credits: 3.

EDL 517 - Leadership Concepts and Applications in Education

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

Credits: 2.

EDL 520 - Leading Diverse Schools

This course examines the complex interplay of diversity and equity within schools and school communities, focusing on race, class, gender, sexuality, ability, religion, culture, and language. Leadership candidates will critically analyze systemic inequities and socio-cultural dynamics, emphasizing advocacy for policy reforms and the promotion of inclusive practices. Through course readings, discussions, and applied activities, candidates will develop skills in asset-based thinking, culturally responsive leadership, and community engagement. The course emphasizes cultivating critical consciousness to identify and dismantle deficit-based perspectives and inequitable structures. Candidates will also explore strategies to build reciprocal partnerships, address implicit biases, and create equitable learning environments that meet the needs of all students and stakeholders.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 521 - Building School Community Partnerships

This course equips leadership candidates with skills to mobilize community efforts and resources for equitable student learning. Emphasis is on identifying outreach opportunities, building strategic partnerships, and fostering relationships that support success. Candidates will analyze community contexts with diverse data and develop plans for improvement. Topics include advocacy, policy reform, planning and evaluating school-community initiatives, networking, and intercultural communication. The course prepares leaders to advocate for equitable policies and build partnerships between schools, families, and organizations.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 522 - Leading Student-Centered Schools

This course provides an opportunity for candidates to explore what it means to lead student-centered schools, with a particular focus on culturally responsive pedagogical principles and to support student-centered initiatives. Student-centered schools are characterized by a culture of equitable access for all, empowered learning, personal accountability, self-discipline, and safety. This course will look at the school leader's role and dispositions as well as the need for self-awareness and reflection in creating and sustaining a culturally responsive culture by integrating building management and program supervision skills with knowledge of best practices in student-centered classrooms, child and adolescent development, 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, bullying, and cyber-bullying. Pre-requisite(s): Admission to the M.Ed. or Ed.S. Program. Co-requisite(s): None. 2 semester hours

Credits: 2.

EDL 523 - Navigating School and Special Education Law

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

Credits: 2.

EDL 525 - Decision-Making for Educational Systems and Organizations

This course equips candidates with the decision-making and problem-solving skills needed to lead schools with a shared vision rooted in equity, inclusivity, and cultural responsiveness. Grounded in systems theory and critical analysis of educational policy, candidates will examine organizational dynamics using leadership frameworks, network analysis, and decision-making theories. Candidates will develop the capacity to empower diverse leadership teams, foster inclusive teacher decision-making, and center historically marginalized voices in school transformation efforts. Emphasizing the role of policy in shaping educational change, candidates will explore how culturally responsive leadership fosters positive school culture and drives meaningful, equity-focused school improvement. Alternative models of school organization, will be examined through the lens of social justice and community impact, preparing candidates to lead schools that effectively respond to diverse student, family, and community needs.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 526 - Realizing Vision through Technical, Human, and Financial Resources

This course empowers leadership candidates to develop strategic, equity-driven plans for allocating educational resources to support the success of all students, particularly those from historically marginalized communities. Candidates will critically examine theories of effective resource allocation and

analyze case studies that highlight the systemic challenges, tradeoffs, and leadership decisions involved in distributing key resources—including budgets, staffing, time, and technology. Through a major resource reallocation project, candidates will make leadership choices that center equity and culturally responsive decision-making, align resources with school improvement plans, and address conflicts in ways that promote inclusive, student-centered learning environments. Course topics include resource adequacy, equity, efficiency, and reliability, as well as moral, legal, and ethical implications illustrated in the case study.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 527 - Guaranteeing a Differentiated and Coherent Curriculum

Leadership candidates will explore a variety of curriculum development strategies that prioritize equity and cultural relevance. Emphasizing curriculum integration, differentiation, and monitoring, candidates will learn the leadership skills required to design and implement a culturally responsive curriculum that advances student achievement. This course will focus on supporting all students, including English language learners, gifted students, students with disabilities, and those from historically marginalized communities. Candidates will examine Multi-Tiered Systems of Support (MTSS) using it as a systematic model for addressing both academic and behavioral challenges while promoting inclusive practices. Leadership for instructional technology will also be explored, with a focus on leveraging digital tools to create equitable learning environments that reflect the diverse needs and identities of all students.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 528 - Maintaining Accountability with Data Use and Program Evaluation

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.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 529 - Improving Instruction through Teacher Evaluation and Professional Development

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. Specific attention will be given to understanding the change process applied to individuals and organizations, supervision models and evaluation strategies, as well as collaborative models of interpreting and improving instruction. Course goals and topics are aligned with Illinois and Florida state requirements.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 546 - Educational Policy Studies: Conceptualization, Administration, and Evaluation of Educational Reform

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

Credits: 3.

EDL 570 - Internship Seminar I: Organizing Leadership Competency Planning

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 internship plan.

Credits: 1. Prerequisite: None. Corequisite: None.

EDL 571 - Internship Seminar II: Resume Building and Professional Writing for Educational Leaders

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.

Credits: 1. Prerequisite: None. Corequisite: None.

EDL 572 - Internship Seminar III: Demonstrating School Leadership Competence

This course serves as the culminating forum for evaluating leadership competencies and conducting the final assessment of candidates in the M.Ed. or Ed.S. in Educational Leadership programs. Candidates demonstrate their leadership knowledge, skills, and dispositions through a formal interview and comprehensive capstone case analyses, integrating content from all prior coursework as well as applicable national and state leadership standards. The assessment evaluates candidates' presentation abilities and their mastery of the program curriculum through a formal interview, alongside a final examination comprising multiple-choice and constructed-response components.

Credits: 2. Prerequisite: None. Corequisite: None.

EDL 573 - Educational Leadership Project

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

Credits: 1 TO 4.

EDL 598 - Administration and Supervision Internship

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 competencies demonstrated by effective principals by the National Educational Leadership Standards (NELP) and Illinois State Board of Education (ISBE).

Credits: 1 TO 6. Prerequisite: Admission into the M.Ed. or Ed.S. in Educational Leadership Program; EDL 570. Corequisite: None.

EDL 601 - Analyzing Resource Allocation and Equity in Educational Financial Management

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

Credits: 3.

EDL 604 - Fostering Cultural Proficiency, Opportunity and Equity

In this course, candidates will learn skills and guiding principles that foster their cultural proficiency to lead diverse schools and districts, including race, ethnicity, culture, and socioeconomic status. Coursework requires candidates to engage in self-assessment, reflection, understanding of the historical context, and goal-setting around their cultural proficiency. Candidates will also analyze diversity within the school/district setting, examine structures that promote or hinder equitable educational practice, and evaluate policy, curriculum, instruction, assessments, relationships, and opportunity gaps from a cultural proficiency lens. Candidates will learn how to create learning communities where stakeholders feel safe, welcome, and invited, free from bullying, harassment, and discrimination.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctoral Program Chair. Corequisite: None.

EDL 605 - Leading Change

In this course candidates will be introduced to a systems approach to design, implement, and support transformational changes 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. Additionally, candidates will have the opportunity to use the framework that works best for their individual study (e.g., Wagner, Bolman Deal). 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.

Credits: 3 . Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program chair.. Corequisite: None.

EDL 606 - Utilizing Effective Leadership Principles and Processes

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

Credits: 3.

EDL 608 - Communicating and Engaging with Staff, Families, and Communities

In this course, students will focus on community engagement by exploring and analyzing 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.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctoral program coordinator. Corequisite: None.

EDL 620 - Understanding the Dynamics of Political, Legal, and Ethical Issues in Education

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

Credits: 3.

EDL 622 - Developing Curriculum and Evaluating Programs

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

Credits: 3.

EDL 624 - Improving Instruction through Professional Development and Evaluation

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.

Credits: 3. Prerequisite: Admission into the Educational Leadership doctoral program or permission from program chair. Corequisite: None.

EDL 625 - Scholarly Writing for Practitioners

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 use their own dissertations to apply course content.

Credits: 1 TO 4. Prerequisite: Initial enrollment in an Ed.D program.. Corequisite: None.

EDL 626 - Leading Instruction to Advance Student Learning

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. Identifying and exploring assumptions, principles, 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 the development of multi-tiered systems of support. Candidates will examine the use of technology to inform and enhance instruction, emphasizing district-level practices that drive equitable teaching and learning.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctoral program chair. Corequisite: None.

EDL 628 - Analyzing and Using Data for Systemic Improvement

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

Credits: 3.

EDL 630 - Understanding and Using Educational Research

In this course students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. 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

Credits: 3.

EDL 632 - Utilizing Data to Inform Decision Making

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.

Credits: 3. Prerequisite: None. Corequisite: None.

EDL 637 - Managing Human and Fiscal Resources in Education

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

Credits: 3. Distribution: Argosy Courses.

EDL 640 - Introduction to Scholarly Research

This course engages students in the critical analysis of practitioner-focused research, emphasizing its role in educational decision-making across diverse learning environments. Students examine foundational

theories, research paradigms, and methodological approaches, including quantitative and qualitative methods, while exploring the political dimensions of educational inquiry as they begin developing their dissertation methodology.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or EDL and SEDL EDS program or with permission of the SEDL program coordinator. Corequisite: None.

EDL 680 - Seminar: Special Topics in Education

This doctoral seminar addresses current and relevant topics related to education and leadership. Participants research, interpret and analyze the social, political, and historical dimensions of education and leadership as it relates to practice, policy, and research. Topics are addressed from multiple viewpoints, and theoretical positions, providing participants with complex interpretations and application strategies. Students can take the seminar for up to 12 sh. Students must register for seminars on different topics if taken more than once.

Credits: 3. Prerequisite: EDS level, Doctoral standing or consent of instructor.. Corequisite: None.

EDL 690 - Educational Leadership Internship

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

Credits: 1 TO 8.

EDL 691 - Internship in Postsecondary Teaching in the Content Area

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

Credits: 1 TO 8.

EDLF - Educational Leadership Florida

EDLF 510 - Leadership and Organizational Development

This course provides each candidate with frameworks, models, and educational leadership strategies and dispositions that influence change and continuous improvement in schools. The course focuses on change theory, collaborative long-range planning, and decision-making processes that emphasize effective practices.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 520 - Leading Schools That Meet the Needs of All Students

This course examines the contexts of schools and school communities. Through course readings and activities, leadership candidates will have opportunities to develop a critical perspective toward diversity, meeting the needs of all students. Emphasis will be placed on developing leadership skills and dispositions that result in candidates' capacity to promote effective practices. In particular, candidates will understand how their actions impact perceptions related to meeting the needs of all students.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 521 - Building School-Community Partnerships

This course equips leadership candidates with skills to mobilize community efforts and resources for effective student learning. Emphasis is on identifying outreach opportunities, building strategic partnerships, and fostering relationships that support success. Candidates will analyze community contexts with a variety of data and develop plans for improvement. Topics include advocacy, policy reform, planning and evaluating school-community initiatives, networking, and communication. The course prepares leaders to advocate for effective policies and build partnerships between schools, families, and organizations.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 522 - Leading Student-Centered Schools

This course provides an opportunity for candidates to explore what it means to lead student-centered schools, with a particular focus on pedagogical principles, and to support student-centered initiatives. Student-centered schools are characterized by a climate of access for all students, empowered learning, personal accountability, self-discipline, and safety. This course will look at the school leader's role and dispositions as well as the need for self-awareness and reflection by integrating building management and program supervision skills with knowledge of best practices in student-centered classrooms, child and adolescent development, student motivation and discipline strategies, environmental safety, and relationship building. Issues of safety will be addressed, including disaster planning, bullying, and cyber-bullying.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 523 - Navigating School and Special Education Law

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 an 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 for all students and families, 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, safety, and avoid liabilities. This course enables leadership candidates to understand the fundamentals of school law, and special education law, to ensure that laws are upheld and applied fairly with the goal of enhancing school climate. Particular attention will be given to the application of Multi-Tiered Systems of Support and student learning in the least restrictive environments.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 525 - Decision-Making for Educational Systems & Organizations

This course equips candidates with the decision-making and problem-solving skills needed to lead schools with a shared vision to promote the academic success and well-being of all students. Grounded in systems theory and critical analysis of educational policy, candidates will examine organizational dynamics using leadership frameworks, network analysis, and decision-making theories. Candidates will develop the capacity to empower leadership teams, foster teacher decision-making, and center a variety of voices in school transformation efforts. Emphasizing the role of policy in shaping educational change, candidates will explore how effective leadership fosters positive school climate and drives meaningful, school improvement that meets the needs of all students. Alternative models of school organization will be examined through the lens of community impact, preparing candidates to lead schools that effectively respond to student, family, and community needs.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 526 - Realizing Vision Through Technical, Human, and Financial Resources

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, efficiency, reliability, as well as quality staff recruitment, selection, support, and retention.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 527 - Guaranteeing a Differentiated and Coherent Curriculum

Leadership candidates will explore a variety of curriculum development strategies that prioritize a differentiated and coherent curriculum. Emphasizing curriculum integration, differentiation, and monitoring, candidates will learn the leadership skills required to design and implement an effective curriculum that advances student achievement. This course will focus on supporting all students, including English language learners, gifted students, students with disabilities, and all other students. Candidates will examine Multi-Tiered Systems of Support (MTSS) using it as a systematic model for addressing both academic and behavioral challenges while promoting practices that advance student achievement. Leadership for instructional technology will also be explored, with a focus on leveraging digital tools to create effective learning environments that advance the academic achievement and well-being of all students.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 528 - Maintaining Accountability with Data Use and Program Evaluation

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.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 529 - Improving Instruction Through Teacher Evaluation & Professional Learning

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 learning. Specific attention will be given to understanding the change process applied to individuals and organizations, supervision models and evaluation strategies, as well as collaborative models of interpreting and improving instruction. Course goals and topics are aligned with Florida state requirements.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 570 - Internship Seminar I: Organizing Leadership Competency Demonstrations

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 internship plan.

Credits: 1. Prerequisite: None. Corequisite: None.

EDLF 571 - Internship Seminar II: Resume Building & Professional Writing

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.

Credits: 1. Prerequisite: None. Corequisite: None.

EDLF 572 - Internship Seminar III: Demonstrating School Leadership Competence

This course is the final forum for leadership competency demonstrations and final assessment of leadership candidates in the M.Ed. or Ed.S. in the 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 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.

Credits: 2. Prerequisite: None. Corequisite: None.

EDLF 573 - Educational Leadership Project

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.

Credits: 1 TO 4. Prerequisite: None. Corequisite: None.

EDLF 598 - Administration and Supervision Internship

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 competencies demonstrated by effective principals, as identified by the Florida Educational Leadership Standards (FELS).

Credits: 1 TO 6. Prerequisite: EDLF 570. Corequisite: None.

EDLF 601 - Analyzing Structure and Allocation in School Financial Management

In this course candidates will consider the social, economic, and political considerations related to

financing public schools. Adequacy and allocation 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.

Credits: 3. Prerequisite: Admissions to an NLU doctoral program or permission of the EDL Doctoral Program Coordinator. Corequisite: None.

EDLF 604 - Developing Proficient Leaders and Opportunity for all Students

In this course candidates will extend their proficiency to lead schools that promote the academic success and well-being of all students. Coursework requires candidates to engage in self-assessment, reflection, goal-setting and interpersonal effectiveness. Candidates will also analyze the school setting and examine school structures that promote or hinder effective educational practice, and evaluate policy, curriculum, and instruction from a lens that considers promoting the academic success and well-being of all students. Candidates will learn how to create learning communities where all students feel safe.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 605 - Leading Change

This course introduces students to a systems approach to design, implement, and support transformational change required for improved teaching and learning. Students will examine the conditions, competencies, climate, and context affecting organizational change, and the critical skills required to lead a change initiative. Students will also identify the barriers to change and strategies to build capacity, develop high-functioning teams, improve decision-making, and assess progress to sustain change initiatives.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program chair. Corequisite: None.

EDLF 606 - Utilizing Effective Leadership Principles and Processes

In this course, students are introduced to leadership theories, principles, and styles. Students explore how leaders work to establish a climate and conditions 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.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 608 - Communicating and Engaging with Staff, Families, and Communities

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, population changes, and principles of serving all students 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 understanding, group dynamics, community organizing, interagency cooperation, financial resources, and evaluation.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 620 - Understanding the Dynamics of Legal, Ethical, and Political Issues in Education

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 with the goal of enhancing school climate and student learning. Candidates will analyze cases while developing a working knowledge of educational politics and policy.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 622 - Curriculum Planning, Organization, and Evaluation

In this course, students are introduced to models and processes for curriculum planning, organization, and evaluation through a district leadership perspective. Traditional and contemporary curriculum theories and frameworks are examined as they relate to curriculum issues and problems. Macro and micro levels of curriculum are explored to understand how knowledge is shaped in schools and how the curriculum is organized to assist students in meeting 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.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 624 - Improving Instruction through Professional Development and Evaluation

This course focuses on school change in the contexts of teacher learning and organizational climate. School improvement, teacher and school support personnel learning, and vision are linked by a focus on teaching as the core technology of schools. School climate, professionalism, educator knowledge, and instructional leadership are examined to build instructional capacity and professionalism within the organization. State-specific models of principal, teacher, and staff evaluation will be explored as current concepts of adult learning and professional development.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 625 - Scholarly Writing for Practitioners

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 a scholarly voice. Candidates will analyze exemplars and use current course assignments for writing practice.

Credits: 1 TO 4. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 626 - Leading Instruction to Advance Student Learning

In this course, students will examine the theoretical and practical knowledge necessary for a school leader to guide curriculum, instruction, and assessment at the district level. Identifying and exploring assumptions, principles, and concepts of learning theories, strategies, and assessments to foster a learning community that promotes the academic success and well-being of all students will be emphasized. Research-based intervention systems will be explored with strategies for the development of multi-tiered systems of support. The use of technology to inform and enhance instruction will also be examined.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 628 - Analyzing and Using Data for Systematic Improvement

This course focuses on how well a school district functions as an organization. Students combine sociological analysis of organizational roles, structures, and dynamics with practitioner research methods to understand better and assess their school district's organizational conditions, context, climate, and competencies. 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 to uncover and build organizational capacity from within.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 630 - Understanding and Using Educational Research

In this course, students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, experimental, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 632 - Utilizing Data to Inform Decision-Making

In this course, candidates study the methodologies, assumptions, and 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.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDLF 690 - Educational Leadership Internship

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 administrators with a superintendent endorsement), the intern will engage in district-level leadership experiences. Nine 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.

Credits: 1 TO 8. Prerequisite: Admission to an NLU doctoral program or permission of the EDL Doctorate program coordinator. Corequisite: None.

EDU - Education

EDU 200 - Applied Educational Psychology

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.

Credits: 5. Prerequisite: None. Corequisite: None.

EDU 200CB - Environments and Relationships in Early Childhood Settings

This course is designed for early childhood professionals to demonstrate their competency in identifying the effects of environments and relationships on the development and learning of young children. Key competencies covered include in health, safety, and wellness; interactions, relationships, and environments; family and community relationships: and the demonstration of professionalism in relation to supporting healthy development. This course is covers the following Gateways to Opportunities Early Childhood Education Credential Competencies: HSW1, HSW2, IRE1, IRE1, FCR1, PPD1. NOTE: This course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: None.. Corequisite: None..

EDU 210 - Educational Philosophy- A Historical Account

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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

EDU 210CB - Historical and Cultural Influences on Child Growth & Development

This course is designed for early childhood professionals to demonstrate competency describing the interrelationship between developmental domains as a part of typical and atypical growth and development with a focus on culture and family. Other key competencies include historical contexts for early childhood education, theories of growth and development, cultural/linguistic responsiveness, and the impact of trauma and protective factors on growth and development . This course is covers the following Gateways to Opportunities ECE Credential Competencies: FRCR2, FCR3, HGD1, HGD2, HGD3, PPD2. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: None.. Corequisite: None..

EDU 220 - Children's Literature for Educators

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

Credits: 5. Distribution: GenEd-Humanities.

EDU 290 - Ethics in Education

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.

Credits: 5. Prerequisite: None. Corequisite: None.

EDU 290CB - Designing and Implementing Safe and Healthy Early Childhood Environments

Students will demonstrate competency in areas of health, safety, professionalism and ethical engagement with children and families. Students will maintain, design and assess early childhood environments. Students will plan, implement and assess learning experiences using knowledge of children's development, abilities, and interests. Alignment of professional practice with applicable standards, guidelines, and ethical considerations for confidentiality is covered. This course is covers the following Gateways to Opportunities ECE Credential Competencies: HSW3, HSW4, HSW5, IRE3, IRE4, PPD3. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential.. Corequisite: None..

EDU 299 - Child Development

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.

Credits: 5. Prerequisite: None. Corequisite: None.

EDU 301 - Adolescent Development

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

Credits: 5.

EDU 305 - Equity in Education

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

Credits: 5. Distribution: GenEd-Social Science Non-US History.

EDU 305CB - Cultural, Linguistic, Legal, and Ethical Considerations in Early Childhood Edu

Students will demonstrate competency in identifying culturally, linguistically, and individually responsive curricular planning and assessment. Candidates will implement culturally competent teaching strategies and meaningful communication and engagement with families and communities in assessment and goal setting. Students will utilize culturally responsive assessment tools and methods to gain knowledge of children and their familial and social context. NOTE: This course is only open to students in the ECE Competency-Based program. This course covers the following Gateways to Opportunities ECE Credential Competencies: FCR4, FCR5, FCR6, PPD4, CPD1, CPD2, OA1, OA2, OA3.

Credits: 5. Prerequisite: EDU 200CB, EDU 210CB, or Gateways ECE Level 2. Corequisite: None.

EDU 310CB - Supporting the Development of Young Children

This course is designed for early childhood educators to demonstrate competency in child development. Students will interpret unique developmental patterns and supportive resources for diverse children, collaborate with families and community organizations, and describe appropriate environments, methods and content to support development and learning. Students will create a development plan and a professional philosophy of

teaching. This course is covers the following Gateways to Opportunities ECE Credential Competencies: HGD4, HSW6, CPD4, CPD5, IRE5, PPD5, PPD6. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential.. Corequisite: None..

EDU 350 - Teacher Preparation Curriculum and Assessment

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

Credits: 5.

EDU 351 - Curriculum, Instruction, and Assessment in Middle and Secondary Education

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

Credits: 5.

EDU 352CB - Early Childhood Education Curriculum and Assessment

This course is designed for early childhood educators to demonstrate competency in applying basic theories and practices in curriculum and assessment in early childhood education. Students will evaluate and select assessment methods and data collection, implement various types of assessment, differentiate instruction for diverse learners, and select appropriate curricular content, aligned to relevant standards. This course is covers the following Gateways to Opportunities ECE Credential Competencies: OA4, OA5, OA6, CPD6, CPD7, CPD8, CPD9 . NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: Pre-requisite(s): EDU 205CB and EDU 215CB. Corequisite: None..

EDU 353CB - Curriculum and Assessment in Early Childhood Education

This course provides students opportunities to develop foundational competencies related to differentiated instructional planning, grouping strategies, instructional assessment, and developmentally appropriate environmental design and management for young children (K-2). NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

EDU 401 - Google Certified Educator Level 1

The Google Certified Educator Level 1 course provides application-based training to help educators transform lessons through technology integration. The curriculum focuses on increasing classroom efficiency, fostering student creativity, and preparing participants to pass the Level 1 Certification Exam. Participants will dialogue about meaningful use of instructional technology in teaching and learning, and practice using the core Google Workspace tools including Classroom, Drive, Docs, Forms, Slides, and Sheets to design authentic collaborative learning experiences.

Credits: 0. Prerequisite: None. Corequisite: None.

EDU 411 - Social Justice Perspectives on the History and Philosophy of American Education

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include (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 degree. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

Credits: 3. Distribution: Advanced Standing Course.

EDU 415 - Field Practicum I

Credits: 5.

EDU 420 - Field Practicum II

Course Description

EDU 420 Practicum 2 is a Year 2 residency seminar course and a required component of the year-long residency program that builds on Practicum 1 to support teacher candidates in integrating educational theory with practice-based learning within a sustained, school-embedded placement. Candidates refine instructional practice through planning, implementing, and evaluating instruction; analyzing student learning; and engaging in reflective practice, with an emphasis on culturally responsive pedagogy, classroom management, assessment, and professional collaboration. As a core component of the course, candidates participate in a structured classroom-based field experience. This course extends learning from Practicum 1 and prepares candidates for full instructional responsibility and student teaching.

Credits: 5. Prerequisite: EDU 299, EDU 350, ECE 324, ECE 334, EDU 477, EDU 415, and EDU 480. Corequisite: None.

EDU 420A - Practicum: Professional Practices and Classroom Contexts, Field Experience

This is the field–based experience course in the professional sequence of the Educator Preparation program. This course will expand the teacher candidates' work through our innovative virtual coaching model. Under the guidance of a qualified Mentor Teacher and a University Field Coach, teacher candidates will complete their practicum field experience, averaging 2 days a week at their placement site. Teacher candidates will establish relationships with students, familiarize themselves with the classroom structures routines, and will gradually assume instructional responsibilities in the field. This increase in responsibilities will continue to build, setting the teacher candidate up for success in Student Teaching. This course is taken simultaneously with a partner seminar course. To successfully begin Student Teaching, both the instructional course and field experience must be completed. Pre-requisite(s): EDU 299, EDU 350, ECE 324, ECE 334, EDU 477, and EDU 480. Co-requisite(s): EDU 420B. 0 quarter hours

Credits: 0.

EDU 420B - Practicum: Professional Practices and Classroom Contexts, Seminar

This course integrates educational theory, practice-based theory and understanding with field-based experience. This continues to expand the candidates' professional expertise through experiential curriculum to help teacher candidates plan, implement, reflect and analyze core culturally relevant 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. This course is taken simultaneously with a partner field experience course. To successfully begin Student Teaching, both the instructional course and field experience must be completed.

Credits: 5. Prerequisite: EDU 299, EDU 350, ECE 324, ECE 334, EDU 477, and EDU 480.. Corequisite: EDU 420A.

EDU 420CB - Policies, Programming, and Procedures in Early Childhood Education

Students will demonstrate competency in creating, designing, assessing, and advocating for program policies and procedures using current research, theory and knowledge, and create child and program goals in collaboration with families and other team members. Students will develop, and implement plans and procedures that support healthy and safe early childhood program practices; applying key legal, ethical, regulatory guidelines; demonstrate professionalism and leadership; and participate in collaborative systems and proactive, visionary leadership. This course covers the following Gateways to Opportunities ECE Credential Competencies: HSW7, HSW8, FCR7, PPD7, PPD9, PPD10, CPD10.

Credits: 5. Prerequisite: EDU 200CB, EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

EDU 470 - Applied Educational Studies Capstone

This course serves as the culminating experience for Applied Education Studies majors, providing students with the opportunity to complete a Capstone Project that bridges their academic learning with practical application in an education-focused context. Through inquiry-based research and reflective exploration, students will examine a question or topic pertinent to their professional interests in areas such as but not limited to teaching, curriculum, learning, community engagement, educational support services, advocacy, policy, youth development, or community-based education. The direction of each Capstone will be guided by the student's career goals and field interest, while students will also refine their professional documents and reflect on their learning journey, ensuring the development of the skills

necessary for professional success in their chosen career path.

Credits: 5. Prerequisite: None. Corequisite: None.

EDU 477 - Literacy Teaching Methods

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 401, and ECE 334. Co-requisite(s): None. 5 quarter hours

Credits: 5.

EDU 477CB - Methods of Teaching Literacy in Early Childhood Education

This course provides students opportunities to develop foundational competencies in literacy content, differentiated instructional strategies, and assessing students' needs. Special consideration will be given to addressing the individual needs of a diverse population by differentiating instruction, e.g. attending to student differences, integrating assessment and instruction, collaborating with students for learning, and implementing flexible, purposeful grouping strategies for young children (K-2). Language acquisition is also reviewed. Note: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

EDU 480 - Methods of Teaching Mathematics

This course provides candidates an in-depth focus on the subject matter, content standards, mathematical pedagogy, and issues related to the teaching and learning of mathematics in early childhood (Pre-K – 2) and elementary (1 – 6) grades. Candidates will gain an understanding of student learning development within various mathematical domains, along with strategies to support the specific mathematical learning needs of students. 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 craft a lesson plan that meets the specific needs of learners in their field placement, which they will implement, record, and reflect upon. Thirty (30) field hours are required in a setting where mathematics is being taught.

Credits: 5. Prerequisite: EDU 299, EDU 350, and SPE 401. Corequisite: None.

EDU 480CB - Methods of Teaching Math in Early Childhood Education

This course will present essential elements for effective early mathematics instruction in grades K-2. Students will develop competencies in examining and reflecting on their past and current experiences with mathematics, early mathematics content, differentiated instructional strategies, identifying students' prior knowledge and gaps of knowledge and understanding in early mathematics and assessing students' learning needs. Current directions in research, policy, and developmentally appropriate practice in early childhood mathematics will be explored and connected. Special consideration will be given to addressing the individual needs of a diverse population. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level Credential. Corequisite: None.

EDU 481CB - Methods of Teaching Science in Early Childhood Education

This course will present essential elements for effective science instruction in early childhood education environments. Students will develop competencies in science content, differentiated instructional strategies, and assessing student's needs. Current directions in research, policy, and developmentally appropriate practice in early childhood science will be explored and connected. Special consideration will be given to addressing the individual needs of a diverse population. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential.. Corequisite: None..

EDU 482CB - Methods of Teaching Social Studies in Early Childhood Education

This course will present essential elements for effective Social Sciences instruction in grades K-2nd grade. Students will develop competencies in Social Sciences content, differentiated instructional strategies, and assessing students' needs. Current directions in research, policy, and developmentally appropriate practice in early childhood Social Sciences will be explored and connected. Special consideration will be given to addressing the individual needs of a diverse population. NOTE: this course is only open to students in the ECE Competency-Based program.

Credits: 5. Prerequisite: EDU 200CB and EDU 210CB, or Gateways Level 2 ECE Credential. Corequisite: None.

EDU 483 - Inquiry Based Teaching Methods: Science and Social Studies

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 299, EDU 350 and SPE 401. Co-requisite(s): None. 5 quarter hours

Credits: 5.

EDU 504 - Assessment and Curriculum Differentiation in Early Childhood Setting

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

Credits: 2.

EDU 505 - Educational Inquiry and Assessment

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

Credits: 3.

EDU 510 - Social Justice Perspectives on the History and Philosophy of American Education

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include (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

Credits: 2.

EDU 511 - Social and Cultural Politics of Education: Personal and Contextual Perspectives

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

Credits: 3.

EDU 512 - Perspectives on the History and Philosophy of Education

This course 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. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education so that they can promote the academic success and well-being of all students. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

Credits: 2.

EDU 513 - Frameworks for Data Driven Instruction

In this course candidates learn to interpret and apply various data driven instruction frameworks used in school settings. Some frameworks include the use of national assessment data, state assessment data, various individual school level data available to teachers, and classroom assessment data. Candidates also design their own framework for data informed instruction. Focus is on advanced studies in data-based decision making. Candidates research, display, and practice classroom data analysis in the areas of curriculum design, academic intervention, behavior intervention, attendance intervention , and student achievement. Prerequisite(s): Admission to the MED program or permission of instructor. Co-requisite(s): None. 1-3 semester hours

Credits: 1 TO 3.

EDU 514 - Research in Action: Becoming Practitioner Researchers

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

Credits: 3.

EDU 515 - Human Learning and Development in Instructional Contexts

Candidates examine research-based principles, concepts, and educational practices supporting human learning and development in school contexts. Topics include cognitive and metacognitive learning, social-emotional learning, the role of context and culture in the learning process, effective classroom environments, assessment, teacher professional learning, building strong classroom and school communities and partnerships with diverse families and communities, and analyzing instructional strategies and their impact on diverse learners.

Credits: 2. Prerequisite: None. Corequisite: None.

EDU 572 - Creating Diverse and Equitable Classrooms

This course is designed to explore topics related to building equitable classroom environments that address the learning needs of a diverse population of students. The course prepares candidates to plan lessons, understand assessment strategies and use data to drive instruction, understand the methods of reading and content area reading, and engage in instructional practices to meet the educational needs of diverse students. Candidates are introduced to the Culturally Relevant Teaching and Leading Standards (CRTL) and practices for identifying and teaching students with disabilities and multilingual learners (including Special Education and English as a Second Language). Candidates are introduced to strategies to design and facilitate equitable, inclusive and engaged learning communities.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF - Educator Preparation Florida

EDUF 500 - Introduction to and Methods of Teaching Students with Disabilities

Introduction to Methods of Teaching Students with Disabilities is a course that focuses on characteristics, identification, and initial methods of instruction for cross-categorical K-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to special education. Candidates demonstrate an understanding of collaboration, assessment, and instructional planning based on knowledge of the discipline, students, community, and curriculum goal. Candidates learn how to provide instructional opportunities adapted to strengths and needs of

learners based upon consideration of how students differ in their approaches to learning. 15 field hours are required.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 502 - Teaching Comprehension and Content Area Reading

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. This course covers competencies 3 and 4 for the Florida Reading Endorsement.

Credits: 3. Prerequisite: EDUF 540 or consent of program chair. Corequisite: None.

EDUF 505 - Introduction to ESOL Pedagogy and Methods

This course prepares candidates to teach language and content in English for Speakers of Other Languages (ESOL) aligned with Florida's educational statutes and rules. Candidates use evidence-based strategies to support language acquisition and academic achievement by examining and applying conceptual and pedagogical tools for teaching ESOL and designing and delivering instruction that accelerates English language acquisition and is differentiated according to language proficiency. The course also includes an overview of the 5 ESOL strands: Applied Linguistics, Methods of Teaching ESOL, Communication and Understanding for English Language Learners (ELLs), ESOL Curriculum and Materials Development, and Testing and Evaluation of ESOL. Assigned course requirements include the completion of 20 clinical hours.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 506 - A Survey of the Foundations of Teaching ESOL

This course prepares candidates to teach language and content in English for Speakers of Other Languages (ESOL) aligned with Florida's educational statutes and rules. Candidates use evidence-based strategies to support language acquisition and academic achievement by examining and applying conceptual and pedagogical tools for teaching ESOL and designing and delivering instruction that accelerates English language acquisition and is differentiated according to language proficiency. The course also includes an overview of the 5 ESOL strands: Applied Linguistics, Methods of Teaching ESOL, Communication and Understanding for English Language Learners (ELLs), ESOL Curriculum and Materials Development, and Testing and Evaluation of ESOL. Assigned course requirements include the completion of 20 clinical hours.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 507 - Linguistic Dimensions and Instructional Strategies for English Language Learners

This course will survey the strands: Communication and Understanding for ELLs, ESOL Curriculum and Materials Development, and Testing and Evaluation of ESOL, and address the standards and performance indicators aligned with each strand. Candidates will plan lessons and assessments that are standards-aligned and incorporate appropriate technological tools and resources that effectively meet the needs of ELLs. In addition, candidates will demonstrate an understanding of the linguistic components of the English language and how explicit instruction in these components support ELLs' acquisition of English at varying proficiency levels.

Credits: 3. Prerequisite: EDUF 505. Corequisite: None.

EDUF 511 - Human Learning and Development in Instructional Contexts

Teacher 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 climates. Topics include cognitive and metacognitive learning, role of context in the learning process, effective classroom environments, assessment, and teacher professional learning.

Credits: 2. Prerequisite: None. Corequisite: None.

EDUF 512 - Perspectives on the History and Philosophy of Education

This course critically examines the political and economic forces, and the philosophies of education, that have influenced policy, laws, school structure, and practices throughout the history of American education. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education.

Credits: 2. Prerequisite: None. Corequisite: None.

EDUF 540 - Teaching Content Area Literacy at the Middle and Secondary Level

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 B.E.S.T. Standards for English Language Arts grades 6-12. Teacher candidates will have the opportunity to engage in practice-based learning of literacy methods that support the assimilation and accommodation of new ideas. This course covers competencies 1 and 2 for the Florida Reading Endorsement.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 541 - Teaching Writing

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.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 542 - Mathematics for Elementary and Middle School Teachers

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 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.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 543 - Methods for Teaching Social Studies

This course focuses on teaching methods for social studies in 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, a variety of source materials, and supporting all learning communities.

Credits: 3. Prerequisite: EDUF 511. Corequisite: None.

EDUF 544 - Methods of Teaching Science

This course encourages the active exploration of the question, "What is good science teaching?" In this course, candidates explore methods of planning, teaching and assessing elementary students' science outcomes. Candidates construct ideas about effective science instruction to inform their developing science teaching styles and their approaches to creating an effective learning environment. Assignments aim to increase comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way elementary students develop and learn. An emphasis on curriculum, instructional planning, teaching with technology and creating formative and summative assessments are linked to building meaningful constructs of good science teaching.

Credits: 3. Prerequisite: EDUF 511 or consent of the M.A.T. program director. Corequisite: None.

EDUF 545 - Methods for Teaching Elementary School Mathematics

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 all learners mathematics and creating a learning community in the classroom that promotes the academic success and well-being of all students. They examine differentiated instructional approaches that meet the learning styles of all students 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. Participation in this course requires completion of 30 hours of field work.

Credits: 3. Prerequisite: EDUF 542. Corequisite: None.

EDUF 550 - Teaching Comprehension and Content Literacy (Grades 1-6)

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 including students with IEPs, English language learners, students struggling with academic gaps, and gifted learners. 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 and select print and digital texts to expand their students' understanding across content areas. This course covers competencies 1 and 2 for the Florida Reading Endorsement.

Credits: 3. Prerequisite: None. Corequisite: None.

EDUF 551 - Literacy Methods (Grades 1-6)

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 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 promote the academic success and well-being of all students. This course covers competencies 3 and 4 for the Florida Reading Endorsement.

Credits: 3. Prerequisite: EDUF 550. Corequisite: None.

ELE - Elementary Education

ELE 400 - Elementary Education Practicum I: Teaching and Learning in Diverse Settings

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 l - 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

Credits: 5. Distribution: Advanced Standing Course.

ELE 470A - Elementary Education Student Teaching Field Experience

This is the final field–based experience course in the professional sequence of the Educator Preparation program. This course will continue to expand the teacher candidates' work through our innovative virtual coaching model. Under the guidance of a qualified Mentor Teacher and a University Field Coach, teacher candidates will gradually assume instructional responsibilities in the field, building towards a minimum of 4 weeks of full take-over in the classroom setting. Pre-requisite(s): EDU 299, EDU 350, ECE 334, EDU 477, EDU 480, EDU 483, and EDU 420. Co-requisite(s): ELE 470B. 5 quarter hours

Credits: 5.

ELE 470B - Elementary Education Student Teaching Seminar

Students engage in a weekly seminar that is required for all student teachers. This seminar includes creating a Professional ePortfolio, reflecting on the art and process of teaching, and exploring resources that support novice and developing teachers. Successful completion of this this experience is based on the demonstration of a wide variety of competencies including collaboration with peers, reflective practice, and the successful completion of a Professional ePortfolio. The ePortfolio includes artifacts such as resume and cover letter, teaching philosophy, lesson plans, reflections and other demonstrations of teaching proficiency. This course is the culmination of the full teacher preparation program, and provides opportunities for teacher candidates to synthesize their learning into actionable and demonstrated skills and behaviors. NOTE: Ten weeks of full-day student teaching is required for this course. Pre-requisite(s): EDU 299, EDU 350, ECE 334, EDU 477, EDU 480, EDU 483, and EDU 420. Co-requisite(s): ELE 470A. 5 quarter hours

Credits: 5.

ELE 484 - Inquiry Based Teaching Methods, Social Studies, Elementary Grades

This course engages teacher candidates in exploring social studies teaching and learning through an

inquiry-based lens. Candidates will use students' natural curiosity to develop historical thinking, civic competence, and critical thinking while integrating primary sources, current events, and culturally relevant resources. Emphasis is placed on designing inclusive, interdisciplinary lessons, leveraging local communities, and reflecting on teaching practice to grow as culturally responsive educators. Students should expect to spend about 30 hours in the field for this class.

Credits: 5. Prerequisite: EDU 299, EDU 350 and SPE 445. Corequisite: None.

ELE 500 - Elementary Education Practicum I:Teaching and Learning in Diverse Settings

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 K - 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 their class.

Credits: 3. Prerequisite: EDU 510 and EDU 515. Corequisite: None.

ELE 505 - Instructional Practices in Context: Curriculum, Assessment, and Technology

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 contexts. 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.

Credits: 3. Prerequisite: ELE 500. Corequisite: None.

ELE 510 - Elementary Education Practicum II: Advanced Field Experience in Teaching and Learning

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, LSE 511, EDU 510, MHE 540, MHE 542, RLP 550, SCE 540, and SPE 500. Co-requisite(s): RLP 551. 3 semester hours

Credits: 3.

ELE 541 - Methods for Elementary Social Studies: Planning and Assessment

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to plan, develop, and assess 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.

Credits: 3. Prerequisite: EDU 510, LSE 511, ELE 500, or Admission to the Elementary Education M.A.T. program or consent of M.A.T. program director. Corequisite: None.

ELE 545 - Methods for Teaching Arts Education

The course provides Elementary Education Master of Arts in Teaching program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. 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

Credits: 1.

ELE 547 - Methods for Teaching Health and Physical Education

The course provides elementary education Master of Arts in Teaching program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates

will also know, understand and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisites: ELE 500, EPS 511. Co-requisite(s): None. 1 semester hour

Credits: 1.

ELE 575 - Practicum for Subsequent Teaching Endorsement

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

Credits: 3 TO 6.

ELE 577 - Teaching and Learning in Context

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.

Credits: 1. Prerequisite: None. Corequisite: None.

ELE 587 - Resident Teacher Practicum

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. 1-7 semester hours

Credits: 1 TO 7.

ELE 587FE - NCE Field Experience

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

Credits: 0.

ELE 590 - Elementary Education: Student Teaching

This course concludes the pre-service professional development of elementary education teacher candidates about 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 students and practice implementing effective instruction to support and improve all students' learning in the diverse, equitable and inclusive classroom. Candidates advance their understanding of elementary education that encourage a community of learners and collegial relationships in the school.

Credits: 6. Prerequisite: Appropriate standing in the ELE MAT Program LSE 511, EDU 510, ELE 500, ELE 510, SPE 500, CIL 531, RLP 550, RLP 551, MHE 542, MHE 540, CIS 540, SCE 540. Corequisite: Placement in Field Site.

ELE 590FE - NCE Field Experience

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

Credits: 0.

ELE 597 - Resident Teacher Student Teaching

This course concludes the pre-service professional development of resident teacher or alternative pathway 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 in consecutive terms for graduation. Pre-requisite(s): ELE 577 and ELE 587. Co-requisite(s): None. 1-3 semester hours

Credits: 1 TO 3.

ELEF - Elementary Education Florida

ELEF 577 - Teaching and Learning in Context

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 relevant teaching and pedagogy.

Credits: 1. Prerequisite: None. Corequisite: None.

ELEF 587 - Resident Teacher Practicum

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 teacher candidates who are working full-time as teachers or 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. The minimum number of field experience hours is forty (40) and will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class.

Credits: 1 TO 2. Prerequisite: None. Corequisite: None.

ELEF 597 - Resident Teacher Student Teaching

This course concludes the pre-service professional learning of resident teacher or alternative pathway 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. Field experiences include required clinical hours for the Florida Reading Endorsement Competency 5.

Credits: 1 TO 3. Prerequisite: ELEF 577 and ELEF 587. Corequisite: None.

ENG - English

ENG 101 - Beginning English Composition

This is the first course in a three-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

Credits: 5. Distribution: GenEd-Written Communication.

ENG 101L - Corequisite Lab for ENG 101

This corequisite (meaning taken at the same time) class is a structured workshop where students practice broadly useful skills, including information literacy, critical inquiry, research, creativity, process, communication, and language skills. In addition, students will explore their academic identity--who they are as a reader, writer, speaker, listener, and thinker. The majority of class time will be dedicated to targeted work on assignments. Students will apply the skills practiced in class to assignments from any of their courses. While the most obvious connection may be to the core English courses, the skills practiced in the corequisite lab can be applied to any college course, life outside college, and later careers. Pre-requisite(s): None. Co-requisite(s): ENG101. 0 quarter hours

Credits: 0.

ENG 201 - Intermediate English

This is the second course in a three-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.

Credits: 5. Prerequisite: ENG 101. Corequisite: None.

ENG 201H - Honors Intermediate English Composition

This is the second course in a two-term sequence of composition courses. Honors 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

Credits: 5. Distribution: GenEd-Written Communication.

ENG 201L - Corequisite Lab for English 201

This corequisite (meaning taken at the same time) class is a structured workshop where students practice broadly useful skills, including information literacy, critical inquiry, research, creativity, process, communication, and language skills. In addition, students will explore their academic identity--who they are as a reader, writer, speaker, listener, and thinker. The majority of class time will be dedicated to targeted work on assignments. Students will apply the skills practiced in class to assignments from any of their courses. While the most obvious connection may be to the core English courses, the skills practiced in the corequisite lab can be applied to any college course, life outside college, and later careers. Pre-requisite(s): None. Co-requisite(s): ENG 201. 0 quarter hours

Credits: 0.

ENG 203 - Effective Speaking for the Undergraduate

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

Credits: 5. Distribution: GenEd-Oral Communication.

ENG 203H - Honors Public Speaking and Writing

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

Credits: 5. Distribution: GenEd-Oral Communication GenEd-Written Communication.

ENG 203L - Career Communications, Research & Presentation

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

Credits: 0.

ENG 250 - Write with Impact: Clarity, Confidence, and Authenticity

This writing course strengthens the ability to craft clear, credible communication for academic and professional audiences. Students analyze and create texts across multiple genres; apply flexible writing processes; and revise based on feedback. The course develops skills in locating, evaluating, and integrating sources using appropriate citation practices, and examines how AI tools can ethically support writing and revision. A minimum of 5,000 words of formal, revised writing is required across a minimum of 4 assignments.

Credits: 5. Prerequisite: None. Corequisite: None.

ENG 255 - Public Speaking and Presence: Inspire with Confidence

This course focuses on building confidence and effectiveness in public speaking. Develop techniques to improve vocal tone, body language, and audience engagement while mastering the art of storytelling to convey impactful messages. Transform nervous energy into a powerful tool for delivering presentations that captivate and resonate with audiences.

Credits: 5. Prerequisite: ENG 250. Corequisite: None.

ENG 300 - American Literature to 1865

This course focuses on the origins of American Literature beginning with the indigenous peoples and explorers of the sixteenth century through the Colonial, and Romantic periods to the end of the Civil War. It includes a broad range of texts: political essays, songs, narratives, memoirs, myths, poetry, and the emerging American novel, and reflects a broad range of discourse communities representative of the many perspectives and voices within the United States. Pre-requisite(s): ENG 101, ENG 201, or ENG 201H, equivalent, or permission of program chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: Communication GenEd-Humanities.

ENG 301 - Advanced English Composition

This is the final course in a sequence of three-term composition courses. Advanced English Composition is designed to build on the foundational practices established in previous composition courses of thinking critically, reading analytically, researching, expressing ideas clearly and coherently in all genres of writing, and using rhetoric to communicate effectively and lead discussions. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): ENG 101, ENG 201 or equivalent, or permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Written Communication.

ENG 310 - American Literature 1865 to Present

This course focuses on the origins of American Literature beginning with 1865 and continuing through to present day. It includes a broad range of texts: essays, short stories, songs, narratives, memoirs, graphic novels, and poetry, and reflects a broad range of discourse communities' representative of the many perspectives and voices within the United States. Pre-requisite(s): ENG 101 and ENG 201. Co-requisite(s): None. 5 quarter hours

Credits: 5.

ENG 320 - Latinx Literature

This course focuses on the literature of Latinx writers to explore Latinx identities. It includes a broad range of texts from all across the diverse geographical region of Latin America, including the Latinx voices in the United States. Students will read political essays, songs, memoirs, myths, poetry, plays, and novellas that reflect a broad range of discourse and the many perspectives and voices within Latin America. Through this literature, students will explore the indigenous worldview, the impact of colonialism, and Latinx identities in the modern world. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): ENG 101, ENG 201 or ENG 201H, equivalent, or permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities.

ENG 330 - British Literature

This course focuses on the tradition and continuing life of British literature with particular focus on how the tradition of British literature has impacted world literature around the globe through colonialism and post- colonial responses to British literature. Readings will include some canonical works of British literature, as well as later responses to those works as cultural traditions are reinterpreted. It will cover a broad range of genres and a broad range of diverse perspectives. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): ENG 101, ENG 201 or ENG 201H, equivalent, or permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities.

ENG 340 - Literature of the Black Diaspora

This course is a critical study of the literature of the Black diaspora examined from historical, social, and psychological perspectives. We will examine the social construction of 20th-century Black literature and investigate how authors expressed themselves through various artistic genres as they established a unique identity within an oppressive, racist, gender-biased, and capitalistic society. The class time is split between the classroom and online work, some in an adaptive learning environment. Pre-requisite(s): ENG 101, ENG 201 or ENG 201H, equivalent, or permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities.

ENG 425 - Literary Criticism and Analysis

This course will focus on the analytical skills of close reading, literary interpretation, and oral and written response to literature. Lessons will include how to build text-based arguments and responses, and how to investigate, critique, and formulate new meanings in, within, and beyond a wide variety of literary texts. This course will introduce students to the necessary skills for literary scholarship. The class time is split between the classroom and online work, some in an adaptive learning environment.

Credits: 5. Prerequisite: ENG 101, ENG 201 or ENG 201H, equivalent, or permission of chair or designate. Corequisite: None.

ENT - Entrepreneurship

ENT 295 - Introduction to Entrepreneurship

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. In addition, this course studies the mindset of a small business founder/owner. Finally, this course surveys general national and local trends experienced by start up businesses and established small businesses ventures.

Credits: 5. Prerequisite: BUS 101.. Corequisite: None.

ENT 300 - Entrepreneurial Finance

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

Credits: 5.

ENT 330 - Family-Owned Enterprises

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

Credits: 5.

ENT 499 - Entrepreneurship Lab Practicum

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

Credits: 5.

EPS - Educational Psychology

EPS 509 - Structure and Organization of the Educational System for School Counselors

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

Credits: 2.

EPS 539 - Foundations of Behavioral Support

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

Credits: 2.

ESR - Educational Statistics and Research

ESR 514 - Research in Action: Becoming Practitioner Researchers

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

Credits: 3.

ESR 612 - Statistical Methods in Research

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.

Credits: 3. Prerequisite: ESR 608. Corequisite: None.

ESR 614 - Interpretive and Critical Research Methodology

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.

Credits: 3. Prerequisite: None. Corequisite: None.

ESR 616 - Mixed Methods Design

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

Credits: 3.

ESR 618 - Interpretive and Critical Research Design

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.

Credits: 3. Prerequisite: ESR612 and ESR614. Corequisite: None.

FIN - Finance

FIN 200 - Building Strong Financial Foundations

Build personal finance skills that support everyday money management while advancing career goals. Practice budgeting, saving, and making informed financial decisions with confidence. Explore how financial literacy strengthens professional credibility, supports leadership opportunities, and enables long-term career growth.

Credits: 5. Prerequisite: None. Corequisite: None.

FIN 444 - Finance and Accounting Concepts for Managers

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 BUS 430. Co-requisite(s): None. 5 quarter hours

Credits: 5.

GEN - General Education

GEN 103 - Student Success Seminar

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

Credits: 5. Distribution: GenEd-Other.

GEN 103H - Honors Student Success Colloquium

This colloquium course is the entry point into the honors program at NLU and is designed to develop intellectual curiosity, a value for lifelong learning, and a commitment to critical inquiry, three attributes of the UHP. The course is meant to produce a learning community of honors peers who engage in the self-reflection, self-advocacy, and skill development that is required for college and career success. Course content focuses on personal narrative as a critical tool to communicate personal and community identity and students construct and present their own stories to build community, share self-knowledge, communicate leadership and professional purpose and goals, and consider themselves in a wider context. This course is required for students enrolled in the UHP who require GEN 103 in their degree plan; only students in the UHP are eligible to enroll.

Credits: 5. Prerequisite: None. Corequisite: None.

GEN 201 - Foundations of AI Literacy

Artificial intelligence (AI) is transforming how we learn, work, and create. This course provides a foundational understanding of generative AI tools for non-technical users, focusing on their basic functions, practical applications, and ethical considerations. Students will explore the benefits and limitations of generative AI and develop key career competencies as they learn to select appropriate AI tools, meaningfully apply AI tools to specific tasks, and critically evaluate AI-generated content for accuracy, relevance, and bias. Students will also engage with the ethical implications of AI and consider how such tools align with their own personal, academic, and professional values. By the end of the course, students will be equipped to use AI tools responsibly and effectively in the workplace and beyond.

Credits: 2. Prerequisite: None. Corequisite: None.

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

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

Credits: 3. Distribution: GenEd-Other.

GEN 204 - Make Your Point: Essential Skills for Academic Writing & Research

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

Credits: 2. Distribution: GenEd-Other.

GEN 211 - Foundations and Applications of Artificial Intelligence

Artificial intelligence (AI) is transforming how we learn, work, and create. This course provides a foundational understanding of generative AI tools for non-technical users, focusing on their basic functions, practical applications, and ethical considerations. Students will develop deep knowledge of the benefits and limitations of generative AI as they learn to select appropriate AI tools, meaningfully apply AI tools to specific tasks, and critically evaluate AI-generated content for accuracy, relevance, and bias. Students will also deeply examine the ethical implications of AI and its impact on human learning and creativity. By the end of the course, students will develop a personal philosophy on AI use in multiple contexts and be equipped to use AI tools responsibly and effectively in the workplace and beyond.

Credits: 5. Prerequisite: None. Corequisite: None.

HCL - Health Care Leadership

HCL 301 - Overview of Health Care Delivery

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): Gen 103 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

Credits: 5.

HCL 311 - Professional Writing and Presentation Skills in Health Care

This course allows students to review and refine communication skills needed for advancement within healthcare organizations and professions. Students learn techniques and strategies for communicating persuasively as healthcare leaders, both in writing and orally. These persuasive skills, techniques, and strategies foster greater directed leadership presence.

Credits: 5. Prerequisite: HCL301, RES410 or permission of Program Chair or designate. Corequisite: None.

HCL 316 - Team Development in Health Care

This course is a study of team behavior and the effect team functioning has upon organizational effectiveness. Emphasis is placed on the basics of team behavior, principles of team dynamics, problem solving, decision making, diagnosing and resolving conflicts in teams, and managing and facilitating team meetings.

Credits: 5. Prerequisite: HCL 301 and RES 410 or permission of Program Chair or designate. Corequisite: None.

HCL 320 - Educational Delivery and Assessment in Health Care

Students review the general principles of adult learning with application to health education programs. Students design an appropriate learning activity for healthcare organizations that utilizes various components of individual and group learning techniques. Additionally, students explore general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical, and operational quality improvement contexts. Students develop evaluation tools, prepare a comprehensive assessment plan for a workplace training program, and examine the use of assessment for program improvement.

Credits: 5. Prerequisite: HCL301 and RES410; or permission of Program Chair or designate. Corequisite: None.

HCL 326 - Critical Thinking in Health Care

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

Credits: 5.

HCL 350 - Quality Analysis and Improvement in Health Care

This course introduces students to approaches for evaluating the quality of healthcare operations and service delivery. Students review methods for measuring quality within a healthcare department and healthcare service delivery and the processes and best practices in continuous quality improvement.

Credits: 5. Prerequisite: Pre-Requisite: HCL301, Overview of Health Care Delivery; RES410 Critical

Thinking & Research Skills; or permission of Program Chair or designate.. Corequisite: None.

HCL 410 - Health Care Supervision and Human Resources

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.

Credits: 5. Prerequisite: HCL 301, HCL 311, HCL 316, HCL 350 and RES410 or permission of Program Chair or designate.

HCL 416 - Financial and Physical Resource Administration

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

Credits: 5.

HCL 421 - Ethical and Legal Issues in Health Care

This course explores contemporary ethical and legal issues in healthcare 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.

Credits: 5. Prerequisite: HCL 301 Overview of Health Care Delivery; HCL 311 Professional Writing and Presentation Skills in Health Care; RES 410 Critical Thinking and Research Skills; HCL 316 Team Development in Health Care; HCL 320 Educational Delivery and Assessment in Health Care; HCL 350 Quality Analysis and Improvement in Health Care; or permission of Program Chair or designate.. Corequisite: None.

HCL 426 - Health Care Information Systems

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

Credits: 5.

HCL 431 - Marketing of Health Care Services

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

Credits: 5.

HCL 499 - Strategic Analysis and Planning in Health Care

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.

Credits: 5. Prerequisite: HCL 301, HCL 311, HCL 316, HCL 320, HCL 350, HCL 410, HCL 416, HCL 421, HCL 426, HCL 431, and RES 410 or permission of the Program Chair or designate.. Corequisite: None.

HED - Higher Education Leadership

HED 401 - Introduction to Higher Education and Student Affairs

In this course students will explore student affairs as a critical element of higher education institutions. Students will be introduced to structures, career options, and standards within the field, and will engage with student affairs professionals and institutions to learn about diverse experiences and opportunities in the field.

Credits: 5. Prerequisite: None. Corequisite: None.

HED 409 - Interpersonal Relationships and Intervention Skills

This course engages students in practical exercises and scholarship to develop interpersonal skills and manage interactions across their work in higher education. Topics include crisis management, referral and collaboration, implementing interventions, and managing interpersonal challenges.

Credits: 5. Prerequisite: None. Corequisite: None.

HED 430 - Minority-serving Institutions and DEIJ in Higher Education

This course engages students in discussions of the development of and challenges faced by minority serving institutions (MSIs), and diversity, equity, inclusion, and justice (DEIJ) work in higher education. Throughout the term, we will consider MSI classification assignment and impact, how stakeholders contribute to or limit DEIJ work, exemplar programs and institutions, and related topics.

Credits: 5. Prerequisite: None. Corequisite: None.

HED 501 - Introduction to Higher Education and Student Affairs

In this course students will explore student affairs as a critical element of higher education institutions. Students will be introduced to structures, career options, and standards within the field, and will engage with student affairs professionals and institutions to learn about diverse experiences and opportunities in the field.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 502 - Engaging Postsecondary Students

This course explores the experiences and engagement of college students across the full breadth of the college experience--going beyond traditionally-aged college students at four-year institutions to discussing community college students, post-traditional students, racially diverse students, and more, along with the intersectionality of those identities and experiences. Students in this class are asked to consider how educational needs, growth and development, and experiences impact college students and their educational journey.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 509 - Interpersonal Relationships and Intervention Skills

This course engages students in practical exercises and scholarship to develop interpersonal skills and manage interactions across their work in higher education. Topics include crisis management, referral and collaboration, implementing interventions, and managing interpersonal challenges.

Credits: 3. Prerequisite: HED 501 or permission of program chair or designate.

HED 511 - Program Assessment and Evaluation

This course introduces students to assessment and evaluation in higher education. Students will develop an understanding of the broad accountability landscape and standards, methods and practices specific to student affairs, and apply those understandings through project-based learning tied to real-world examples.

Credits: 3 . Prerequisite: HED 501 or permission of program chair or designate.

HED 520 - Managing Resources in Higher Education

This course focuses on resource management within higher education programs and institutions, including financial management, human resource management, contract/grant management, and program management. Students will engage with literature on best practices, as well as directly with practitioners to develop understanding through engagement with real-world issues.

Credits: 3. Prerequisite: HED 500 and HED 501. Corequisite: None.

HED 530 - Minority-serving Institutions and DEIJ in Higher Education

This course engages students in discussions of the development of and challenges faced by minority-serving institutions (MSIs), and diversity, equity,

inclusion, and justice (DEIJ) work in higher education. Throughout the term, we will consider MSI classification assignment and impact, how stakeholders contribute to or limit DEIJ work, exemplar programs and institutions, and related topics.

Credits: 3. Prerequisite: HED 500 and HED 501. Corequisite: None.

HED 540 - Understanding HSIs: History, Challenges, and Impacts

This course offers a comprehensive exploration of Hispanic-serving institutions (HSIs), delving into their historical context, the unique challenges they face, and the transformative impact they can have on students and communities. Students will critically examine the significance of HSIs, aiming to foster a deeper understanding of the role they play in promoting equitable access and student success.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 541 - The Intentional HSI

This course explores the transformative power of HSIs that actively embrace their classification and strategically work toward supporting and empowering their diverse student bodies. The course content focuses on developing the knowledge and skills necessary to harness the potential of HSIs through exploration of grants and funding opportunities, innovative approaches, and programs focused on student success.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 542 - Persistence and Engagement at HSIs

This course focuses on the critical role that student support and engagement play in fostering student success at HSIs. Foci include understanding the unique challenges faced by students, and strategies and best practices to promote persistence and meaningful academic and cocurricular engagement.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 550 - The Engaged Community College

This course centers on the critical role community colleges play in fostering regional economic growth and workforce development, as well as the community engagement inherent in the community college mission. Emphases include forging strong partnerships with local communities and businesses, contributing to a dynamic learning environment and to student sense of belonging.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 551 - Community College Systems and Structures

This course offers an in-depth exploration of the organizational frameworks and governance structures that underpin community colleges. It will explore the intricate systems that shape the functions, decision-making processes, and overall effectiveness of this vital sector of higher education.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 552 - Community College Assessment and Accreditation

This course focuses on the essential processes and practices that community colleges undertake to maintain quality, compliance, and continuous improvement. Students will engage with internal assessment, and learn to navigate various types of accreditation and internal and external accountability measures.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 580 - Fundamentals of Educational Research

This class introduces students to concepts, methods, and applications of educational research including fundamental principles of research design, methodologies, and data analysis. This course will equip students with essential knowledge and skills to support educational research, contextualize data, and understand and apply findings.

Credits: 3. Prerequisite: HED 500 and HED 501. Corequisite: None.

HED 595 - Special Topics in HESA

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 599 - Master's Capstone in Higher Education Leadership

This course is the capstone for the master's program in Higher Education Leadership. Through an individualized project selected in consultation with the instructor, students will integrate theory, research, and practice, drawing on core courses, experiential learning or other professional work. Students may tailor the topic to their career goals and scholarly interests and choose from a variety of formats, such as an applied research paper, policy analysis, portfolio, or a project / practicum deliverable./p>

Credits: 3. Prerequisite: HED 501, HED 511, and HED 580 (can be taken concurrently). Corequisite: None.

HED 600 - Higher Education in the United States

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

Credits: 3.

HED 601 - Introduction to Doctoral Studies and the Scholar-Practitioner Model

This foundational course introduces doctoral students to the scholar–practitioner identity and to the expectations, culture, and applied inquiry processes of the Doctor of Education (Ed.D.) program in Higher Education Leadership. Students explore how scholarly inquiry, professional practice, and ethical leadership intersect to inform improvement within higher education systems. Through reflection, analysis, and applied assignments, students learn to identify and frame a problem of practice, evaluate relevant scholarship, and design an initial inquiry plan. The course culminates in a professional development and leadership portfolio connecting personal goals to the dissertation in practice (DiP) journey.

Credits: 3. Prerequisite: None. Corequisite: None.

HED 620 - Leadership and Governance in Higher Education

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, HED 601 or permission of Program Chair or designate. C-requisite(s): None. 3 semester hours

Credits: 3.

HED 622 - Strategic Marketing and Enrollment Management

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

Credits: 3.

HED 624 - Finance and Budgeting in Higher Education

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.

Credits: 3. Prerequisite: HED 600, HED 601, or permission of program chair.

HED 626 - Legal Issues in Higher Education

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

Credits: 3.

HED 630 - Academic Affairs: Faculty, Curriculum, and Assessment

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 HED 601; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

HED 632 - Student Development Theory

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

Credits: 3.

HED 634 - Quality Assurance in Higher Education

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 at the course and program levels, co-curricular assessment, and institutional effectiveness), 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. Pre-requisite(s): HED 600, HED 601; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

HED 640 - Case Studies in Educational Justice

This course builds connections between theories of educational justice, equity, diversity, and inclusion. Students will actively engage with cases around issues of educational justice in a wide variety of institutional contexts and addressing the roles of diverse stakeholders. As individuals and part of the classroom learning community, students will navigate questions of structural inequities and other related challenges in higher education. Pre-requisite(s): HED 600 and HED 601 or permission of the Program Chair. Co-requisite(s): None. 3 semester hours

Credits: 3.

HED 650 - Contextual Study in Higher Education

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

Credits: 3.

HED 651 - Data-driven Decision Making in Education

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

Credits: 3.

HED 652 - Quantitative Research Methods

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.

Credits: 3. Prerequisite: HED 601 or permission of Program Chair or designate. Corequisite: None.

HED 654 - Qualitative Research Methods in Higher Education

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.

Credits: 3. Prerequisite: HED 601 or permission of Program Chair or designate. Corequisite: None.

HED 671 - Doctoral Research in Higher Education I

This course guides students in initial stages of original doctoral applied or dissertation research. Students define a topic and submit a preliminary plan for approval. Students begin researching the background of the selected topic area, critically evaluating prior research, and conducting a review of literature and/or information sources related to the proposed research topic. Throughout this course,

students will work directly with their Dissertation Chair.

Credits: 3. Prerequisite: Completion of all required program course hours and/or permission of program chair. Corequisite: None.

HED 672 - Doctoral Research in Higher Education II

This course guides students in the preparation of completing original doctoral research. In HED 672, students refine and complete Chapters 1, 2 and 3 of their dissertations. Throughout this course, students will work directly with their Dissertation Chair.

Credits: 3. Prerequisite: HED 671; or permission of Program Chair or designate. Corequisite: None.

HED 673 - Doctoral Research in Higher Education III

This course guides students in the implementation of doctoral applied or dissertation research. Candidates begin to conduct the study or apply the intervention/solution. Students collect and analyze the data, and draft Chapters 4 5. Throughout this course, students will work directly with their Dissertation Chair.

Credits: 3. Prerequisite: HED 672; or permission of Program Chair or designate. Corequisite: None.

HED 674 - Doctoral Research in Higher Education IV

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

Credits: 2.

HED 681 - Doctoral Colloquium in Higher Education I

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

Credits: 0.5.

HED 682 - Doctoral Colloquium in Higher Education II

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

Credits: 0.5.

HED 689 - Directed Study in Higher Education

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. 0.5-6 semester hours

Credits: .5 TO 6.

HED 690 - Internship in Higher Education

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

Credits: 1 TO 6.

HED 691 - Field Experience in Higher Education

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

Credits: 1 TO 6.

HED 695 - Special Topics in Higher Education

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

Credits: 1 TO 6.

HED 697 - Consulting Project in Higher Education

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

Credits: 1TO 6.

HED 699 - Doctoral Research in Higher Education IV

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates compile all sections of the research study into one research document and orally defend their final doctoral research study. Following a successful defense, candidates complete any revisions recommended by their research mentors and submit the doctoral research document for final editing and approval.

Credits: 3. Prerequisite: HED 671, HED 672, and HED 673; or permission of Program Chair or designate. Corequisite: None.

HED 699X - Dissertation Continuation in Higher Education Leadership

Dissertation Extension Course for Higher Education Leadership. Pre-requisite(s): HED 699. Co-requisite(s): None. 0 semester hours

Credits: 0.

HIS - History

HIS 102 - Civics and American Government

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

Credits: 5. Distribution: GenEd-Social Science.

HIS 103 - History Across the Globe

This World History survey course explores the key themes, people, events, and movements in human history, beginning with the Age of Encounter in the 15th century and finishing with globalization in the early 2000s. Using both primary and secondary sources, students will learn how to place social, political, cultural , intellectual, and economic developments in historical context, and make thematic connections across varying time periods and geographical regions. As students make these connections, they will gain a deeper understanding of how people and events in the past shape the world around us. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities GenEd-Social Science.

HIS 212 - Think Global: Movements in US History and its Impact on Society and School

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

Credits: 5. Distribution: GenEd-Social Science US History Course.

HOS - Hospitality Management

HOS 101 - Exploring the Hospitality Industry

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 107 - Hospitality Career Exploration

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

Credits: 0.

HOS 108 - College Success

This course features skills, strategies, resources, dispositions, and behaviors that lead to success as a college student. In addition to practicing key academic proficiencies, such as writing, critical thinking, and analysis; students will learn to navigate the university system and utilize its support mechanisms and offices. This course will also feature a number of engaged learning strategies, including service learning, common intellectual experiences across sections, out-of-class engagement, self-reflection, and collaborative learning.

Credits: 1. Prerequisite: None. Corequisite: None.

HOS 110 - Career Success

This course covers wide ranging career readiness activities to foster and strengthen skills necessary for managing one's professional career. Students will focus on their strengths, skills, values, unique experiences, interests, and academic preparation to develop a competitive brand. Students will refine their skills in developing a self-marketing package including creating, understanding, and articulating their professional brand, building skills, polishing their interviewing skills, learning networking strategies, and connecting with alumni and professionals.

Credits: 1. Prerequisite: None. Corequisite: None.

HOS 111 - Resilient Leadership for Hospitality

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

Credits: 0 TO 1.

HOS 112 - Virtual and Hybrid Events: Challenges and Opportunities

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

Credits: 0.

HOS 120 - Principles of Management for Hospitality

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 196 - Leading the Service Experience

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 197 - Hospitality Professional Development I

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

Credits: 1.

HOS 203 - Foundations of the Beverage Manager

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 208 - Sophomore Internship Practicum Extension

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-requiste(s): None. 3 Credit Hours

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 212 - Introduction to Event Planning

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 213 - Sophomore Internship

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

Credits: 6.

HOS 225 - Tourism Planning, Management and Development

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 235 - Sustainable Hospitality and Tourism

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 237 - Advanced Sustainable Hospitality and Tourism

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.

Credits: 2. Prerequisite: HOS 235. Corequisite: None.

HOS 243 - Hotel Front Office Operations

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 274 - First-Year Hospitality Co-Op Practicum and Seminar

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

Credits: 5.

HOS 316 - Facilities Planning and Management

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 318 - Spirits and Mixology

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 319 - The Craft of Beer

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

Credits: 2.

HOS 320 - Hospitality Financial Management

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 324 - Food and Beverage Operations

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 330 - Special Topics: Diversity In Hospitality

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

Credits: 2.

HOS 334 - Event Planning Practicum

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.

Credits: 2.

HOS 337 - Techniques of Professional Event Management

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

Credits: 3.

HOS 338 - Disruptive Innovation for Hospitality

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

Credits: 3.

HOS 344 - Hospitality Sales and Marketing

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

Credits: 5.

HOS 346 - Destination Marketing, Sales and Branding

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 358 - Thriving in The Hospitality Workplace

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

Credits: 3.

HOS 364 - Banquet and Catering Service

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

Credits: 3.

HOS 366 - Hotel Analytics with STR

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HOS 374 - Second-Year Hospitality Co-Op Practicum and Seminar

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

Credits: 5.

HOS 375 - Capstone Success Workshop

This is a preparatory workshop for senior students enrolled in HOS 480 Senior Integrated Project in the following quarter. It consists of one 2-hoursession 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

Credits: 0.

HOS 398 - Feasibility of Hospitality Ventures

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 399 - Topics In Hospitality Management

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

Credits: 2 TO 5.

HOS 409 - Hospitality Professional Development II

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.

Credits: 2. Prerequisite: None. Corequisite: None.

HOS 416 - Senior Internship Extension

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).

Credits: 4. Prerequisite: None. Corequisite: None.

HOS 417 - Senior Internship

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.

Credits: 6. Prerequisite: HOS 409. Corequisite: None.

HOS 418 - Yield and Revenue Management

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 bench-marking 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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 419 - Hospitality and Tourism Law and Liability

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 420 - Responsible Technology Use in Hospitality

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.

Credits: 2. Prerequisite: HOS 419. Corequisite: None.

HOS 435 - Tourism Trends and Innovation

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HOS 436 - Tourism Immersion

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.

Credits: 2. Prerequisite: HOS 435. Corequisite: None.

HOS 443 - Information Management for Hospitality

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

Credits: 3. Distribution: KC:Kendall Course.

HOS 445 - Starting a Food or Beverage Business

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.

Credits: 5. Prerequisite: HOS 324. Corequisite: None.

HOS 462 - Exhibition Design and Production

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.

Credits: 5. Prerequisite: None. Corequisite: None.

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

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

Credits: 5.

HOS 475 - Senior Internship II

This enhancement course offers a supervised 300-hour internship at an approved industry site, allowing students to apply and refine the knowledge and technical skills gained throughout the program. Emphasis is placed on professional competence, workplace values, and career-readiness behaviors. Building upon the standard internship experience, this course provides an advanced, real-world opportunity to strengthen mastery and promote professional growth. Students must maintain a minimum average score of 3 out of 5 on supervisor evaluations.

Credits: 6. Prerequisite: HOS 213 and HOS 417. Corequisite: None.

HOS 480 - Senior Integrative Project (Capstone)

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

Credits: 5.

HRM - Human Resource Management

HRM 200 - Human Resources Basics: Hiring, Developing, and Supporting Teams

Introduces practical HR foundations used in modern workplaces. Covers hiring, onboarding, team development, performance basics, and workplace culture. Strengthen durable skills by connecting HR concepts to workplace experiences and community impact.

Credits: 5. Prerequisite: None. Corequisite: None.

HRM 400 - Human Resource Management

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.

Credits: 5. Prerequisite: BUS 101, Principles of Management, OR BUS 430, Management and Leadership, OR, permission of the Program Chair, or designate.. Corequisite: None.

HRM 413 - Total Rewards

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

Credits: 5. Distribution: Advanced Standing Course.

HRM 420 - Performance Analysis and Measurement

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

Credits: 5. Distribution: Advanced Standing Course.

HRM 421 - Talent Acquisition and Retention

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

Credits: 5. Distribution: Advanced Standing Course.

HRM 441 - Employment Law and Regulations

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

Credits: 5. Distribution: Advanced Standing Course.

HRM 509 - Human Resource Management Profession and Its Role

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

Credits: 3.

HRM 513 - Total Rewards

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

Credits: 3.

HRM 520 - Performance Analysis and Measurement

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

Credits: 3.

HRM 521 - Talent Acquisition and Retention

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

Credits: 3.

HRM 541 - Employment Law and Regulations

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

Credits: 3.

HRM 591 - Internship in Human Resource Management

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 twice for a total of six semester credit hours. Pre-requisite(s): Permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

HRM 595 - Special Topics in Human Resource Management

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

Credits: 1 TO 6.

HRM 599 - Integrating Business and HR Strategy

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

Credits: 3.

HSC - Human Services Core/Counseling

HSC 501 - Fundamentals of Counseling

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

Credits: 3.

HSC 503 - Counseling and Human Development in a Multicultural Society

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

Credits: 3.

HSC 504 - Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials, and written exercises. 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.

Credits: 3.

HSC 505 - Clinical Assessment and Diagnosis

This course will provide an overview of the DSM V 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

Credits: 3.

HSC 506 - Introduction to Theory and Practice of Family Therapy

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

Credits: 3.

HSC 509 - Human Development Theory

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

Credits: 3.

HSC 510 - Theories of Counseling

Theories of counseling and psychotherapy will be introduced and explored. Students will examine philosophical stance, therapeutic assumptions, and strategic interventions relative to the major schools of thought. Effective characteristics of helping relationships in a multicultural society will be explored. The relationship between counseling theories and evidence-based outcomes will be highlighted. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of department. 3 semester hours

Credits: 3.

HSC 510GA - Theories of Counseling

This course is a survey of current theories of counseling and psychotherapies. The characteristics of all professional and paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with most important methods of individual treatment of psychological problems.* This course is part of the Counseling Accelerated Pathway in select undergraduate programs. Prior Pathway admission is required.

Credits: 3. Prerequisite: None. Corequisite: None.

HSC 511 - Professional Practice and Ethics in Counseling

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

Credits: 3.

HSC 511GA - Professional Practice and Ethics in Counseling

This course is an orientation to the issues and ethics in the field of professional counseling. Students will learn about the different types of counseling settings, including public schools and a variety of clinical mental health agencies. Requirements for national certification and state licensing will be covered. The American Counseling Association's Standards of Care and Code of Ethics will be studied. Case samples of ethical decision-making, role plays, and personal reflection are emphasized. * This course is part of the Counseling Accelerated Pathway in select undergraduate programs. Prior Pathway admission is required.

Credits: 3. Prerequisite: None. Corequisite: None.

HSC 512 - Theories and Techniques of Group Counseling

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

Credits: 3.

HSC 514 - Counseling for Career Development

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

Credits: 3.

HSC 514GA - Counseling for Career Development

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. This course

is part of the Counseling Accelerated Pathway in select undergraduate programs. Prior Pathway admission is required.

Credits: 3. Prerequisite: HSC 511GA and HSC 510GA. Corequisite: None.

HSC 519 - Psychological Assessment in Counseling

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

Credits: 3.

HSC 520 - Human Sexuality

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HSC 524 - Introduction to Clinical Mental Health Counseling

This course will introduce students to clinical mental health counseling by familiarizing them with the roles of the clinical mental health counselor, program development, and clinical mental health counseling models and processes. Students will learn about counselors as changes agents, client advocates, outreach specialists, consultants, and preventative educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice. Pre-requisite(s): HSC 501, HSC 510, HSC 511, HSC 512. Co-requisite(s): None. 3 semester hours

Credits: 3.

HSC 533 - Counseling Practicum

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional, entry-level counseling skills needed to work with diverse clientele. Complete a minimum of 100 hours (40 of which must be direct client contact) over a minimum of a full ten-week academic term. Engage in assessment of skills (through recording or live observation of counseling sessions), competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSC 501, HSC 504, HSC 505, HSC 510, HSC 511, HSC 512, HSC 514, HSC 534 (for School Counseling students) or HSC 524 (for Clinical Health Counseling students); or permission of Program Director or designate.. Corequisite: None.

HSC 534 - School Counseling: Theory, Issues and Practice

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, HSC543, HSC 506, HSC 503, HSC 514, HSC 505, HSC 504, HSC 509, HSS 534. Co-requisite(s): None. 3 semester hours

Credits: 3.

HSC 541 - Trauma and Crisis Intervention Theory, Response Models and Techniques

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

Credits: 3.

HSC 541GA - Trauma and Crisis Intervention Theory, Response Models and Techniques

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. *This course is part of the Counseling Accelerated Pathway in select undergraduate programs. Prior Pathway admission is required.

Credits: 3. Prerequisite: None. Corequisite: None.

HSC 542 - Psychopharmacology for Counselors

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

Credits: 3.

HSC 543 - Introduction to Theory and Practice of Counseling Children and Adolescents

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

Credits: 3.

HSC 547 - Private Practice Management

This course will assist students in learning how to successfully develop and maintain a psychotherapy private practice. Topics covered will include creating a business plan, marketing strategies for private practice, clinical forms, insurance billing and HIPAA requirements. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

HSC 548 - Play Therapy

This course is designed to increase understanding of counseling work with children utilizing various Play Therapy models. The course will assist those who work with children to understand the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop skills and techniques to use in a play therapy setting, develop an awareness of what children see and experience from their perspective, gain expertise in responding to children, enhance the child's self-awareness and self understanding, and develop understanding of selection of specific toys and room set-up for play therapy. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3. Distribution: Argosy Courses.

HSC 550 - Grief and Loss Counseling

This course is designed for the study of grief and loss counseling. Though loss is a normal part of living, many clients may be unaware that their symptoms are related to unresolved loss. This course will help counseling students to identify the potential connection between a client's symptoms and unresolved loss and to provide effective treatment. The process of mourning, models of grief counseling and grief therapy will be presented and analyzed to promote greater understanding of how to facilitate bereavement in uncomplicated grief and how to conduct psychotherapy with clients with complicated grief. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

HSC 555 - Geriatric Counseling

This course is an overview of the field of Geriatric Counseling. The course provides students with information on adult development and the aging process. The course explores ways professional counselors can help the elderly and their families. This course immerses students in a biopsychosocial perspective of adult development and aging. It orients them to mental health issues of the elderly, diagnosis and treatment planning and unique counseling strategies for this population. Pre-requisite(s): HSC 509 or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

HSC 556 - Integrating Spirituality in Counseling

This course provides an overview of the various models of spiritual and religious development that can be integrated into the counseling setting. Students learn the difference between spiritual and

religious beliefs and teachings and their influence on the counseling process. A broad range of views are explored in order to be effective with diverse religious and spiritual beliefs and practices. Students develop an understanding of how to work competently and ethically within the spiritual and religious domain. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3. Distribution: Argosy Courses.

HSC 560 - Comprehensive Exam

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

Credits: 0.

HSC 581 - Counseling Internship I

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with diverse clientele and site personnel. Complete the first 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSC 533 or permission of the Program Director of designate.. Corequisite: None.

HSC 582 - Counseling Internship II

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with diverse clientele and site personnel. Complete the remaining 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSC 581; or permission of Program Director or designate.. Corequisite: None.

HSC 680 - Program Residency

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

Credits: 0.

HSCF - Human Services Counseling Florida

HSCF 501 - Fundamentals of Counseling

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.

Credits: 3. Prerequisite: Admission to the Master of Science in Counseling, either the School Counseling or Clinical Mental Health Counseling Emphasis, or consent of the department. Corequisite: None.

HSCF 503 - Counseling Across Populations

This course examines counseling within the broader context of human development and the range of experiences individuals bring to the counseling relationship. Students explore how variations in life experiences, developmental pathways, family systems, communities, and social environments influence client needs and counseling outcomes. Coursework emphasizes the use of ethically sound, evidence-based assessments and interventions that take into account each client's unique background, values, and circumstances. Students reflect on how their own professional perspectives and interpersonal approaches influence the counseling process and develop strategies for providing effective, lawful, and ethically grounded services across a wide range of client presentations.

Credits: 3. Prerequisite: HSCF 501. Corequisite: None.

HSCF 504 - Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials, and written exercises. The focus is placed on advanced skills of interviewing, with emphasis on development and integration of individual style and technique.

Credits: 3. Prerequisite: HSCF 501 and HSCF 510. Corequisite: None.

HSCF 505 - Clinical Assessment and Diagnosis

This course will provide an overview of the DSM V 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.

Credits: 3. Prerequisite: HSCF 501 and HSCF 510. Corequisite: None.

HSCF 506 - Introduction to Theory and Practice of Family Therapy

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.

Credits: 3. Prerequisite: HSCF 501. Corequisite: None.

HSCF 508 - Research and Evaluation Methodology

Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 509 - Human Development Theory

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.

Credits: 3. Prerequisite: Admission to the M.S. in Counseling program; or permission of Program Chair or designate. Corequisite: None.

HSCF 510 - Theories of Counseling

Theories of counseling and psychotherapy will be introduced and explored. Students will examine philosophical stance, therapeutic assumptions, and strategic interventions relative to the major schools of thought. Effective characteristics of helping relationships in a multicultural society will be explored. The relationship between counseling theories and evidence-based outcomes will be highlighted.

Credits: 3. Prerequisite: Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of department. Corequisite: None.

HSCF 511 - Professional Practice and Ethics in Counseling

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.

Credits: 3. Prerequisite: Admission to the Master of Science in Counseling, either the School Counseling or Clinical Mental Health Counseling Emphasis, or consent of the Program Chair. Corequisite: None.

HSCF 512 - Theories and Techniques of Group Counseling

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.

Credits: 3. Prerequisite: HSCF 501 and HSCF 510. Corequisite: None.

HSCF 514 - Counseling for Career Development

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, ethical practice, and career counselor identity are woven throughout the course.

Credits: 3. Prerequisite: HSCF 511, HSCF 510, HSCF 501, HSCF 512, HSCF 524 and HSCF 506. Corequisite: None.

HSCF 519 - Psychological Assessment in Counseling

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.

Credits: 3. Prerequisite: HSCF 501, HSCF 510 and HSCF 511; or permission of Program Chair or designate. Corequisite: None.

HSCF 520 - Human Sexuality

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. This course is required for licensure in Mental Health Counseling by the Florida Department of Health.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 524 - Introduction to Clinical Mental Health Counseling

This course will introduce students to clinical mental health counseling by familiarizing them with the roles of the clinical mental health counselor, program development, and clinical mental health counseling models and processes. Students will learn about counselors as changes agents, client advocates, outreach specialists, consultants, and preventative educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 533 - Counseling Practicum

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional, entry-level counseling skills needed to work with clientele. Complete a minimum of 100 hours (40 of which must be direct client contact) over a minimum of a full ten-week academic term. Engage in assessment of skills (through recording or live observation of counseling sessions), competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSCF 501, HSCF 504, HSCF 505, HSCF 510, HSCF 511, HSCF 512, HSCF 514, HSC 534(for School Counseling students) or HSCF 524 (for Clinical Health Counseling students). Corequisite: None.

HSCF 533X - Counseling Practicum Continuation

All students enrolled in the Florida Counseling Masters Degree programs 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.

Credits: 0. Prerequisite: HSCF 533. Corequisite: None.

HSCF 534 - School Counseling: Theory, Issues and Practice

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 536 - Perspectives on Substance Abuse

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 541 - Trauma and Crisis Intervention Theory, Response Models and Techniques

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 542 - Psychopharmacology for Counselors

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.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 543 - Introduction to Theory and Practice of Counseling Children and Adolescents

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 influences on individual development, assessment, counseling interventions, and other contextual relationships.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 547 - Private Practice Management

This course will assist students in learning how to successfully develop and maintain a psychotherapy private practice. Topics covered will include creating a business plan, marketing strategies for private practice, clinical forms, insurance billing and HIPAA requirements.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 548 - Play Therapy

This course is designed to increase understanding of counseling work with children utilizing various Play Therapy models. The course will assist those who work with children to understand the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop skills and techniques to use in a play therapy setting, develop an awareness of what children see and experience from their perspective, gain expertise in responding to children, enhance the child's self-awareness and self-understanding, and develop understanding of selection of specific toys and room set-up for play therapy.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 550 - Grief and Loss Counseling

This course is designed for the study of grief and loss counseling. Though loss is a normal part of living, many clients may be unaware that their symptoms are related to unresolved loss. This course will help counseling students to identify the potential connection between a client's symptoms and unresolved loss and to provide effective treatment. The process of mourning, models of grief counseling and grief therapy will be presented and analyzed to promote greater understanding of how to facilitate bereavement in uncomplicated grief and how to conduct psychotherapy with clients with complicated grief.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 555 - Geriatric Counseling

This course is an overview of the field of Geriatric Counseling. The course provides students with information on adult development and the aging process. The course explores ways professional counselors can help the elderly and their families. This course immerses students in a biopsychosocial perspective of adult development and aging. It orients them to mental health issues of the elderly, diagnosis and treatment planning and unique counseling strategies for this population.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 556 - Integrating Spirituality in Counseling

This course provides an overview of the various models of spiritual and religious development that can be integrated into the counseling setting. Students learn the difference between spiritual and religious beliefs and teachings and their influence on the counseling process. A broad range of views are explored in order to be effective with diverse religious and spiritual beliefs and practices. Students develop

an understanding of how to work competently and ethically within the spiritual and religious domain.

Credits: 3. Prerequisite: None. Corequisite: None.

HSCF 560 - Comprehensive Exam

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."

Credits: 0. Prerequisite: None. Corequisite: None.

HSCF 581 - Counseling Internship I

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with clientele from varying backgrounds and site personnel. Complete the first 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSCF 533 or permission of the Program Director or designate. Corequisite: None.

HSCF 582 - Counseling Internship II

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with clientele from varying backgrounds and site personnel. Complete the remaining 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors.

Credits: 3. Prerequisite: HSCF 581. Corequisite: None.

HSCF 585X - Internship and Supervision Continuation

All students enrolled in the Florida Counseling Masters Degree programs 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.

Credits: 0. Prerequisite: 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 have approval from the program chair. Corequisite: Students must continue to attend supervision part of class and meet all other internship requirements.

HSCF 588 - Program Residency

A required in-person residency experience focusing on student engagement and deep interaction in applying learning concepts.

Credits: 0. Prerequisite: None. Corequisite: None.

HSM - Human Services Multiple Program

HSM 101 - Introduction to Human Services

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HSM 102 - Principles and Practices of Group Process

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HSM 201 - Interviewing Principles and Practices

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HSM 202 - Crisis Intervention Principles and Practices

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.

Credits: 5. Prerequisite: HSM 201. Corequisite: None.

HSM 203 - Family Intervention Principles and Practices

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.

Credits: 5. Prerequisite: HSM 101. Corequisite: None.

HSM 291 - Human Services Fieldwork I

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.

Credits: 5. Prerequisite: HSM 101 or permission of Program Chair or designate. Corequisite: None.

HSM 292 - Human Services Fieldwork II

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

Credits: 5.

HSM 304 - Human Development and Human Services in a Multicultural Society

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HSM 305 - Survey of Populations with Special Needs

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.

Credits: 5. Prerequisite: HSM 101 and HSM 102; or permission of Program Chair or designate. Corequisite: None.

HSM 306 - Legal Issues in Human Services

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

Credits: 5.

HSM 400 - Research Methods for the Behavioral Sciences

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

Credits: 5.

HSM 410 - Management and Leadership in Human Services

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.

Credits: 5. Prerequisite: None. Corequisite: None.

HSM 415 - Strategies of Community Intervention

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.

Credits: 5. Prerequisite: HSM 201, HSM 202, HSM 203, HSM 304, HSM 305 and HSM 306; or permission of Program Chair or designate. Corequisite: None.

HSM 427 - Legal and Ethical Issues Related to Aging

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

Credits: 5.

HSM 428 - Serving the Aging Population

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

Credits: 5. Distribution: Social Science.

HSM 429 - Societal Systems of Aging

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

Credits: 5.

HSM 430 - Professional Communication in Human Services

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

Credits: 5. Distribution: Advanced Standing Course.

HSM 493 - Human Services Fieldwork III

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.

Credits: 5. Prerequisite: HSM 291 and HSM 292. Corequisite: None.

HSM 499 - Seminar in Human Services/Psychology

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

Credits: 5.

HSM 505 - Managing Systems and Funding in Human Services

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

Credits: 3.

HSM 508 - Research and Evaluation Methodology

Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSA 510 or HSC 500. 3 semester hours

Credits: 3.

HSM 533X - Counseling Practicum Continuation

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

Credits: 0.

HSM 585X - Internship and Supervision Continuation

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

Credits: 0.

HSM 592 - Practicum in Human Services Management

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

Credits: 1 TO 6.

HSM 594 - Independent Study/Human Services

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

Credits: 1 TO 3.

HSM 595 - Special Topics/Human Services

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.

Credits: 1 TO 5.

HSS - Human Services Substance Abuse

HSS 534 - Perspectives on Substance Abuse

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

Credits: 3.

HSS 535 - Substance Use Disorders and Treatment Considerations of Special Populations

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

Credits: 3.

HTH - Health Science

HTH 201 - Nutrition for Healthcare

This course provides an overview of the science of nutrition and its influences on growth, development, and health maintenance. The relationship between illness and nutritional interventions will also be described and discussed. The student will be expected to recognize how nutrition influences a patient’s overall health and apply this information towards the comprehensive care of all patients across the lifespan.

Credits: 5. Prerequisite: SCI 111, SCI 111L and SCI 112. Corequisite: None.

HTH 203 - Pathophysiology

This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes. Common health care problems, as identified by USA morbidity and mortality statistics and the Healthy People initiative, are discussed as prototypes of disease processes. Fluid, electrolyte, and acid-base imbalances are discussed in relation to a variety of pathophysiological states. The effects of age and associated differences in adaptive capacity as related to disease processes are discussed.

Credits: 5. Prerequisite: SCI 102, SCI 102L, SCI 112, SCI 200, SCI 200L, SCI 305, SCI 305L, SCI 311 and SCI 311L. Full Admission to the BS Nursing program. Corequisite: None.

HTH 301 - Genetics and Genomics in Healthcare

This course will discuss the integration of genetic/genomic information into healthcare education which prepares students for future patient care. Ethical, legal, psychological, cultural, and social issues related to genetics and genomics are examined. The role of advocate for individual rights regarding access to and use of genetic information, decision-making, and actions are emphasized throughout the course.

Credits: 5. Prerequisite: SCI 102, SCI 102L, SCI 200, SCI 200L, SCI 205, and SCI 205L Students in the BS Nursing program must have successfully completed Pathophysiology (NUR 203, HTH 203). Corequisite: None.

HTH 302 - Foundations of the Health Professions

This course provides foundational knowledge for healthcare careers. It offers a comprehensive introduction to the ever-evolving landscape of health professions. Students explore various health careers, learn about the healthcare system, and develop professional skills, including teamwork, safety, and ethics. Emphasis is placed on understanding the roles and responsibilities of interprofessional healthcare teams, as well as the educational, ethical, and community-oriented competencies required in health professions. Students will examine health disparities, patient-centered care, and emerging trends such as telemedicine and integrative health.

Credits: 5. Prerequisite: None. Corequisite: None.

HTH 402 - Health Care Policy

This course examines the development, implementation, and impact of healthcare policy in the United States and globally. Students will explore how laws, regulations, and policies shape healthcare access, quality, cost, and equity. Key topics include healthcare reform, insurance systems, public health policy, and the role of government and private stakeholders. Students will analyze contemporary policy debates and develop skills in policy evaluation, advocacy, and ethical decision-making.

Credits: 5. Prerequisite: None. Corequisite: None.

HTH 491 - Practicum

This practicum immerses students in supervised, real-world health sciences environments through 80 hours at an external site. Students gain exposure to professional roles, interdisciplinary teams, and community health settings. An accompanying 10-hour seminar supports reflective practice, professional development, and the integration of academic learning with field experience. Emphasis is placed on ethical practice, cultural competence, and foundational career skills. Placements may include clinical, administrative, public health, or community-based settings, providing a comprehensive bridge between the classroom and the professional health landscape.

Credits: 3. Prerequisite: HTH 302; and junior standing (90+ credits); enrollment in the BS Health Science program.. Corequisite: None.

HUM - Humanities

HUM 150 - Ethical Dilemmas in Leadership: Navigating Real-World Challenges

Ethical decision-making is essential for leadership yet often challenging. This course examines real-world dilemmas, corporate responsibility, and transparency, guiding the development of a strong ethical framework to navigate complex challenges and lead with integrity.

Credits: 5. Prerequisite: None. Corequisite: PFS 101, PSY 150 and SOC 155.

HUM 155 - Thinking Critically: Cutting Through Complexity

Explore a variety of critical thinking approaches that help in understanding and solving complex problems. This course covers essential skills such as reasoning, evaluating information from diverse sources, and managing competing perspectives and polarities. Learn to make well-justified decisions using logic, evidence, and long-term thinking. Emphasis is placed on effective communication of ideas and reflection on how critical thinking skills can be applied continuously in personal, academic, and professional settings.

Credits: 5. Prerequisite: None. Corequisite: None.

HUM 250 - Seeing Ourselves at Work: Leadership Through Film & Literature

Examine how popular film and literature portray working adults, leadership, and organizational life. Cultural narratives of ambition, power, ethics, identity, and work-life tension are analyzed to evaluate influence on professional expectations and leadership practice. Emphasis is placed on critical interpretation, reflective analysis, and application to contemporary workplace contexts within an evolving professional landscape.

Credits: 5. Prerequisite: None. Corequisite: None.

HUM 305 - Art and Power

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 105 or equivalent. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities.

HUM 306 - A People's History of Chicago

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

Credits: 5. Distribution: GenEd-Humanities.

HUM 307 - Digital Humanities and Storytelling

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 f 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

Credits: 5. Distribution: GenEd-Humanities.

HUM 308 - Mass Incarceration

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

Credits: 5. Distribution: GenEd-Humanities.

HUM 309 - Grind, Hustle, and Flow: The Ways We Work

This course is an examination of the role of work in 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

Credits: 5. Distribution: GenEd-Humanities.

HUM 311 - In Search of the Meaning of Life

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 humanity are visible in how we care for those newly entering into and soon to depart from the world 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

Credits: 5. Distribution: GenEd-Humanities.

HUM 490 - Independent Study in the Humanities

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 engage in humanities-based research while developing career skills within a professional setting, 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

Credits: 5. Distribution: GenEd-Humanities.

ITSS - IT Support Specialist

ITSS 099 - Accelerate U ITSS Orientation

This course serves as the initial step of orientation to the IT Support Specialist Certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend and in-person orientation for the program.

Credits: 0. Prerequisite: N/A. Corequisite: N/A.

ITSS 100 - IT Essentials: Hardware and Device Management

Students will gain foundational knowledge and hands-on skills in computer hardware, mobile devices, and components. Through practical labs and resources, they will learn to disassemble, reassemble, install, configure, and test various computer parts. Students will effectively resolve hardware issues, both independently and collaboratively, while prioritizing safety and efficiency. Additionally, students will begin to develop the following durable skills to provide excellent customer service - problem-solving, collaboration, reliability, confidence, and social awareness.

Credits: 5. Prerequisite: None. Corequisite: None.

ITSS 110 - IT Essentials: Networking, Infrastructure and Cloud Computing

This course covers essential competencies focusing on network support, mobile devices, printers, and Microsoft Windows workstations. Through lab activities, students will learn networking fundamentals, infrastructure, and cloud computing. They will also gain expertise in supporting mobile OS, installing printers, and maintaining Windows OS. The course supports the development of help desk skills including documentation, trouble ticketing, and change management. Additionally, students will continue to develop the following durable skills to provide excellent customer service - problem-solving, collaboration, reliability, confidence, and social awareness.

Credits: 5. Prerequisite: None. Corequisite: None.

ITSS 200 - IT Essentials: Operating System Support & Cybersecurity

This course covers essential skills needed for troubleshooting Microsoft Windows, Apple macOS and Linux OS, implementing cybersecurity strategies. Through lab activities, students learn Windows troubleshooting, malware detection and mitigation. Additionally, the course covers scripting fundamentals and introduces AI concepts, tools, business applications, and ethical considerations. Students will continue to develop the following durable skills to provide excellent customer service -

problem-solving, collaboration, reliability, confidence, and social awareness.

Credits: 5. Prerequisite: ITSS 100 and ITSS 110. Corequisite: None.

ITSS 210 - IT Essentials: IT Support Specialist Capstone

The capstone course offers a comprehensive exploration of IT support roles in today's global work environments. The course concludes with real-world technical projects, allowing students to apply their skills to real-world challenges, prepare for success in the professional IT environment, and gain insight into the IT career landscape. Through these learning activities, students will apply the following durable skills to provide excellent customer service - problem-solving, collaboration, reliability, confidence, and social awareness. Students will prepare for the CompTIA A+ certification exam by reviewing exam objectives, practicing with mock exams, and sitting for the official exams.

Credits: 5. Prerequisite: ITSS 100 and ITSS 110. Corequisite: None.

KBPA - Baking and Pastry

KBPA 100 - Foundations of Baking

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.

Credits: 3. Prerequisite: None. Corequisite: None.

KBPA 101 - Pastry Science

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

Credits: 1.

KBPA 105 - Foundations of Professional Baking and Pastry

This course provides the baking and pastry student with h 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

Credits: 4.

KBPA 111 - Professional Cooking I for Baking

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.

Credits: 2. Prerequisite: None. Corequisite: None.

KBPA 120 - Pastry Techniques

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): KBPA 105, KCUL115 Co-requisite(s): None. 5 Credit Hours

Credits: 5. Prerequisite: KBPA105, KCUL115. Corequisite: None.

KBPA 130 - Advanced Pastry: Mousses, Doughs, Plating and Sauces

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.

*All culinary and baking/pastry lab courses require a C or better for a passing grade Pre-requisite(s): KBPA 120, KCUL125 Co-requisite(s): None. 5 Credit Hours

Credits: 5. Prerequisite: KBPA 120, KCUL125. Corequisite: None.

KBPA 131 - Breakfast Pastries

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 105. Co-requisite(s): None. 3 quarter hours

Credits: 3.

KBPA 140 - Chocolates and Confectionery

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.

Credits: 2. Prerequisite: KBPA 120. Corequisite: None.

KBPA 142 - Foundations of Cakes

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): KBPA 105. Co-requisite(s): None. 3 Credit Hours

Credits: 3. Prerequisite: KBPA105. Corequisite: None.

KBPA 145 - Small Business Entrepreneurship

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 Credit Hours

Credits: 2. Prerequisite: None. Corequisite: None.

KBPA 150 - Advanced Wedding Cakes and Sugar Artistry

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.

Credits: 2. Prerequisite: KBPA142. Corequisite: None.

KBPA 160 - Artisan Breads

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): KBPA 105. Co-requisite(s): None. 3 Credit Hours

Credits: 3. Prerequisite: KBPA 105. Corequisite: None.

KBPA 170 - Baking and Pastry Internship

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 Credit Hours

Credits: 6. Prerequisite: CUL110 KCUL155 KCUL165. Corequisite: None.

KBPA 213 - Baking and Pastry Internship Extension

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.

Credits: 4. Prerequisite: KBPA 170. Corequisite: None.

KBPA 266 - Nutritional Baking

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

Credits: 3.

KCUL - Culinary

KCUL 101 - Culinary Math

This course introduces problem-solving and general quantitative-reasoning skills for use in the hospitality industry. Topics include unit conversion and recipe scaling for culinary, baking, and catering contexts; basic cost control and bookkeeping; mathematical and financial principles for debt management; introductory-level combinatorics and probability theory; and descriptive statistics, including central tendency and measures of spread.

Credits: 5. Prerequisite: None. Corequisite: None.

KCUL 105 - Responding to Emergencies: CPR/AED/First Aid

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

Credits: 1.

KCUL 111 - Foundations of Professional Cooking I

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.

Credits: 5. Prerequisite: None. Corequisite: None.

KCUL 115 - Professional Growth and Development I

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.

Credits: 1. Prerequisite: KCUL 111. Corequisite: None.

KCUL 120 - Nutritional Cooking

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.

Credits: 3. Prerequisite: None. Corequisite: None.

KCUL 121 - Foundations of Professional Cooking II

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.

Credits: 4. Prerequisite: KCUL111. Corequisite: None.

KCUL 123 - Certificate Foundations of Professional Cooking II

This course builds upon the foundational principles introduced in *Foundations of Professional Cooking I*, with a focus on advancing technical proficiency and culinary judgment. Students will apply fundamental cooking methods to a variety of ingredients while developing the ability to critically assess and refine their work. The course also introduces key concepts in menu development, supporting informed decision-making in professional foodservice settings. *All culinary and baking/pastry lab courses require a C or better for a passing grade.

Credits: 5. Prerequisite: KCUL111. Corequisite: None.

KCUL 125 - Professional Growth and Development II

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.

Credits: 1. Prerequisite: KCUL115, KBPA120 (for Baking and Pastry Students) and KCUL121. Corequisite: None.

KCUL 127 - International Cuisine

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. *All culinary and baking/pastry lab courses require a C or better for a passing grade.

Credits: 5. Prerequisite: KCUL 121. Corequisite: None.

KCUL 131 - Breakfast Cookery

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. *All culinary and baking/pastry lab courses require a C or better for a passing grade.

Credits: 3. Prerequisite: CUL110, KBPA 100 and KCUL 111. Corequisite: KCUL111 for Certificate Program and Accelerated.

KCUL 135 - Café Production

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.

Credits: 3. Prerequisite: CUL110 and KCUL121. Corequisite: None.

KCUL 136 - Food Ethics

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.

Credits: 2. Prerequisite: None. Corequisite: None.

KCUL 141 - Garde Manger

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.

Credits: 3. Prerequisite: KCUL 111. Corequisite: None.

KCUL 145 - Advanced Methods of Cooking

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.

Credits: 3. Prerequisite: KCUL121 and KCUL125. Corequisite: None.

KCUL 146 - Foodservice Purchasing

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

Credits: 1.

KCUL 151 - Prep, Fire, Plate

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.

Credits: 3. Prerequisite: KCUL 125 and KCUL145. Corequisite: None.

KCUL 155 - Professional Growth and Development III

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.

Credits: 1. Prerequisite: KBPA 130, KBPA 140, KBPA 160, KCUL 115, KCUL125, and KCUL 165. Corequisite: None.

KCUL 156 - Financial Management

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

Credits: 4.

KCUL 161 - Banquets and Catering

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.

Credits: 3. Prerequisite: KCUL 145. Corequisite: None.

KCUL 163 - Catering Management

Credits: 3.

KCUL 164 - Dining Room Service

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.

Credits: 3. Prerequisite: KBPA130 and KCUL 151. Corequisite: None.

KCUL 165 - Dining Room Production

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.

Credits: 3. Prerequisite: KBPA 130, KCUL151, and KCUL155. Corequisite: None.

KCUL 166 - Supervision in Food Service

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.

Credits: 2. Prerequisite: None. Corequisite: None.

KCUL 175 - Culinary Internship

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.

Credits: 6. Prerequisite: CUL 110, KCUL 155, and KCUL 165. Corequisite: None.

KCUL 180 - Internship II

This enhancement course offers a supervised 300-hour internship at an approved industry site, allowing students to apply and refine the culinary knowledge and technical skills gained throughout the program. Emphasis is placed on professional competence, workplace values, and career-readiness behaviors. Building upon the standard internship experience, this course provides an advanced, real-world opportunity to strengthen mastery and promote professional growth. Students must maintain a minimum average score of 3 out of 5 on supervisor evaluations.

Credits: 6. Prerequisite: KBPA 175 and KCUL 175. Corequisite: None.

KCUL 195 - Special Topics in Culinary Arts

This course, is an 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.

Credits: 0 TO 6. Prerequisite: None. Corequisite: None.

KCUL 202 - Culinary Internship Extension

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.

Credits: 4. Prerequisite: KCUL 175. Corequisite: None.

LACT- Human Lactation

LACT 509 - Research Methods

This course provides the skills and knowledge necessary to conduct an inquiry-based, master's level research study. The course will explore philosophical frameworks, literature review, and research design (problem statement, research questions or hypotheses, data collection and analysis tools) as well as other key aspects of academic research (reliability and validity, ethics, and social relevance). The three major research methods, Qualitative, Quantitative, and Mixed, are examined in relation to the student's focus of interest. This course sets the foundation for Advanced Research Methods.

Credits: 3. Prerequisite: None. Corequisite: None.

LACT 512 - Disciplinary Foundations I

Starting with topics related to human lactation, the learner will consider issues relating to physical health, psychological health, social health, intellectual health, spiritual health and/or environmental health. Changing behavior to achieve better health will be explored through models of health behavior change. This course will give learners an opportunity to begin to examine their own topic in detail, using the theories and models that are discussed at a broader level throughout this course.

Credits: 3. Prerequisite: None. Corequisite: None.

LACT 513 - Disciplinary Foundations II: Policy Foundations

This course will explore public health and policy aspects of maternal and child health focusing on breastfeeding. It positions the U.S. Maternal and Child Health policies and practices into the global context. This course explores financial, ethical, and health considerations, the role of governments, non-governmental associations, health professional associations, and skilled providers. It addresses the outcomes for mothers, families, and nations.

Credits: 3. Prerequisite: None. Corequisite: None.

LACT 514 - Disciplinary Foundations II: Functioning as a Lactation Consultant

This course is the first in a series of four CAAHEP-approved IBCLC Pathway 2 lactation-specific courses designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination, and it includes 30 of the required 90 hours of lactation education.

Credits: 3. Prerequisite: None. Corequisite: None.

LACT 520 - Field of Study: The Art and Science of Lactation Consulting

This course is a continuation of LACT 514 and provides 60 hours of lactation instruction designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination.

Credits: 6. Prerequisite: LACT 512 and LACT 514. Corequisite: None.

LACT 521 - Field of Study I

This course applies a psychosocial approach to perinatal mental health, tailored specifically for the IBCLC. Students will master the biopsychosocial framework to recognize and analyze Perinatal Mood and Anxiety Disorders (PMADs), trauma, and grief. The focus is on the profound interplay between parental emotional health and lactation success. Through critical analysis and ethical protocol development, students will learn to synthesize evidence-based support strategies and establish clear, safe referral networks, ensuring they operate ethically and effectively within their scope of practice.

Credits: 3. Prerequisite: LACT 509, LACT 512 and LACT 513. Corequisite: None.

LACT 522 - Field of Study II

This advanced, interdisciplinary course examines tethered oral tissues (TOTs) from a holistic, systems-level perspective. The curriculum analyzes TOTs' functional impacts across the lifespan, including infant feeding, respiratory, sleep, GI, and neurodevelopmental outcomes. Students learn to critically appraise the complex evidence base and synthesize diverse assessment and care protocols from multiple disciplines, such as dentistry, speech-language pathology (SLP), and various functional modalities. The course focuses on critical research evaluation and the analysis of ethical, family-centered collaborative protocols.

Credits: 3. Prerequisite: LACT 512. Corequisite: None.

LACT 525 - Applications I: Lactation Praxis

Examines lactation and infant feeding through a reproductive justice and structural equity lens, centering community-led scholarship and leadership. Students analyze how structural racism, settler colonialism, immigration policy, cisheteropatriarchy, and healthcare-system design shape lactation outcomes across diverse populations and countries. The course is praxis-oriented: students build a Listening Portfolio of community-led public scholarship, map their sphere of influence, identify a call to action from a community-led organization, and take documented real-world action during the term.

Credits: 3. Prerequisite: LACT 513 or permission of Program Chair or Designate. Recommended: LACT 509, LACT 512, LACT 521 and LACT 522. Corequisite: None.

LACT 526 - Applications II: Integrated Practice

The integrative capstone of the Advanced Specialization sequence. Students braid the four disciplinary lenses (policy, perinatal mental health, oral function, equity-centered praxis) into demonstrated advanced practice through a 60-hour field engagement (external placement or practice-embedded project) and one scholarly artifact. Built around two longitudinal teaching cases in contrasting U.S. and Brazilian SUS health systems.

Credits: 3. Prerequisite: LACT 513, LACT 521, LACT 522, LACT 525, or permission of Program Chair or Designate. Corequisite: None.

LACT 528 - Applications I: IBLCE Pathway 2 Internship

This first internship course focuses on the clinical application of didactic knowledge in lactation support. Students will complete 150 hours of supervised clinical experience, developing competency in the first six of the twelve LEAARC competency areas for IBCLC qualification.

Credits: 3. Prerequisite: LACT 520. Corequisite: None.

LACT 529 - Applications II: IBLCE Pathway 2 Internship

This second internship course builds upon LACT 528, focusing on advanced clinical lactation practice. Students complete the final 150 hours of internship experience, developing competencies in complex lactation cases and applying advanced clinical reasoning.

Credits: 3. Prerequisite: LACT 528. Corequisite: None.

LACT 580 - Advanced Research Methods

This course provides the student with in-depth knowledge of research methods appropriate to the field of human lactation. The student writes a substantial thesis proposal.

Credits: 3. Prerequisite: LACT 509. Corequisite: None.

LACT 591 - Biology

This course presents an introduction to the human body and health and outlines how a microorganism or body imbalance can quickly cause an illness. The course also presents the concepts of vaccinations and how their use has reduced infectious disease in the U.S. and globally. Moreover, the course will address how education around the world relates to

relationships between vaccines and epidemics. General topics include cells, human tissues, organs and organ systems, genetics, microbiology, pathology, immunology and epidemiology.

Credits: 1. Prerequisite: None. Corequisite: None.

LACT 592 - Anatomy & Physiology

This course covers essential elements of human anatomy and physiology, the relationship and function of anatomy and physiology, homeostasis and the role that each of the body systems plays in maintaining it, and the functions of cells and tissues in the body.

Credits: 1. Prerequisite: None. Corequisite: None.

LACT 593 - Infant/Child Growth and Development

The growth and development of infants and children are explored in this course beginning with influences on healthy development in the prenatal phase, continuing through birth to adolescence. Normal stages are examined at each phase of the life cycle from conception to adolescence. Health promotion and cultural implications of health care during this span are emphasized.

Credits: 1. Prerequisite: None. Corequisite: None.

LACT 594 - Medical Terminology

Medical Terminology is the language specific to the medical industry. This introductory course focuses on the word construction and meaning that characterizes medical language through a study of root words, prefixes and suffixes. This course focuses on correct pronunciation, spelling and use of medical terms. Anatomy, physiology, and pathology of disease are discussed, yet no previous knowledge of these topics is necessary.

Credits: 1. Prerequisite: None. Corequisite: None.

LACT 598 - Thesis I

A substantial research and writing project that includes extended critical exposition. The thesis stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.

Credits: 3. Prerequisite: Students in the IBLCE Pathway 2 track will require LACT 514, LACT 520, LACT 528 and LACT 529. Students in the Non-IBLCE Pathway 2 track will require LACT 513, LACT 521, LACT 522, LACT 525 and LACT 526. All students require LACT 580.. Corequisite: None.

LACT 599 - Thesis II

A substantial research and writing project that includes extended critical exposition. The thesis stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.

Credits: 6. Prerequisite: All core courses and Advanced Research Methods. Thesis I and Thesis II divide the content of Thesis over two terms. Thesis I and Thesis II may be taken simultaneously or consecutively. If taken consecutively, Thesis I is a prerequisite to Thesis II.. Corequisite: None.

LAP - Psychology/Behavioral Science

LAP 501 - Introduction to Psychological Assessment

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

Credits: 3.

LAP 502 - Psychological Assessment II--Intellectual Assessment

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

Credits: 3.

LAP 503 - Psychological Assessment III--Personality Assessment

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

Credits: 3.

LAP 505 - Advanced Abnormal Psychology

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

Credits: 3.

LAP 509 - Advanced Social Psychology

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 of designate. Co-requisite(s): None. 3 quarter hours

Credits: 3.

LAP 510 - Advanced Theories of Personality

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.

Credits: 3. Prerequisite: Graduate standing; or permission of Program Chair or designate. Corequisite: None.

LAP 513 - Advanced Developmental and Cognitive Psychology

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.

Credits: 3. Prerequisite: LAP 509 and LAP 510; or permission of Program Chair or designate. Corequisite: None.

LAP 516 - Research Design

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 apply quantitative research design to a hypothetical research project, consider qualitative applications, read, interpret, and critique published research; and explore ethical considerations in research.

Credits: 3. Prerequisite: None. Corequisite: None.

LAP 517 - Psychological Statistics and Analysis

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.

Credits: 3. Prerequisite: LAP 516. Corequisite: None.

LAP 520 - Biological Bases of Behavior

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.

Credits: 3. Prerequisite: LAP 509 and LAP 510 or permission of the Program Chair or designate. Corequisite: None.

LAP 521 - Psychological Research Design and Analysis in the Workplace

Develops psychological research methods and analysis skills relevant to the workplace. Explores the scientific method, research questions and hypotheses, designs, sampling, measurement, validity and reliability, analyzing and interpreting data and reporting results. Highlights survey design research and critiques applicable to organizational surveys.

Credits: 3. Prerequisite: None. Corequisite: None.

LAP 526 - Psychology of Organizational Leadership

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

Credits: 3.

LAP 528 - Survey of Industrial and Organizational Psychology

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; the HRMD/IOP Dual Degree, or permission of the Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

LAP 532 - Work Motivation and Job Attitudes

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

Credits: 3.

LAP 533 - Measurement of Individual Differences

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

Credits: 3.

LAP 546 - Assessment of Organizations

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

Credits: 3.

LAP 552 - Career Development in Psychology

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

Credits: 3.

LAP 560 - Instructional Design and Assessment in Teaching of Psychology

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

Credits: 3. Distribution: Needs UCO.

LAP 561 - Teaching and Learning with Technology-Based Practices

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

Credits: 3. Distribution: Needs UCO.

LAP 563 - Field Experience in Teaching of Psychology

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 entry-level courses. Pre-requisite(s): LAP 560 and LAP 561. Co-requisite(s): None. 3 semester hours

Credits: 3. Distribution: Needs UCO.

LAP 589 - Capstone in Industrial and Organizational Psychology

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

Credits: 3.

LAP 598 - Comprehensive Exam Seminar

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

Credits: 3.

LAP 599 - Thesis

A thesis is one of two options offered to the Master of Arts in Psychology students. It is a formal written document which investigates a theory or particular point of view as the result of disciplined 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

Credits: 1 TO 3.

LAP 599X - Thesis Continuation

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

Credits: 0.

LAP 600 - Introductory Seminar on Community Psychology

This course is designed to introduce and orient students to the Ph.D. in Community Psychology Program, outlining expectations as well as introducing students to resources. Students explore program expectations, gain a basic understanding of community psychology, navigate Library and Learning Support and technology systems, and accessing financial aid). Students reflect on community psychology as it relates to their personal and professional experiences and career aspirations. Pre-requisite(s): Graduate standing. Co-requisite(s): None. 1 semester hour

Credits: 1.

LAP 601 - Pilot Research in Community Psychology

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. Students engage in a literature review, formulate research questions or hypotheses, design methodology, and develop a research proposal. Upon IRB'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.

Credits: 1 TO 3. Prerequisite: Admission to the Community Psychology PHD program. Corequisite: None.

LAP 601X - Pilot Research Continuation in Community Psychology

The pilot research continuation allows students who have not completed LAP 601 more time to finish the multi-term undertaking that builds to the dissertation in Community Psychology.

Credits: 0. Prerequisite: LAP 601. Corequisite: None.

LAP 605 - Principles of Community Psychology

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

Credits: 3.

LAP 610 - Approaches to Social Problems: Community Prevention

In this course, students explore the overlapping nature and complexity of social problems. They examine social problems, both domestic and international, from a community psychology perspective. Students create a prevention proposal for a social issue based on their knowledge and insight of 1) the mutual influence of social issues, 2) existing research, 3) current practice, 4) cultural context, and 5) the belonging perspective. Additionally, students defend their choice of positioning their prevention proposal in the micro-, meso-, exo-, and/or macro-system levels as well as in the primary, secondary and tertiary levels of prevention. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

LAP 615 - Community Organizing

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

Credits: 3.

LAP 620 - Advanced Community Development Planning and Policy

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

Credits: 3.

LAP 625 - Advanced Quantitative Methodology in Community Psychology

This course will review the scientific method, including 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

Credits: 3.

LAP 630 - Advanced Qualitative Methodology in Community Psychology

This course reviews qualitative research methods including interviewing, observing, documenting, and categorizing data. 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.

Credits: 3. Prerequisite: LAP 600 and LAP 605. Corequisite: None.

LAP 635 - Statistics for Community Psychology

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

Credits: 3.

LAP 640 - Survey Design and Introduction to Statistical Software and Analysis

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

Credits: 3.

LAP 645 - Social Marketing and Thought Leadership in Community Psychology

In this course, students will examine social marketing, the application of marketing principles to create social change. Student will address an aspect of a complex social issue by developing a campaign based on social marketing principles and drawing from the 4 Ps of traditional marketing (Price, Product, Promotion and Placement). They will also explore thought leadership, marketing strategy to establish and position their expertise as emerging community psychologists as well as shape public debate at the macro level. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

LAP 650 - Principles of Consultation in the Community and Consultation Proposal

This course emphasizes community psychology practice and the development of consulting skills. Students explore the role of community psychologists as consultants partnering with government, schools, nonprofits and community-based organizations. Some processes to be examined are gaining entry, setting clear goals, clarifying roles, writing proposals, contracting, setting timelines and deliverables, estimating costs, managing conflict, business planning and self-assessment and reflection, creating a positive climate. Culturally responsive approaches and diversity are explored as they relate to consultation. Students will also prepare draft proposals for their community consultation course sequence: LAP 690.

Credits: 4. Prerequisite: LAP600, Orientation to Community Psychology; or permission of Program Chair or designate. LAP605, Principles of Community Psychology; or permission of Program Chair or designate.. Corequisite: None.

LAP 655 - Proposal Writing to Advance Communities

This course will focus on proposal writing activities (e.g., federal and private grants, philanthropic funding, and corporate contributions). Community assessment will be used to understand the context and identify strengths and opportunities. Foundations of successful proposal writing will be

established as well as plans for diversified external funding sources.

Credits: 3. Prerequisite: None. Corequisite: None.

LAP 660 - Professional Writing for Community Psychology I

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

Credits: 3.

LAP 661 - Professional Writing for Community Psychology II

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

Credits: 3.

LAP 662 - Leadership and Organizational Change

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

Credits: 3.

LAP 665 - Advanced Theoretical Foundations of Community Psychology

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

Credits: 3.

LAP 670 - Cross-Cultural Dynamics in Context

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, and explore relationship with community practitioners and leadership in professional organizations to evaluate potential collaboration. Pre-requisite(s): LAP 600, LAP 605; or consent of the Program Chair or designate. Co-requisite(s): None. 4 semester hours

Credits: 4.

LAP 685 - Urban Politics and the Community

This course examines the impact on community areas of the distribution of power and the tensions hat 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

Credits: 3.

LAP 690 - Consultation in Community Psychology

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

Credits: 1 TO 3.

LAP 693 - Seminar in Program Evaluation

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.

Credits: 3. Prerequisite: LAP 625 or PPA 565 or RES 520 or another graduate quantitative analysis/methods course by approval of Program Chair.. Corequisite: None.

LAP 695 - Independent Study in Community Psychology

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.

Credits: 1-3 (total of 6SH). Prerequisite: None. Corequisite: None.

LAP 698 - Dissertation Proposal Seminar

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

Credits: 3.

LAP 699 - Dissertation in Community Psychology

This course focuses on the complete dissertation process including conceptualization of a project, literature review, data collection, data analysis, final write up, and defense.

Credits: 1 TO 6. Prerequisite: LAP 601 or Thesis from MA/MS program. Corequisite: None.

LAP 699X - Dissertation Continuation: Community Psychology

This course allows for extended time for dissertation research (LAP 699).

Credits: 0. Prerequisite: LAP 699. Corequisite: None.

LDE-Linguistic-Diversity-Equity

LDE 600 - Advocacy, Leadership and Engagement in Language Education

This course draws on sociocultural and critical approaches to explore the role of leaders, both inside and outside of the classroom, in educational innovation centered on equity for minoritized communities. The course delves into research on advocacy, leadership, and engagement and draws out essential features of effective professional learning that specifically address the needs of educators and students in bilingual education, English as a Second Language, and other language education programs.

Credits: 3. Prerequisite: Admission to NCE doctoral program or consent of instructor.

LDE 601 - Historical and sociocultural foundations of language education

This course surveys foundations of language education from historical and sociocultural perspectives. Students critically review major research traditions in bilingual education, English as a Second Language, and other language education approaches in the U.S. and in global contexts to identify implications for research design and language education policies and practices.

Credits: 3. Prerequisite: Admission to the NCE doctoral program or consent of instructor..

LDE 602 - Bilingualism in Schools and Society

This course examines the complex factors at play in becoming bilingual in linguistically diverse communities globally. Students critically review research on bilingual language development, translanguaging, and sociolinguistic variation to understand sociocultural and linguistic aspects of bi/multilingualism. While synthesizing implications for education, students consider how language, power, and equity shape bilingualism in schools and society.

Credits: 3. Prerequisite: Admission to the NCE doctoral program or consent of instructor. Corequisite: None.

LDE 603 - Second Language Learning

The course examines the process of learning an additional language as it is shaped by individual factors, social identities, and schooling in linguistically diverse global communities. Drawing on foundational understandings of language learning, students examine theoretical developments in the field of Second Language Acquisition from cognitive, sociocultural, multilingual, and transdisciplinary perspectives. Through discussion, pedagogical application, and inquiry in second language learning, students build familiarity with linguistically responsive paradigms in order to address key tensions in the field and foreground equitable perspectives on multilingualism and multilingual learners.

Credits: 3. Prerequisite: Admission to NCE doctoral program or consent of instructor. Corequisite: None.

LDE 604 - Second Language Literacy, Biliteracy, and Multiliteracies

The course explores research in second language literacy, with a focus on biliteracy and multiliteracies. It employs a sociocultural perspective by examining how culture, identity, equity, and globalization influence biliteracy development. Moving beyond schools' emphasis on standardized literacy in English, students engage with key issues in literacy instruction in linguistically diverse settings, while critically reviewing research and applying findings to advocate for bi/multiliteracies.

Credits: 3. Prerequisite: Admission to NCE doctoral program or consent of instructor. Corequisite: None.

LDR - Teacher Leadership

LDR 511 - Emerging as a Teacher Leader

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

Credits: 2.

LDR 513 - Collaborating with Stakeholders to Promote Change

This course provides Teacher Leader candidates with tools to assess their own preparation, strengths, areas for development, and context-based opportunities to grow as Teacher Leaders. Candidates construct a model comparing the current reality of a particular problem situated in his or her school with the reality that would be more desirable, for problems that are within the candidate's capacity to help bring about positive change. 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 stakeholders that would be needed to make change in realistic time frames. Candidates build negotiation and professional management skills as they study conflict, negotiation, collaboration, change and systems theory.

Credits: 2. Prerequisite: none. Corequisite: None.

LDR 521 - Guiding Data Teams in Schools

This course helps teacher leaders make the transition from analyzing data pertaining solely to individual classroom decision-making to collaborating on and leading teams whose purpose is to understand data and its ramifications for the improvement of student performance across the school and districts. Honoring the relevance of both qualitative and quantitative data in school decision-making, the course equips candidates to read, analyze, and interpret in multiple ways both mandated and alternative forms of data and assessments, and to determine implications for action. It also offers instruction in the dynamics, challenges, and best practices of leading collaborative teams generally, including dealing effectively with conflict. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

Credits: 2.

LDR 523 - Mentoring and Coaching Fellow Teachers

This course examines how mentoring and coaching improve the performance of teachers, students, schools, and the profession. It treats coaching not as

about "fixing," but as joining with peers as fellow learners. Embracing the complexities of being both coach and colleague, candidates practice mentoring and coaching competencies, including, among others, examining beliefs and values that affect coaching, establishing trust, selecting a coaching model appropriate to the situation, and determining shared goals for a coaching relationship. Participants apply these competencies to real-world school contexts. Pre-requisite(s): None. Co-requisite(s): None. 2-3 semester hours

LDR 525 - Teacher Outreach: Families and Community

This course helps candidates construct partnerships with the community as more than classroom outreach. Candidates will learn to view community engagement as a means of not only building school culture and fostering collaboration, but also as a way to authentically embrace and respect students' diverse home lives and backgrounds. Furthermore, this course encourages candidates to actively engage parents as partners in students' learning experience, and to help 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.

Credits: 2. Prerequisite: None. Corequisite: None.

LDR 527 - Promoting Cultural Fluency

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 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.

Credits: 2. Prerequisite: None. Corequisite: None.

LDR 531 - Leading Teacher Development and Student Learning

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 the help grow teachers' daily practice, thus improving student learning in their buildings. 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. Pre-requisite(s): None. Co-requisite(s): None. 2-3 semester hours

LDR 535 - Advocating for the Teaching Profession

This course brings teacher leaders into contact with the larger trends and polices 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 to plan action on an issue affecting their schools and districts.

Credits: 2. Prerequisite: None. Corequisite: None.

LDR 571 - Planning Teacher Leadership

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 literature from education, other disciplines focused on complex change, and 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. They will begin identifying mentors, collaborators, and stakeholders and begin active work on their projects.

Credits: 3. Prerequisite: All teacher leader endorsement courses. Corequisite: None.

LDR 572 - Implementing Teacher Leadership

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

Credits: 3.

LDR 572 - Implementing Teacher Leadership

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 571. They continue to consult, share, and critique relevant professional literature. They also engage a larger professional community as mentors, colleagues, and professional peers, as they discuss the issues they face and adapt what they learn to their own contexts. They demonstrate deepening expertise in the National Teacher Leader Standard selected as their focus for their project.

Credits: 3. Prerequisite: Completion of all Teacher Leadership endorsement coursework and LDR 571. Corequisite: None.

LDR 573 - Evaluating Teacher Leadership

In this final of three courses for the planning, executing, and evaluating 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 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 mediums. 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.

Credits: 3. Prerequisite: Completion of all TL endorsement courses and LDR 571 and LDR 572 in the TL master's sequence. Corequisite: None.

LGT - Legal Technology

LGT 200 - Business Foundations in Legal Technology

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

Credits: 5.

LGT 201 - Data and Systems

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

Credits: 5.

LGT 202 - Data and Systems II

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

Credits: 5.

LGT 203 - Communications and Influence

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

Credits: 5.

LGT 204 - Strategy and Solutioning

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

Credits: 5.

LGT 205 - Operational Excellence

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

Credits: 5.

LSE - Learning Sciences in Education

LSE 401 - Google Certified Educator Level 1

The Google Certified Educator Level 1 course provides application-based training to help educators transform lessons through technology integration. The curriculum focuses on increasing classroom efficiency, fostering student creativity, and preparing participants to pass the Level 1 Certification Exam. Participants will dialogue about meaningful use of instructional technology in teaching and learning, and practice using the core Google Workspace tools including Classroom, Drive, Docs, Forms, Slides, and Sheets to design authentic collaborative learning experiences.

Credits: 0. Prerequisite: None. Corequisite: None.

LSE 411 - Human Learning and Development in Instructional Contexts

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. 3 quarter hours

Credits: 3. Distribution: Advanced Standing Course.

LSE 500 - Introduction to the Learning Sciences and Technology

This course explores the role and application of the learning sciences in designing powerful and inclusive learning experiences across diverse, digitally mediated environments. Major topics include teaching, learning, and assessment through the lens of learning theories, socio-cultural influences, human-computer interaction, and the use of visual and digital tools to represent and enhance instructional design.

Credits: 3. Prerequisite: None. Corequisite: None.

LSE 502 - Baseline Seminar in the Learning Sciences

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

Credits: 1.

LSE 505 - Data Literacy

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

Credits: 3.

LSE 511 - Human Learning and Development in Instructional Contexts

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

Credits: 2.

LSE 520 - Introduction to Design-based Research

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

Credits: 3.

LSE 525 - Designing Digital Age Learning Environments

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

Credits: 3.

LSE 530 - Designing Learning Experiences: Cognition in Socio-Cultural Contexts

This course introduces foundational concepts in the Learning Sciences with emphasis on social-emotional, cognitive, cultural, and contextual factors that shape how people learn. Students examine key theories and research on individual learning and the influence of social and cultural environments. The course also explores how issues such as poverty, trauma, language access, and systemic inequities impact learners and informs responsive, inclusive approaches to teaching and curriculum design.

Credits: 3. Prerequisite: None. Corequisite: None.

LSE 532 - Visionary Leadership for Digital Learning Contexts

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

Credits: 3.

LSE 535 - Instructional Design Foundations for Digital Age Learning Environments

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

Credits: 1 TO 3.

LSE 540 - Social Emotional Learning in Cultural Contexts

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

Credits: 3.

LSE 541 - Cognition and Instruction

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

Credits: 2.

LSE 542 - Digital Tools for Teaching, Learning and Assessment

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

Credits: 3.

LSE 555 - Mid-Point Seminar in the Learning Sciences

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

Credits: 1.

LSE 575 - Leading Learning Technologies and Instructional Design with Shared Vision

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

Credits: 3.

LSE 585A - Workshop: Advanced Google Workspace for Education

This workshop is intended for participants that are familiar with Google's suite of tools for education and looking to improve productivity, collaboration, and creative ways to use technology with students. Participants will advance their knowledge of Google Workspace and solidify their understanding of Google's use in the classroom. Participants will have opportunities to practice tasks based on Google's Level 2 certification exam, a prerequisite to Google's Certified Trainer and Innovator programs, and create artifacts that can be used in their classroom today. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hours

Credits: 1.

LSE 585AV - WS/Introduction to G Suite (Google tools) for Education

Are you curious about Google apps in the classroom to increase collaboration? During this hands-on workshop participants will learn to create projects and lessons using resources available free from Google. Participants will learn strategies for incorporating apps into lessons and collaborative projects using Google Docs. This workshop features digital tools included in Google certification for Educators. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

Credits: 1.

LSE 585BA - Workshop/Coding in Your Classroom: Getting Started

This introductory workshop explores introductory ideas of coding and computer science through a hands-on approach in a learning community. Coding, regarded as another essential literacy for digital-age, learners, is an important set of skills that teachers will enjoy learning, step by step. Participants will learn the concepts behind coding and how coding can be implemented in a variety of classroom contexts, with and without computers. Participants are required to collaborate, explore, and engage in reflective practice. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

Credits: 1.

LSE 588 - Constructing Curriculum for Engaging the Whole Learner

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

Credits: 3.

LSE 593 - Seminar in the Learning Sciences

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

Credits: 3.

LSE 595D - ST/ Strategies for Remote and Online Instruction in PreK-12 Classrooms

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

Credits: 0.

LSE 597 - Capstone Seminar in the Learning Sciences

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

Credits: 1.

LSE 598 - Integrating Professional Knowledge & Practices for Advanced Credentials: A Capstone Experience

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

Credits: 3.

MBA - Master of Business Administration

MBA 407UA - Creativity and Business Innovation

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.

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair/Director or designate. . Corequisite: None.

MBA 422UA - Strategic Marketing and Storytelling

This course is designed to provide a foundation of strategic 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.

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair/Director or designate. Corequisite: None.

MBA 501 - Graduate Management Foundations

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

Credits: 3.

MBA 505 - Leadership: Principles to Practice

This course explores ethical, inclusive, and strengths-based leadership grounded in emotional intelligence and communication. Students examine leadership theories, assess their own styles, and develop skills to build collaborative, high-performing teams. Emphasis is placed on ethical decision-making and effective communication in addressing organizational challenges. Through case analysis, self-assessments, and leadership interviews, students create a leadership development plan that applies leadership principles in real-world settings.

Credits: 3. Prerequisite: None. Corequisite: None.

MBA 507 - Creativity and Business Innovation

This course equips students with human-centered design thinking and AI-augmented innovation skills to identify and solve complex business challenges. Grounded in the five discovery skills of disruptive innovators — Questioning, Observing, Networking, Experimenting, and Associating — students challenge industry assumptions, conduct stakeholder research, and generate evidence-based solutions. Embracing a "Cyborg" leadership approach, students leverage generative AI alongside uniquely human judgment and empathy. Working in interdisciplinary teams, students investigate real-world challenges, prototype solutions, and deliver a 90-day implementation roadmap to business leadership.

Credits: 3. Prerequisite: Admission to the MBA program or completion of MBA 505 or Program Chair approval. Corequisite: None.

MBA 508 - Managerial Economics

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 501and MBA 503. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 509 - Essentials in Economics

This course focuses on the application of microeconomic and macroeconomic principles to business decision-making. Emphasis is placed on scarcity and resource allocation as well as strategic aspects of managing organizations in differing competitive environments. It provides an analysis of how macroeconomic and microeconomic forces impact markets and thus individual firms across a variety of industries. Pre-requisite(s): MBA 505 and MBA 507 or permission of the Program Chair. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 510 - Macroeconomics

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

Credits: 3.

MBA 511 - Finance for Decision-Making

This course will focus on 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, and overall financial performance. Students will learn and apply a variety of financial decision-making techniques to support the analysis and solving of managerial problems. Pre-requisite(s): MBA 505 and RES 510, or permission of the Program Director. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 514 - Managerial Accounting

This course will introduce the student to managerial accounting concepts and the use of those concepts in the evaluation of financial reports and other financial data. Issues addressed will include techniques to analyze and evaluate cost data for planning and control, inventory management and control, cost-volume-profit analysis, revenue and profitability analysis, and quality control issues. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): MBA 505 or MBA 501 and MBA 503; or permission of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 516 - Financial Markets

This course will focus on the behavior of financial markets, such as stock, bond, futures and options markets. Several different investment alternatives and their characteristics will be addressed. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501, MBA 503, MBA 514, MBA 518. Co-requisite(s): none. 3 semester hours

Credits: 3.

MBA 518 - Financial Management

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

Credits: 3.

MBA 521 - Market Research

This course is an introduction to the marketing research process and the basics of quantitative and qualitative analysis. Students will learn to define the research problem, select an appropriate research design, create visual displays to present the findings from a marketing research study, and learn how to analyze customer databases and surveys using statistical software. Pre-requisite(s): MBA 505, MBA 507 or permission of the Program Director. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 522 - Strategic Marketing and Storytelling

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.

Credits: 3. Prerequisite: MBA 505 and RES 510. Corequisite: None.

MBA 524 - Advanced Strategic Management

This capstone course will provide students with a foundational understanding of the theory and practical application of strategy. The curriculum leads students through the strategy development process as they analyze the market and competitive environments in order to develop a strategic plan and implementation approach for an organization. Building upon the enterprise-wide knowledge and skills developed in preceding courses, students will apply a general manager's perspective throughout this course, evaluating and debating strategic situations for a wide range of organizations.

Credits: 3. Prerequisite: MBA-505, RES-510, MBA-507, MBA-509; MBA-511, MBA-514, MBA-522, MBA-532, & OBD-533, or the approval of the Program Director. Corequisite: None.

MBA 526 - Project Management

This course introduces MBA students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as Facility Construction, Product Development, IT Systems, Business/Public Program Rollout, etc. Students will learn principles and apply techniques in project need/mission formation; project planning and control; risk management and mitigation strategies; project organization, leadership, and motivation issues; procurement and contract management; quality management; and project communications. Course contents are aligned with industry certifications (Project Management Professional), although the course by itself is insufficient for certification exams. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

Credits: 3.

MBA 529 - International Management

The globalization of business is challenging organization leaders at all levels to come to grips with the complexities of managing business beyond the U.S. This course focuses on the interplay between the domestic business environment 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

Credits: 3.

MBA 532 - Technology and Leadership

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.

Credits: 3. Prerequisite: MBA-505, RES-510, MBA-507 or Program Director approval.. Corequisite: None.

MCH - Maternal Child Health

MCH 140 - Medical Terminology

Medical terminology is the language specific to the medical industry. This course focuses on the word construction and meaning that characterize medical language.

Credits: 3. Prerequisite: None. Corequisite: None.

MCH 150 - Human Anatomy and Physiology in Maternal Child Health

This course covers essential elements of human anatomy and physiology, the relationship and function of anatomy and physiology, homeostasis and the role that each of the body systems plays in maintaining it, and the functions of cells and tissues in the body and integrates this knowledge with the field of Maternal Child Health.

Credits: 5. Prerequisite: None. Corequisite: MCH 150L.

MCH 150L - Human Anatomy and Physiology in Maternal Child Health Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 150L.

MCH 200 - Folklore of Childbirth

This course will explore folklore related to birth in social and cultural settings, as well as procedures surrounding childbirth in traditional and contemporary communities. The course requires students to think critically about other cultures and their own personal cultural values and practices through an ethnographic lens. In a global world, and throughout the mosaic of the United States, it is important to be able to understand other cultures.

Credits: 5. Prerequisite: None. Corequisite: None.

MCH 220 - Foundations of Maternal Child Health

This course is the foundation of the Maternal Child Health: Human Lactation major, focusing on the issues that contribute to the development of the competent lactation care provider. Students will investigate social, cultural, and ethical issues that contribute to infant and maternal health. This evidence-based course includes an integrated approach to breastfeeding and human lactation within the broader context of the health of women and children.

Credits: 5. Prerequisite: None. Corequisite: MCH 220L.

MCH 220L - Foundations of Maternal Child Health Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 220.

MCH 223 - Lifecycle Nutrition

This course examines the impact of nutrition on human health; the processes of digestion, absorption and metabolism; the nature and composition of carbohydrates, fats, proteins and micronutrients; the characteristics of a healthy diet and weight control. The student will also explore the role of nutrition in pregnancy, lactation, infancy, childhood, and the adult life cycle. Students will have the opportunity to assess their diet and activity.

Credits: 5. Prerequisite: None. Corequisite: MCH 223L.

MCH 223L - Lifecycle Nutrition Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 223.

MCH 250 - Pre-Internship Planning

This course prepares Maternal Child Health: Human Lactation students for the clinical practice experiences (Internship or Practicum) required for successful completion of the MCH: Human Lactation degree. Students will explore health communication issues relevant to working in a clinical site, identify and secure clinical placement(s), and complete required preparation per placement site.

Credits: 3. Prerequisite: Students who enroll in the Maternal Child Health: Human Lactation Major who already have IBCLC certification will have the requirement of MCH 250, 460, & 461 substituted with other coursework as approved by Program Director. Such students cannot choose to take these courses as electives.. Corequisite: MCH 250L.

MCH 322 - Research and Evidence in Maternal Child Health

Evidence-based practice in health care is an emerging model for examining the validity of common practices in health care. This course uses a hierarchy of evidence to guide students in the research process on specific issues in maternal child health care. Exercises are designed to help the student find evidence on a topic, determine the level of evidence, and use the evidence responsibly and ethically in communicating to other health care providers and patients.

Credits: 5. Prerequisite: MCH 220 and recommended 60-90 quarter hours of prior college-level coursework in any field. Corequisite: None.

MCH 322L - Research and Evidence in Maternal Child Health Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 322.

MCH 323 - Maternal-Infant Nutrition

This course explores international public health perspectives and recommendations regarding the role of nutrition from preconception through pregnancy, the postpartum period, and early childhood. Students will also examine current nutrition trends affecting women and children.

Credits: 5. Prerequisite: MCH 223. Corequisite: MCH 323L.

MCH 323L - Maternal-Infant Nutrition Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 323.

MCH 324 - Skills & Strategies for Breastfeeding Problem Solving

This course explores the clinical skills and strategies used to solve breastfeeding issues. Students examine and apply a problem-solving model to case studies involving complex issues by collecting history, describing assessment, distinguishing symptoms from problems, and proposing and evaluating solutions for identified problems.

Credits: 5. Prerequisite: MCH 220 and MCH 322. Corequisite: None.

MCH 324L - Skills & Strategies for Breastfeeding Problem Solving Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 324.

MCH 325 - Social and Cultural Issues in Health Care

Through readings and critical examination, the student will explore social and cultural issues in health care related to disparities of care, ethics, systems of power, social justice and diversity in health care systems. Through analysis and self-reflection, students will consider ways providers can enhance community health through improved communication and relationships between themselves and families as they work in the field of Maternal Child Health.

Credits: 5. Prerequisite: None. Corequisite: MCH 325L.

MCH 325L - Social and Cultural Issues in HealthCare Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 325.

MCH 327 - Birth Outcomes: Joys and Sorrows

This course explores classic and current research surrounding the impact that conception, pregnancy, labor and childbirth may have on the development of the maternal child relationship. This course will explore the transformational aspects of birth as well as the consequences of pregnancy and birth events through theories of grief and loss including infertility, perinatal loss, childbirth interventions and unexpected birth outcomes.

Credits: 5. Prerequisite: None. Corequisite: MCH 327L.

MCH 327L - Birth Outcomes: Joys and Sorrows Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 327.

MCH 328 - Developing a Community-Based Support System

This course will address the characteristics, organizational skills and clinical skills necessary to open and successfully operate community-based support for maternal child health. Existing models will be presented and evaluated for their advantages, disadvantages, potential client populations and settings for women and young children. Students will examine legal and ethical issues, professional standards and practical skills that need to be considered for developing a community support system.

Credits: 5. Prerequisite: None. Corequisite: MCH 328L.

MCH 328L - Developing a Community-Based Support System Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 328.

MCH 329 - Perspectives in Professional Lactation Support

This course is designed to meet the unique needs of the Professional Lactation Supporter as well as those intending to enter the field. Focusing on the policies, principles and practices that constitute the field of evidence-based breastfeeding and human lactation care, students will investigate and appraise historical and contemporary issues within the context of becoming a competent, self-reflective practitioner in a global, interdisciplinary community.

Credits: 5. Prerequisite: MCH 220 and MCH 322. Corequisite: MCH 329L.

MCH 329L - Perspectives in Professional Lactation Support Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 329.

MCH 330 - Global Policies in Maternal and Child Health

This course introduces students to the global landscape of maternal and child health policy. Students will examine how public health policies are shaped, implemented, and enforced across national and international contexts. Particular attention is given to the social determinants of health that impact breastfeeding and maternal and child health globally.

Credits: 2. Prerequisite: MCH 220 and recommended 60-90 quarter hours of prior college-level coursework in any field. Corequisite: None.

MCH 335 - Special Circumstances in Lactation Support

This course prepares students to provide lactation support in complex maternal and infant health situations. Students will examine care for high-risk dyads, including preterm and late preterm infants, medically fragile infants, and infants with cardiac or chronic health conditions. The course addresses maternal challenges including peripartum mood disorders, medical conditions affecting breastfeeding, physical disabilities, and substance use. Students will learn to assess physical, mental, and psychological states and develop appropriate care plans for families navigating special circumstances.

Credits: 5. Prerequisite: MCH 220 and MCH 322. Corequisite: None.

MCH 380 - Mood Disorders in the Perinatal Period

This course describes the causes, consequences of and treatment options for postpartum mood disorders. It will describe the three-part stress response, and how maternal stress and inflammation increase the risk of depression and other mood disorders. In addition, a range of complementary and alternative treatments will be described and the impact of treatment on breastfeeding will be discussed.

Credits: 5. Prerequisite: None. Corequisite: MCH 380L.

MCH 380L - Mood Disorders in the Perinatal Period Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 280L.

MCH 388 - Applications in Maternal Child Health

This course examines the professional, academic, and social significance of Maternal Child Health: Human Consulting Lactation. The course has an applied component that is designed by the student in collaboration with the instructor. Application occurs in developing an educational product for expectant/breastfeeding families or the care providers serving childbearing families. Other coursework examines health care systems and social and ethical factors impacting the delivery of lactation care in the United States.

Credits: 3. Prerequisite: MCH 220 and MCH 322. Note: This course can replace the internship/practicum requirement for graduation from the MCH program upon approval of program director. (This course will meet the internship/practicum requirement for MCH majors who live in a state without internship options.) . Corequisite: None.

MCH 429 - Infant and Child Growth and Development

The growth and development of infants and children are explored in this course beginning with influences on healthy development in the prenatal phase, continuing through birth to adolescence. Normal stages are examined at each phase of the life cycle from conception to adolescence. Health promotion and cultural implications of health care during this span are emphasized.

Credits: 5. Prerequisite: None. Corequisite: MCH 429L.

MCH 429L - Infant and Child Growth and Development Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 429.

MCH 460 - Internship I in Maternal Child Health

This internship provides the student with the opportunity to gain practical experience as a lactation professional. Students will complete and evaluate clinical hours in breastfeeding counseling of the mother-baby dyad, under the supervision of an on-site, experienced lactation professional, as well as an experienced academic lactation professional. Theoretical foundations and experiences are designed to develop lactation assessment, client management and documentation competencies. Experiences may include observation of counseling sessions, discussions with preceptor, supervised practice sessions, documentation of cases, and evaluation of achievement of mastery. This internship course is offered in two parts, each involving completion of 150 hours of direct breastfeeding education and counseling conducted by the student under the guidance of a board-certified (IBCLC) preceptor.

Credits: 3. Prerequisite: MCH 220, MCH 250 and MCH 322. . Corequisite: None.

MCH 461 - Internship II in Maternal Child Health

This course provides the student with the opportunity to gain additional practical experience as a lactation professional. Students will complete clinical hours in breastfeeding counseling of the mother-baby dyad, under the supervision of an on-site, experienced lactation professional, and reflect upon the experience with an academic lactation professional. Theoretical foundations and experiences are designed to develop lactation assessment, client management and documentation competencies. Experiences may include observation of counseling sessions, discussions with preceptor, supervised practice sessions, documentation of cases, and evaluation of achievement of mastery.

Credits: 3. Prerequisite: MCH 220, MCH 250, MCH 322, and MCH 460.. Corequisite: None.

MCH 462 - Internship Extension in Maternal Child Health

This zero-credit extension course provides continued enrollment for students who have successfully completed all coursework requirements in MCH 460 Internship I and MCH 461 Internship II but have not yet completed the 300 supervised clinical practice hours required for the Pathway 2 sequence. Students remain under the supervision of their pre-approved clinical preceptor and the program's Clinical Coordinator while finishing their remaining hours at their secured internship site, by telehealth, or through simulated clinical practice as approved by LEAARC. Successful completion of all 300 hours, documented through the program's clinical hours log and competency verification, is required to satisfy Pathway 2 requirements and to graduate as an IBCLC® Candidate eligible to sit for the IBLCE certification examination.

Credits: 0. Prerequisite: MCH 460 and MCH 461. Corequisite: None.

MCH 480 - Power and Societal Inequities in Maternal and Child Health

This course explores the disparities of care that exist within health care. Students will examine economics, gender, education, sexual orientation, race, and abilities in relation to quality of medical care and access to medical care. Students will consider their own assumptions and biases and think critically

about how assumptions impact care. Through interdisciplinary perspectives, the student will explore the structure and function of systems of power among individuals, communities, governmental and non-governmental organizations and international agencies relating to national and international health inequities. International issues of economics, emergencies, infectious disease and war will be discussed.

Credits: 3. Prerequisite: MCH 150, MCH 220, MCH 223, and MCH 322.. Corequisite: None.

MCH 481 - Politics and Social Justice in Maternal Child Health

This course explores sociologic, cultural, political, and economic forces affecting the practice of maternal child health, focusing on pregnancy, birth and breastfeeding. Focusing on social justice, the course includes national and international legislation, workplace accommodations, and economic, social and legal pressures. Through a biomedical ethics lens, students will examine their own personal place and responsibility in the global community.

Credits: 5. Prerequisite: MCH 150, MCH 22, MCH 223, MCH 322. . Corequisite: MCH 481L.

MCH 481L - Politics and Social Justice in Maternal Child Health Lab

Students will engage in lab activities related to the didactic course.

Credits: 1. Prerequisite: None. Corequisite: MCH 481.

MEDA - Medical Assistant

MEDA 099 - Accelerate U Medical Assisting Orientation

This course serves as the initial step of orientation to the Medical Assisting Certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend and in-person orientation for the program.

Credits: 0. Prerequisite: None. Corequisite: None.

MEDA 101 - Foundations of Anatomy and Physiology

This course introduces students to basic anatomy and physiology associated with the major body systems. Students will gain an understanding of major body systems, common symptoms and signs of disease, routine diagnostic tests, common therapies associated with each system, etiology of disease, genetic and developmental disorders, and the effects of aging. Students will also build an understanding of medical terminology including root words, medical suffixes, and prefixes.

Credits: 5. Prerequisite: MEDA 110. Corequisite: CAR 204.

MEDA 110 - Medical Assisting Professional Skills I

In this course the student will learn healthcare professional roles and responsibilities to include safety, communication, law and ethics, infection control, patient histories, and patient advocacy. The student will also learn basic math skills related to medication and measurements. This course will provide legal and ethical implications within healthcare, HIPAA regulations, safety, security, confidentiality, legislation, reporting, documentation, and health information.

Credits: 5. Prerequisite: None. Corequisite: CAR 204.

MEDA 115 - Medical Assisting Professional Skills II

This course continues to build on students' foundational knowledge of medical assisting with a focus on front office responsibilities and beginning level clinical skills. The administrative, clerical, and billing aspects of a medical office will be introduced. Principles and applications of medical and financial management, scheduling, billing, coding, insurance processing, and accounts receivable will be taught. Students will work with ICD-10, HCPCS, and CPT manuals. Students will learn how to perform vital sign measurements and emergent practices to be able to assist in the clinical area when necessary. Pre-requisite(s): MEDA 101 and MEDA 110. Co-requisite(s): CAR 204. 5 quarter hours

Credits: 5.

MEDA 130 - Clinical Medical Assisting

In this course students will gain proficiency in the primary clinical skills required of medical assistants. Students will learn how to assist with physical exams. Students will perform lab duties such as specimen collection and testing, inclusive of venipuncture and capillary puncture. Additional clinical skills such as cardiology and radiology procedures, assisting with minor surgery, and medication administration will also be taught in this course. Students will conclude this course prepared to enter their clinical externship.

Pre-requisite(s): MEDA 100, MEDA 110, and MEDA 120. Co-requisite(s): CAR 204. 5 quarter hours

Credits: 5.

MEDA 140 - Clinical Practicum

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 externship site. Pre-requisite(s): MEDA 101, MEDA 110, MEDA 120, and MEDA 130. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MEDA 201 - Clinical Practicum

Credits: 6.

MES - Media Communications

MES 104 - Evolution of Mass Media

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.

Credits: 5. Prerequisite: None. Corequisite: None.

MES 205 - Social Media Networking

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 use of social media technology and how it enables the formation of digital communities and its power to persuade. Students will engage in active debates on ethical problems 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): MES 104, MKT 205, ENG 101, ENG 201 with a grade of a "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MES 207 - Contemporary Media Communications

This course is an introduction to the study and structure of contemporary media communications, focusing on audio and visual. We will define and examine different media's expressive and aesthetic power and its influence on the individual and the public. We will explore contemporary audio and visual uses of media as a tool in storytelling and shaping narrative arcs. Students will create a podcast and vlog, which are introductory projects that prepare Communication and Media students for their work in MES 310: Sound Essentials: Podcasting and MKT 410: Video Essentials: Short Film. Pre-requisite(s): MES 104 and COM 105 or permission of department chair. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MES 310 - Sound Essentials: Podcasting

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

Credits: 5.

MES 410 - Video Essentials: Short Film

Video Essentials: Short Film is an introduction to trends and techniques in recording narrative videos. This course helps students learn about and experiment with different filming techniques through portable devices, such as smartphones and tablets. Throughout the course, students develop their own short film, which may be presented at the end of the course in a film showcase. Through the film project, students assess angles and effects, dialogue, genre, film type, execution, and overall project management. Topics such as ethics and copyright are discussed as are community and inclusion. Pre-requisite(s): COM 105, MES 104, MES 207, or by approval of department chair. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MGE - Middle Grades Education

MGE 501 - Introduction to Middle Grades Education: Young Adolescents in Context I

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

Credits: 2 TO 3.

MGE 503 - Advocacy Practicum: Young Adolescents in Context II

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

Credits: 3.

MGE 505 - Teaching and Learning Practicum: Young Adolescents in Context III

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

Credits: 3.

MGE 507 - Voices and Choices in Middle Grades Education

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

Credits: 1.

MGE 509 - Integrated Curriculum in the Middle Grades

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

Credits: 1 TO 3.

MGE 510 - Methods of Teaching Middle Grades Science

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

Credits: 3.

MGE 512 - Methods of Teaching Middle Grades English/Language Arts

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

Credits: 3.

MGE 514 - Methods of Teaching Middle Grades Mathematics

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

Credits: 3.

MGE 518 - Methods of Teaching Middle Grades Social Studies

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

Credits: 3.

MGE 520 - Methods of Teaching Content Area Literacy in the Middle Grades

This course focuses on the development of reading in the middle grades, particularly the development of skills to access expository text materials, digital texts and other media. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. Methods for reading and writing instruction across the curriculum as articulated in the Common Core State Standards for Interdisciplinary Literacy will be considered. Pre-requisite(s): MGE 501. Co-requisite(s): None. 2 semester hours

Credits: 2.

MGE 577 - Teaching & Learning in Context

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. 3 semester hour

Credits: 3.

MGE 587 - Resident Teacher Practicum

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 seminars on campus for preservice teacher candidates who are working full-time as teacher assistants in a classroom.

Credits: 1 TO 3. Prerequisite: MGE 577. Corequisite: None.

MGE 590 - Student Teaching: Young Adolescents in Context IV

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 will use this knowledge to concretize their relational, instructional, and classroom community goals as they prepare for their first year of teaching.

Credits: 6. Prerequisite: MGE 501, MGE 509, MGE 503, and MGE 505. Corequisite: None.

MGE 590FE - NCE Field Experience

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

Credits: 0.

MGE 597 - Resident Teacher Student Teaching

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.

Credits: 1 TO 3. Prerequisite: MGE 577 and MGE 587. Corequisite: None.

MGT - Management

MGT 202 - Negotiation Foundations: Influence, Confidence, and Better Deals

Builds foundational negotiation skills used in professional, personal, and community settings. Covers preparation, understanding interests, communicating with confidence, creating win-win outcomes, and resolving disagreements. Students practice negotiation scenarios and reflect on how negotiation choices align with organizational goals and leadership values.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 203 - Time Management: Getting More From Each Day

Explores practical strategies for managing time, energy, and workload in demanding environments. Covers prioritization, habit building, task planning, focus strategies, and using technology for efficiency. Students connect time-management behaviors to workplace performance, leadership impact, and personal growth goals.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 206 - Coaching for Growth & Performance

Build practical coaching skills used in leadership and management roles, covering topics such as active listening, powerful questioning, developmental feedback, goal-setting, and growth-focused conversations. Practice coaching scenarios and reflect on leadership values, workplace alignment, and approaches that strengthen personal resilience and team success.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 223 - Career Leadership

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.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 260 - How Organizations Create Value

Ever wonder what makes some organizations thrive while others struggle? In this course, you will explore how organizations create value for customers, employees, and stakeholders. You will examine how business models, organizational functions, competition, and market forces shape decisions and performance. You will learn how organizations operate as systems and identify how different parts of an organization work together to support effectiveness and results.

Credits: 5. Prerequisite: ORG 101, ORG 105 and ORG 110. Corequisite: None.

MGT 330 - Managing People and Performance

People are at the heart of every organization. In this course, you'll explore what influences individual and team performance and how managers help people succeed. You'll practice strategies for communication, coaching, feedback, accountability, and employee development while examining the role of workplace culture and leadership. You'll learn and gain practical tools to support performance and strengthen your own management approach.

Credits: 5. Prerequisite: ORG 101, ORG 105 and ORG 110. Corequisite: None.

MGT 331 - Projects, Change, and Execution

Great ideas only matter if they can be put into action. In this course, you'll learn how to plan projects, manage resources, navigate change, and keep work moving forward. You'll explore project management tools, stakeholder communication, risk management, and strategies for adapting when plans change. Whether leading a project or contributing to one, you'll develop skills to help teams execute successfully in dynamic environments.

Credits: 5. Prerequisite: ORG 101, ORG 105 and ORG 110. Corequisite: None.

MGT 441 - Project Management and Organizational Delivery

This course introduces students to project management principles within business and organizational contexts. Learners develop skills in planning, scheduling, resource allocation, risk identification, execution, and project delivery. Students apply structured project management tools and frameworks to real-world workplace scenarios, emphasizing timely and effective outcomes.

Credits: 5. Prerequisite: ORG 101, ORG 105, ORG 110. Corequisite: None.

MGT 460 - Operations Management and Process Improvement

This course focuses on the design, analysis, and improvement of organizational processes to enhance efficiency and effectiveness. Students examine workflow design, quality management, performance metrics, and continuous improvement strategies used in modern organizations.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 491 - Management Capstone: Strategy, Performance, and Value Creation

This culminating course integrates learning from across the program as students apply management theory, tools, and reflective practice to a comprehensive real-world or simulated organizational challenge. Students demonstrate their ability to analyze complex situations, make informed managerial decisions, and lead strategic initiatives.

Credits: 5. Prerequisite: None. Corequisite: None.

MGT 534 - Nonprofit Organization, Governance, and Management

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

Credits: 3.

MGT 535 - Strategic Fundraising and Philanthropy

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

Credits: 3.

MHA - Master of Health Services Administration

MHA 401UA - Leadership in Health Services Administration

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

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair/Director or designate.. Corequisite: None. Distribution: Advanced Standing Course.

MHA 405UA - Health Care Origins, Policies and Trends

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

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair/Director or designate. . Corequisite: None. Distribution: Advanced Standing Course.

MHA 501 - Leadership in Health Services Administration

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.

Credits: 3. Prerequisite: MHA 505 and RES 510; or permission of Program Chair. Corequisite: None.

MHA 505 - Health Care Origins, Policies and Trends

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

Credits: 3.

MHA 508 - Ethical and Legal Issues in Health Care Administration

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.

Credits: 3. Prerequisite: MHA 505, RES 510 or permission of Program Chair or designate. Corequisite: None.

MHA 522 - Health Care Business Operations

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

Credits: 3.

MHA 527 - Health Care Finance

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): MHA 500, RES 510, and MHA 508. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHA 531 - Health Care Information Systems

This course presents the fundamentals of acquiring, processing, disseminating, and applying health care information to support routine operations, problem solving, decision making, and strategic analysis to achieve a competitive advantage. 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

Credits: 3.

MHA 532 - Human Resources in Health Care Organizations

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 of Program Chair or designate. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHA 540 - Marketing in Health Care

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

Credits: 3.

MHA 541 - Strategic Management in Health Care

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

Credits: 3.

MHA 550 - Colloquium in Health Services Administration

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 a project proposal on a topic of their choice related to health care service, and/or product delivery, and administration. Pre-requisite(s): MHA 501, RES 510, MHA 505, MHA 508, MHA 520, MHA 522, 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

Credits: 3.

MHE - Mathematics Education

MHE 442 - Mathematics for Elementary and Middle School Teachers

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

Credits: 5. Distribution: Advanced Standing Course.

MHE 501 - Number Concepts & Operations for Teachers

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

Credits: 3.

MHE 502 - Modern Algebra for Teachers

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

Credits: 3.

MHE 503 - Mathematics Education Issues & Trends

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): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHE 504 - Foundations of Mathematical Leadership

This course focuses on increasing knowledge of mathematics, mathematics pedagogy including analyzing classroom practice, and leadership development including practical experiences for mathematics leaders in authentic educational settings (includes a 50 hour practicum). Activities emphasize study and discussion of factors that affect teaching and learning of mathematics. Pre-requisite(s): MHE501, MHE503, MHE523, MHE541, MHE542, or consent of program coordinator. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHE 510 - Geometry for Teachers

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

Credits: 3.

MHE 511 - Number Theory for Teachers

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

Credits: 3.

MHE 512 - Topics and Applications of Statistics and Probability

Candidates will be introduced to the concepts of statistical variability, randomness, stages of statistical investigations, forming questions that can be answered by data, and creation and implementation of surveys. They will learn about various data collection and data analysis methods and their applications to instructional contexts, and about making data interpretations related to original questions that have been posed. The historical development and perspectives of statistics and probability will also be presented in this course. Pre-

requisite(s): MHE450 or equivalent or consent of program coordinator. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHE 515 - History of Mathematics

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

Credits: 3.

MHE 523 - Differentiating Mathematics Instruction

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 542 or the equivalent or MHE 501 or the consent of the coordinator, MHE 549 or equivalent or consent of program coordinator. Co-requisite(s): None. 3 semester hours

Credits: 3.

MHE 540 - Methods for Elementary Mathematics: Planning and Assessment

In this course teacher candidates learn to apply techniques for teaching diverse learners mathematics and creating equitable learning communities in the elementary classroom. Candidates examine differentiated instructional approaches to accommodate various learning needs in mathematics instruction. Candidates prepare lesson plans, design grade-level appropriate mathematics units, and develop formative and summative assessments. Teacher candidates also learn how to integrate technology into the mathematics curriculum.

Credits: 3. Prerequisite: 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.. Corequisite: NONE.

MHE 541 - Advanced Methods for Teaching Mathematics

The course focuses on the curriculum, methods, materials, and issues related to the learning and teaching of mathematics in the upper elementary and middle grades (grades 5-8). The purpose of the course is to deepen students' understanding of research-based teaching practices and apply advanced instructional strategies to support all learners in the classroom.

Credits: 3. Prerequisite: MHE 540 or an equivalent math methods class. Corequisite: None.

MHE 542 - Mathematics for Elementary and Middle School Teachers

This course provides an opportunity for teacher candidates and practicing teachers to deepen their understanding of strategies and concepts as they occur in a comprehensive elementary (and middle school) mathematics curriculum. By developing mathematical reasoning and problem-solving strategies in numbers and operations, algebra, geometry, measurement, probability, and data analysis, teacher candidates and practicing teachers will help their students succeed in mathematics.

Credits: 3. Prerequisite: None. Corequisite: None.

MIS - Management Information Systems

MIS 103 - Introduction to Software Applications

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

Credits: 5.

MIS 436 - Technology Applications in Management

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

Credits: 5.

NLU - National Louis University

NLU 101 - NLU Ready

NLU Ready has been designed as a place for you to learn about the important tools, resources and people that will help you succeed with your coursework and your NLU journey. During this online orientation you will learn how to navigate D2L, our online management system, and the NLU Portal. Many resources, including Student Finance and the course registration process will be reviewed. NLU is committed to your success and NLU Ready will remain accessible to you throughout your program.

Credits: 0. Prerequisite: None. Corequisite: None.

MKT - Marketing

MKT 205 - History of Advertising

This course examines the history of advertising from the American Industrial Revolution to the modern day. MKT 205 surveys the creational aspects of advertising since the late 1800s with a focus on consumer culture, product demands, and technology in an ever-changing landscape. Students will study the different channels and platforms used by advertisers and how their marketing approaches shifted according to the economic, political, social, and technological changes that have transpired over the past 150 years. Pre-requisite(s): ENG 101, ENG 201 with a grade of "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 300 - Principles of Marketing

This course introduces the essential theories and practices of marketing. Students learn about and apply foundational concepts and skills related to market analysis and strategy, situation analysis, and execution of the marketing mix. Coverage includes the creation, communication, and delivery of value to targeted audiences, selected through the process of segmentation. Pre-requisite(s): ENG 101, ENG 201 with a grade of "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 310 - Branding and Content Creation

This course covers the strategic use of content to attract new customers and retain current customers. It trains students in content management and design applications and platforms to successfully create effective branding. Students explore different approaches to a variety of branding elements, such as visual identity and creative strategies. Students also learn about the collaboration process between marketers and graphic designers to bring marketers' ideas to life in print and digital material.

Credits: 5. Prerequisite: ENG101, ENG 201 or ENG 201H, MKT 300, with a grade of a "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Corequisite: None.

MKT 315 - Marketing for Nonprofits

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): MKT 300 or permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 316 - Event Marketing

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 create an event of their choice, and design digital marketing pieces targeted to attendees, sponsors, and exhibitors reflective of their event industry. Students' work will culminate into an event website that showcases their marketing pieces. Pre-requisite(s): MKT 205 or by permission of chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Prerequisite: MKT 205: History of Advertising. Corequisite: None..

MKT 320 - Niche Marketing: Sports, Entertainment, Hospitality

In this course, students select their preferred niche pathway: sports, entertainment, or hospitality and design a promotional campaign. This course helps students hone into a specialty industry, strategize

effective marketing techniques, and develop promotions that are shaped by that industry's operations, audience, and outreach. Students work in synch with each as they explore their selected industry and design their specialized marketing campaigns. Pre-requisite(s): ENG 101, ENG 201, MKT 205, MKT 300 with a grade of a "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 324 - Small Business Marketing

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.

Credits: 5. Prerequisite: MKT 300 or permission of Program Chair or designate.. Corequisite: None..

MKT 404UA - Branding and Content Creation

This course covers the strategic use of content to attract new customers and retain current customers. It trains students in content management, design applications, and platforms to successfully create effective branding. Students explore and produce branding elements, including visual identity and creative strategies, using contemporary, user-friendly design tools. Emphasis is placed on the evolving role of marketers as both strategists and creators, with students developing hands-on design skills for print and digital media. (For students in the Marketing Accelerated Pathway or Marketing Advanced Standing Concentration only).

Credits: 5. Prerequisite: Acceptance to the Marketing Accelerated Pathway or approval for Marketing Advanced Standing Concentration. Corequisite: None.

MKT 405 - Digital Marketing and Advertising

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 content marketing and advertising concepts, which fuel the most successful digital campaigns. Additionally, students learn to use data to successfully target their audiences and track and measure success. Pre-requisite(s): MKT 300, or by permission of department chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 405UA - Digital Marketing and Advertising

Digital marketing is increasingly the core of how organizations build brands, connect with customers, and sell products, with digital advertising playing a central role in driving visibility and engagement. 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 content marketing and advertising concepts that fuel successful digital campaigns. Students also explore the role of AI and search engine optimization (SEO) in enhancing visibility, targeting, personalization, and campaign performance. Additionally, students learn to use data to successfully target their audiences and track and measure success. (For students in the Marketing Accelerated Pathway or Marketing Advanced Standing Concentration only).

Credits: 5. Prerequisite: Acceptance to the Marketing Accelerated Pathway or approval for Marketing Advanced Standing Concentration. Corequisite: None.

MKT 410 - Market Research for Design and Innovation

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

Credits: 5.

MKT 410UA - Market Research for Design and Innovation

Innovation and design in products and services are increasingly important in competitive markets. Students explore how, by utilizing market research data, they can create a competitive advantage and more deeply understand consumers' needs, preferences, and behaviors. Students learn the

fundamentals of market research, aesthetics, design principles, and the design development process. This course also addresses methods and approaches to think more creatively, break paradigms, better visualize possibilities, and develop innovative and sustainable business models. (For students in the Marketing Accelerated Pathway or Marketing Advanced Standing Concentration only).

Credits: 5. Prerequisite: Acceptance to the Marketing Accelerated Pathway or approval for Marketing Advanced Standing Concentration. Corequisite: None.

MKT 422 - Consumer Behavior

This course provides an analysis of consumer shopping behavior, spending habits, and purchasing preferences, and explores marketing strategy approaches to meet the ways in which consumers perceive, select, and spend. Students will examine behaviors associated with consumer actions as they develop marketing strategies. In this course, students will exercise their analytical skills by examining and processing quantitative and qualitative data to map trends and identify effective outreach to target audiences. Pre-requisite(s): ENG 101, ENG 201, MKT 205, MKT 300 with a grade of a "C" or better or equivalent as determined by advisor or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MKT 422UA - Consumer Behavior

This course provides an analysis of consumer shopping behavior, spending habits, and purchasing preferences, and explores marketing strategy approaches that align with how consumers perceive, evaluate, select, and spend. Students examine behaviors associated with consumer actions as they develop data-informed marketing strategies. In this course, students strengthen their analytical skills by examining and processing quantitative and qualitative data to map trends, uncover insights, and identify effective outreach to target audiences. (For students in the Marketing Accelerated Pathway or Marketing Advanced Standing Concentration only).

Credits: 5. Prerequisite: Acceptance to the Marketing Accelerated Pathway or approval for Marketing Advanced Standing Concentration. Corequisite: None.

MKT 458 - Marketing for Managers

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 though 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

Credits: 5.

MKT 501 - Strategic Integrated Marketing Communications

This introductory graduate course explores the principles and practice of Integrated Marketing Communications (IMC) as a strategic approach to building consistent, persuasive brand messaging across multiple platforms. Students will learn the IMC planning process—from situation analysis and audience segmentation to message strategy, media selection, and campaign evaluation. Emphasizing both traditional and digital channels, the course blends creative and analytical perspectives to develop integrated, measurable marketing strategies that strengthen brand identity and drive engagement.

Credits: 3. Prerequisite: None. Corequisite: None.

MKT 502 - AI Efficacy and Ethics in Marketing

This graduate course examines the role of artificial intelligence in modern marketing, balancing its vast potential with ethical considerations. Students will explore AI-driven strategies for data analysis, personalization, and campaign optimization while critically evaluating issues of bias, transparency, privacy, and manipulation. Through case studies, ethical frameworks, and applied decision-making exercises, the course equips future marketing leaders to integrate AI effectively and responsibly, ensuring strategic efficacy without compromising consumer trust or societal values.

Credits: 3. Prerequisite: None. Corequisite: None.

MKT 504 - Branding and Content Creation

This course covers the strategic use of content to attract new customers and retain current customers. It trains students in content management, design applications, and platforms to successfully create effective branding. Students will explore and produce branding elements, including visual identity and creative strategies, using contemporary, user-friendly design tools. Emphasis is placed on the evolving role of marketers as both strategists and creators, with students developing hands-on design skills for print and digital media.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 505 - Digital Marketing and Advertising

Digital marketing is increasingly the core of how organizations build brands, connect with customers, and sell products, with digital advertising playing a central role in driving visibility and engagement. 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 content marketing and advertising concepts that fuel successful digital campaigns. Students also explore the role of AI and search engine optimization (SEO) in enhancing visibility, targeting, personalization, and campaign performance. Additionally, students learn to use data to successfully target their audiences and track and measure success.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 510 - Market Research for Design and Innovation

Innovation and design in products and services are increasingly important in competitive markets. Students explore how to use market research data to create a competitive advantage and more deeply understand consumers' needs, preferences, and behaviors. Students learn the fundamentals of market research, aesthetics, design principles, and design development processes. This course also addresses methods and approaches to think more creatively, break paradigms, better visualize possibilities, and develop innovative and sustainable business models.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 522 - Consumer Behavior

This course provides an analysis of consumer shopping behavior, spending habits, and purchasing preferences, and explores marketing strategy approaches that align with how consumers perceive, evaluate, select, and spend. Students examine behaviors associated with consumer actions as they develop data-informed marketing strategies. In this course, students strengthen their analytical skills by examining and processing quantitative and qualitative data to map trends, uncover insights, and identify effective outreach to target audiences.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 525 - Selling Through Short-Form Video

This course explores the art of visual storytelling through hands-on video creation. Students will learn how to craft compelling narratives using video formats, including vlogs, video ads, video montages, and commercial making. Emphasis is placed on creative concept development, scripting, filming techniques, and editing to engage diverse audiences across digital platforms. Through practical projects, students will gain experience in producing videos that inform, entertain, and persuade. By the end of the course, students will have a collection of dynamic video projects that showcase their ability to tell stories with impact.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 530 - Global Communication: Media Messaging

Global Communication: Media Messaging explores the strategies, challenges, and opportunities of professional communication in an interconnected world. This course examines how cultural, economic, political, and technological forces shape global branding and messaging across media. Students will learn to develop integrated marketing campaigns for diverse markets. Topics include global market research, brand reputation management, and cultural considerations. Students gain the skills to craft impactful, culturally resonant campaigns across international markets using social media, AI, and e-communications.

Credits: 3. Prerequisite: MKT 501 and MKT 502. Corequisite: None.

MKT 560 - Portfolio in Practice

Portfolio in Practice is a culminating graduate course designed to help students showcase their expertise and strategic thinking in marketing communications. Beyond compiling past work, students will curate and refine projects into professional case studies, highlighting objectives, challenges, strategies, and results. The course emphasizes personal branding, digital presentation, and career readiness through portfolio design, resume development, and networking strategies. Students leave with a polished portfolio that reflects their creative, analytical, and strategic capabilities for the global marketplace.

Credits: 3. Prerequisite: MKT 501, MKT 502, MKT 504, MKT 505, MKT 510, MKT 522, MBA 522, MKT 525, and MKT 530. Corequisite: None.

MTH - Math

MTH 101 - Introduction to Mathematical Concepts

This course provides a thorough grounding in quantitative reasoning as applied to modern life. It counts as a General Education requirement for the Illinois Articulation Initiative. The topics include mathematics of finance, counting techniques and probability, and statistics. The course emphasizes

critical thinking, problem-solving and process development and evaluation and includes an emphasis on use of technology (spreadsheets and computer software) to calculate, organize, and do research. Class time is split between classroom and online work.

Credits: 5. Prerequisite: None. Corequisite: Lab for Pathways students (MTH 101L).

MTH 101H - Honors Mathematical Concepts

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

Credits: 5. Distribution: GenEd-Mathematics.

MTH 101L - Corequisite Lab for Math 101

This corequisite (meaning taken at the same time) class is a structured workshop where students do targeted work on assignments from the MTH 101 course and review foundational math topics as needed. In addition, students will practice broadly useful skills, such as problem-solving critical thinking, and quantitative reasoning. While these skills are most obviously connected to the MTH 101 course, they can also be applied to nearly any college course, life outside college, and later careers. Pre-requisite(s): None. Co-requisite(s): MTH 101. 0 quarter hours

Credits: 0.

MTH 102 - Statistical Foundations

An introduction to statistical thinking focused on the effective communication of insights gained from data using spreadsheets and the use of such insights to inform evidence-based decisions. Topics include organizing, summarizing, and visualizing data; probability; sampling distributions; regression analysis; parameter estimation; and hypothesis testing.

Credits: 5. Prerequisite: None. Corequisite: None.

MTH 102H - Honors Applied Statistics

An introduction to statistical thinking focused on the effective communication of insights gained from data using spreadsheets and the use of such insights to inform evidence-based decisions. Topics include organizing, summarizing, and visualizing data; probability; sampling distributions; regression analysis; parameter estimation; and hypothesis testing. This honors version of the course will include more in-depth discovery and may include additional topics.

Credits: 5. Prerequisite: None. Corequisite: None.

MTH 103 - Precalculus/Integrated Math Concepts

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.

Credits: 5. Prerequisite: None. Corequisite: MTH 103L.

MTH 103L - Precalculus/Integrated Math Concepts Lab

This corequisite (meaning taken at the same time) class is a structured workshop where students do targeted work on assignments from the MTH 103 course and review foundational math topics as needed. In addition, students will practice broadly useful skills, such as problem-solving, critical thinking, and quantitative reasoning. While these skills are most obviously connected to the MTH 103 course, they can also be applied to nearly any college course, life outside college, and later careers.

Credits: 0. Prerequisite: None. Corequisite: MTH 103.

MTH 105 - Math for Educators I

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 eight practice standards. The class time is split between classroom and online work, utilizing adaptive courseware synchronously and asynchronously. The co-requisite laboratory course is required for Pathways students. Pre-requisite(s): None. Co-requisite(s): MTH 105L for Pathways students. 5 quarter hours

Credits: 5. Distribution: GenEd-Mathematics.

MTH 105L - Corequisite Lab for Math 105

This corequisite (meaning taken at the same time) class is a structured workshop where students do

targeted work on assignments from the MTH 105 course and review foundational math topics as needed. In addition, students will practice broadly useful skills, such as problem-solving, critical thinking, and quantitative reasoning. While these skills are most obviously connected to the MTH 105 course, they can also be applied to nearly any college course, life outside college, and later careers. Pre-requisite(s): None. Co-requisite(s): MTH 105. 0 quarter hours

Credits: 0.

MTH 115 - Math for Educators II

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and geometry, metric measurement, rational and real number operations, percent, probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The class time is split between classroom and online work, utilizing adaptive courseware synchronously and asynchronously. The co-requisite laboratory course is required for Pathways students. Pre-requisite(s): MTH 105 or equivalent or Department Chair approval. Co-requisite(s): MTH 115L for Pathways students. 5 quarter hours

Credits: 5. Distribution: GenEd-Mathematics.

MTH 115L - Corequisite Lab for Math 115

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

Credits: 0.

MTH 150 - Data Literacy: Turning Numbers into Stories and Insights

Explore how numbers shape decisions in organizations by developing skills in quantitative reasoning, data interpretation, and evidence-based problem-solving. Learn to estimate, analyze, and visualize data, while turning insights into compelling stories that guide leadership choices. Integrate quantitative and qualitative information, use technology tools like spreadsheets, and practice applying concepts to real-world organizational challenges. Build confidence in making data-informed decisions that drive impact.

Credits: 5. Prerequisite: None. Corequisite: None.

MTH 211 - Calculus and Analytic Geometry I

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.

Credits: 5. Prerequisite: MTH 103 or equivalent with a grade of C or better or departmental approval. Corequisite: None.

MTH 212 - Calculus and Analytic Geometry II

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.

Credits: 5. Prerequisite: MTH 211 or equivalent with grade C or better or departmental approval. Corequisite: None.

MTH 215 - Calculus and Analytic Geometry III

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.

Credits: 5. Prerequisite: MTH 212 or equivalent or departmental approval. Corequisite: None.

MTH 217 - Multivariable Calculus

In this course students apply the concepts of Calculus to functions that live in 3 or more dimensions. This will require an understanding of vectors and parametrically defined functions. Topics include partial derivatives, nested integrals, vector analysis and extension of the Fundamental Theorem of Calculus. Pre-requisite(s): MATH 215 or equivalent. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Mathematics.

MTH 301 - Mathematics Content for Teachers: Problem Solving

This course provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Pre-requisite(s): MTH 101, MTH 105, and MTH 115 required. Co-requisite(s): None. 5 quarter hours

Credits: 5.

MTH 308 - Probability and Statistics

This course provides a foundation for students to explore essential statistical concepts such as sampling, probability, and drawing conclusions of statistics. Additionally, students will explore more advanced topics in combinatorial probability, conditional probability and independence, various distributions, the law of large numbers, and the central limit theorem.

Credits: 5. Prerequisite: MTH 102 or equivalent. Corequisite: None.

MTH 315 - The History of Mathematics: A Problem-Solving Approach

This course focuses on the evolution of mathematics from the development of numbers to present day discoveries by taking students on a journey across the world to understand the impact that different regions had on mathematical thought. The course 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 the origins of numbers as symbols. It also introduces students to the lives of famous mathematicians to focus on the significance of their innovations.

Credits: 5. Prerequisite: MTH 103 with a grade of C or better or equivalent or departmental approval. Corequisite: None.

MTH 320 - Elementary Differential Equations

This course provides the basic mathematical models used with differential equations. First-order and higher-order differential equations, along with the methods of solutions and their applications are introduced. Modeling with higher- order, Laplace transform, and systems of linear first-order differential equations are covered. At the end, students learn series solutions of linear equations. Numerical methods are covered throughout the course. Pre-requisite(s): MTH 215. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Mathematics.

MTH 410 - Linear Algebra

This course provides students with a foundation that allows them to apply concepts of linear algebra to real world application, including vector geometry, systems of linear equations, vector spaces, matrices, determinants, inverses, and eigenvalues.

Credits: 5. Prerequisite: MTH 103. Corequisite: None.

MTH 420 - Discrete Mathematics

This course provides students with an introduction to discrete mathematics. Topics discussed emphasize a foundation in mathematical proof and problem solving through logic, proof by induction, counting, factorials, and binomial coefficients. Other topics include discrete probability, random variables, expected value, variance, rates of growth and basic number theory and combinatorics.

Credits: 5. Prerequisite: MTH 103. Corequisite: None.

NUR - Nursing

NUR 100 - Introduction to Professional Nursing and Healthcare

This course examines the basic concepts of professional nursing, its medical and nursing history and social context as well as the nursing code of ethics and the profession's social contract with society. Also studied are the intersection of culture and professional nursing values, with a focus on self-development of cultural awareness and competence, as the United States' healthcare and culture are explored and compared to Global healthcare and cultural influences.

Credits: 3. Prerequisite: None. Corequisite: None.

NUR 101 - Orientation to the BSN

This live synchronous course is designed to prepare students for their academic journey at NLU. Research has shown that RN-BSN students often face challenges with online learning leading to a lac of persistence. To address this, the course will meet 6 times synchronously via Zoom to orient the students to learning in an asynchronous online environment. Each module and assignment will help the student become familiar with the online learning setup. By the course's end the student will be fully ready to engage in the online asynchronous learning journey.

Credits: 2. Prerequisite: none. Corequisite: none.

NUR 102 - Bridge to the BSN

Critical thinking and clinical judgment along with interprofessional collaboration are hallmarks of a professional nurse and are the foundation of this course. Students will engage in experiential learning experiences to demonstrate beginning competence in critical thinking and clinical judgment. Students will explore nursing roles available to BSN prepared RNs.

Credits: 5. Prerequisite: NUR 101 - Orientation to the BSN. Corequisite: none.

NUR 200 - Foundations of Nursing Practice I

Through the introduction of basic nursing concepts, the course prepares students for the role of the professional nurse in the clinical setting. Students apply these nursing concepts in performing a health history and fundamental nursing skills.

Credits: 5. Prerequisite: SCI 110 Biology for Healthcare and SCI 110L Biology for Healthcare Lab SCI 112 Chemistry for Healthcare SCI 200 Anatomy and Physiology I and SCI 200L Anatomy and Physiology I Lab SCI 205 Anatomy and Physiology II and SCI 205L Anatomy and Physiology II Lab SCI 111 Microbiology for Healthcare and SCI 111L Microbiology for Healthcare Lab. Corequisite: NUR 200C Foundations of Nursing Practice I Lab/Clinical.

NUR 200C - Foundations of Nursing Practice I Clinical

This course is designed to allow the student to practice and then demonstrate fundamental nursing skills with the goal of competency. The integration of theoretical concepts into clinical experiences will focus on the development of the nursing student to systematically analyze assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 1. Prerequisite: SCI 102, SCI 102L, SCI 110, SCI 111, SCI 111L, SCI 112, SCI 200, SCI 200L, SCI 205, SCI 205L, SCI 305, SCI 305, SCI 311 and SCI 311L. Corequisite: NUR 200 and NUR 200L.

NUR 200L - Foundations of Nursing Practice I Lab

This course is designed to allow the student to practice and then demonstrate skills with the goal of competency. The integration of theoretical concepts into laboratory experiences will focus on the development of the nursing student to systematically analyze assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 1. Prerequisite: SCI 102, SCI 102L, SCI 110, SCI 112, SCI 200, SCI 200L, SCI 205, SCI 205L, SCI 111 and SCI 111L. Corequisite: NUR 200 and NUR 200C.

NUR 201 - Nutrition for Healthcare

This course provides an overview of the science of nutrition and its influences on growth, development, and health maintenance. The relationship between illness and nutritional interventions will also be described and discussed. The student will be expected to recognize how nutrition influences a patient's overall health, to identify, and apply this information in the comprehensive care of all patients health or disease status across the lifespan. Co-requisite(s): SCI 111 and SCI 112. Co-requisite(s): None. 5 quarter hours

Credits: 5.

NUR 203 - Pathophysiology

This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes. Common health care problems, as identified by USA morbidity and mortality statistics and the Healthy People initiative, are discussed as prototypes of disease processes. Fluid, electrolyte, and acid-base imbalances are discussed in relation to a variety of pathophysiological states. The effects of age and associated differences in adaptive capacity as related to disease processes are discussed.

Credits: 5. Prerequisite: SCI 102, SCI 102L, SCI 111, SCI 111L, SCI 112, SCI 200, SCI 200L, SCI 205 and SCI 205L. Corequisite: None.

NUR 204 - Accelerated Foundations of Nursing Practice

This course equips students with the foundational knowledge and skills required for professional nursing practice. Through interactive learning experiences and a focus on critical thinking, student swill develop the ability to assess patient health, create effective care plans and provide evidence-based care. By mastering the nursing process and understanding the legal and ethical dimensions of their role, students will be well-prepared to embark on a fulfilling career in healthcare.

Credits: 8. Prerequisite: MTH 101,MTH 102, PSY 101, PSY 315, SCI 102, SCI 102L, SCI 111, SCI 111L, SCI 112, SCI 200, SCI 200L, SCI 205 and SCI 205L. Corequisite: NUR 204C.

NUR 204C - Accelerated Foundations of Nursing Practice Clinical

This course is designed to allow the student to practice and then demonstrate assessment and fundamental nursing skills with the goal of competency. The integration of theoretical concepts into clinical experience will focus on the development of the nursing student to systematically analyze

assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 1. Prerequisite: SCI 102, SCI 102L, SCI 110, SCI 111, SCI 111L, SCI 112, SCI 200, SCI 200L, SCI 205, SCI 205L, SCI 305, SCI 305L, SCI 311 and SCI 311L. Corequisite: NUR 204 and NUR 204L.

NUR 204L - Accelerated Foundations of Nursing Practice Lab

This course is designed to allow the student to practice and then demonstrate fundamental nursing and assessment skills with the goal of competency. The integration of theoretical concepts into the laboratory experience will focus on the development of the nursing student to systematically analyze assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting. Pre-requisite(s): SCI 102, SCI 200/200L, SCI 305/305L, SCI 311/311L and Chemistry.

Credits: 2. Prerequisite: SCI 110, SCI 102, SCI 102L, SCI 111, SCI 111L, SCI 112, SCI 200, SCI 200L, SCI 205, SCI 205L, SCI 305, SCI 305L, SCI 311 and SCI 311L. Corequisite: NUR 204 and NUR 204C.

NUR 205 - Health Assessment for the RN

This course builds on the RN student's health assessment skills with emphasis on critical thinking and clinical judgment, and the identification of real and potential health and wellness problems. The physical, psychological, social, cultural, spiritual and economic dimensions of health and wellness will be explored. Students will be provided experiential learning opportunities to demonstrate competency in health assessment through a variety of activities. Pre-requisite(s): None. Co-requisite(s): NUR 205C. 5 quarter hours

Credits: 5.

NUR 205C - Health Assessment for the RN Clinical

Experiential learning opportunities are necessary for demonstration of competence and are a major focus of this course. Pre-requisite(s): None. Co-requisite(s); NUR 205. 2 quarter hours

Credits: 2.

NUR 210 - Foundations of Nursing Practice II

Building upon the concepts introduced in NUR 200 Foundations of Nursing Practice I, students will expand their knowledge base to apply these nursing concepts to the fundamental skills necessary to care for individuals across the lifespan and in diverse settings. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 5. Prerequisite: NUR 200. Corequisite: NUR 210C.

NUR 210C - Foundations of Nursing Practice II Clinical

This course is designed to allow the student to practice and then demonstrate fundamental nursing and assessment skills with the goal of competency. The integration of theoretical concepts into clinical experiences will focus on the development of the nursing student to systematically analyze assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 1. Prerequisite: NUR 200, NUR 200C and NUR 200L. Corequisite: NUR 210 and NUR 210L.

NUR 210L - Foundations of Nursing Practice II Lab

This course is designed to allow the student to practice and then demonstrate skills with the goal of competency. The integration of theoretical concepts into laboratory experiences will focus on the development of the nursing student to systematically analyze assessment data to recognize patterns of patient needs necessary to plan and implement nursing care. The course prepares students for the role of the professional nurse in the clinical setting.

Credits: 1. Prerequisite: NUR 200, NUR 200C and NUR 200L. Corequisite: NUR 210 and NUR 210C.

NUR 220L - Nursing Success Support Corequisite Lab

This required support course is designed to strengthen the academic skills essential for success in nursing education and preparation for licensure examinations. Emphasizing discipline-specific learning strategies, the course focuses on advanced reading techniques for complex nursing and scientific texts, effective note-taking methods for lecture and clinical content, and evidence-based test-taking strategies aligned with NCLEX-style questions. The course also addresses time management, metacognition, and self-regulated learning to promote independent, lifelong learning habits expected of professional nurses.

Credits: 0. Prerequisite: Nursing course sequence prerequisites and full admission to the School of Nursing. Corequisite: NUR 200 and NUR 204.

NUR 300 - Pharmacology

This course introduces pharmacology concepts and principles and provides the foundation needed to

administer medications safely. Emphasis is placed on the pharmacological management of common conditions as identified by USA morbidity and mortality statistics and healthy people initiative through discussion medication categories and selected common prototypes.

Credits: 5. Prerequisite: NUR 203. Corequisite: NUR 304 and NUR 304C.

NUR 301 - Genetics and Genomics in Healthcare

This course will discuss the integration of genetic/genomic information into nursing practice, including ethical, legal, psychological, cultural, and social issues are examined. The role of the nurse as advocate for individual rights regarding access to and use of genetic information, decision-making, and actions are emphasized throughout the course.

Credits: 5. Prerequisite: NUR 203, SCI 102, SCI 102L, SCI 200, SCI 200L, SCI 205, and SCI 205L. Corequisite: None.

NUR 302 - Nursing Research and Evidence Based Practice

Research provides the foundation for evidence-based professional nursing practice. Therefore, the role of the baccalaureate nurse as a consumer of research is the focus of this course. Students will develop skills to accurately search for and appraise all levels of literature. A focus on primary and secondary research will foster student analysis, interpretation and application of research-based evidence to improve patient outcomes utilizing clinical judgment, inter-professional perspectives, and patient preferences.

Credits: 5. Prerequisite: MTH 102. Corequisite: None.

NUR 303 - Issues in Professional Nursing Practice

This course is designed to assist in the transition of the student to the role of the BSN prepared professional nurse in a health care setting. Emphasis is placed on current professional and health care issues that impact the professional nurse practicing in a contemporary healthcare environment.

Credits: 5. Prerequisite: NUR 304 and NUR304C. Corequisite: None.

NUR 304 - Adult Health I Nursing

This course focuses on the nursing care of adults experiencing select acute and chronic health issues and their management. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of nursing care problems, establishment of goals, selection of appropriate interventions, and evaluation of care for adults experiencing acute and chronic health issues.

Credits: 5. Prerequisite: NUR 200, NUR 200C, NUR 203, NUR 204, NUR 204C, NUR 210, and NUR 210C. Corequisite: NUR 300 and NUR 304C.

NUR 304C - Adult Health I Clinical

This course focuses on implementation of the nursing process in the care of adults experiencing acute and chronic health conditions. Physical, psychosocial, cultural, spiritual assessments and health data are obtained, goals are established and nursing care is planned and evaluated in acute care settings. Evidence-based practice guidelines and interdisciplinary collaboration are used to optimize health outcomes.

Credits: 2. Prerequisite: NUR 200, NUR 200C, NUR 210, NUR 210C or NUR 204, NUR 204C. Corequisite: NUR 304.

NUR 305 - Gynecologic and Obstetric Health Nursing

This course applies family theory and an epidemiological framework to present concepts related to the health promotion and maintenance of the perinatal family (childbearing person, fetus/neonate, and support persons). Emphasis is placed on the physical, developmental, and psychosocial well-being of the perinatal family.

Credits: 5. Prerequisite: NUR 300, NUR 304, and NUR 304C. Corequisite: NUR 305C.

NUR 305C - Gynecologic and Obstetric Health Nursing Clinical

This course provides opportunities for students to apply theoretical concepts in the assessment, planning, delivery, and evaluation of culturally competent nursing care delivered to the perinatal family across risk levels. Family theory and an epidemiological framework are emphasized.

Credits: 2. Prerequisite: NUR 300, NUR 304, and NUR 304C. Corequisite: NUR 305.

NUR 306 - Child Health Nursing

This course uses the Levels of Prevention Model and the Healthy People initiative to structure the presentation of selected concepts related to the promotion, maintenance, and restoration of health in pediatric patients and their families. Emphasis is placed on the physical, developmental, and psychosocial wellness of the pediatric patient within the family. Major causes of morbidity and mortality, along with the nursing care of community-based and hospitalized pediatric patients, are discussed. Additional discussion centers around the influence of healthcare economics, policy, and culture on the child and family.

Credits: 5. Prerequisite: NUR 300, NUR 304, and NUR 304C. Corequisite: NUR 306C.

NUR 306C - Child Health Nursing Clinical

This clinical course provides opportunities for students to apply theoretical concepts learned in the theory course. Students will provide evidence based, developmentally supportive nursing interventions to children and their families in the process of health restoration and health promotion. Students will incorporate concepts of family-centered care, teamwork, and patient safety into the care provided.

Credits: 2. Prerequisite: NUR 300, NUR 304, and NUR 304C. Corequisite: NUR 306.

NUR 310 - Healthcare Communications, Informatics and Safety

This course provides an overview of nursing informatics and the role of the nurse in managing health care information in a health care setting. Effective communication and safety concepts related to patient care and outcomes are discussed. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

NUR 400 - Population Health Nursing

This course focuses on the delivery of population-focused nursing care to communities and population groups with emphasis on the role of the nurse in health promotion, disease prevention and intervention. Pre-requites(s): NUR 205. Co-requites(s): None. 5 quarter hours

Credits: 5.

NUR 400C - Population Health Nursing Clinical

This course provides opportunities for students to apply theoretical concepts in the assessment, planning, delivery, and evaluation of culturally competent nursing care delivered to individuals, communities and populations across diverse healthcare settings. Pre-requisite(s): None. Co-requisite(s): NUR 400. 2 quarter hours

Credits: 2.

NUR 401 - Behavioral Health Nursing

This course is designed to prepare students to assist individual, families and communities to achieve and maintain optimal mental health. An epidemiologic model is used to help students understand nursing care of families and individuals experiencing mental disorders across the life cycle in a variety of settings.

Credits: 5. Prerequisite: NUR 300, NUR 303, PSY 101 and PSY 315. Corequisite: NUR 401C.

NUR 401C - Behavioral Health Nursing Clinical

This clinical course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health. An epidemiologic model will be used to help students guide their nursing care of families and individuals experiencing mental health disorders in a variety of settings. In these settings, students use critical thinking (clinical reasoning) to apply knowledge from nursing and other disciplines to provide nursing care. Pre-requisite(s): NUR 304C, NUR 300, and PSY 315. Co-requisite(s): None. 2 quarter hours

Credits: 2.

NUR 402 - Adult Health II

This course focuses on the nursing care of adults experiencing complex health problems. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into identifying nursing care problems, establishing patient goals, selecting appropriate interventions, and evaluating the care of adults experiencing complex health problems. Pre-requisite(s): NUR 300, NUR 304, and PSY 315. Co-requisite(s): None. 5 quarter hours

Credits: 5.

NUR 402C - Adult Health II Clinical

This course provides opportunities for students to apply theoretical concepts in the assessment, planning, delivery, and evaluation of culturally competent nursing care delivered to individuals experiencing acute health problems. Pre-requisite(s): NUR 300, NUR 304C and PSY 315. Co-requisite(s): None. 2 quarter hours

Credits: 2.

NUR 403 - Leadership in Nursing Practice

This course emphasizes the role of the nurse leader in professional nursing practice and provides an introduction to the theory and practice of nursing leadership and management. The emphasis is on understanding the key components of the leadership/management process which include critically thinking, communicating effectively, handling conflict, delegating successfully, controlling resources, improving quality and safety, and leading change. Focus is on the nursing role of the leader/manager in practice settings and improving the quality and safety of patient populations. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

NUR 405C - Transition to Practice Immersion Clinical

This course is the culmination of all clinical courses in preparing the student for the transition to professional nursing practice. Students will have the opportunity to work alongside a nurse preceptor while caring for a full patient load in a variety of patient care environments. Students will utilize critical thinking and clinical judgment to patient care delivery. Pre-requisite(s): NUR 300, NUR 304C and PSY 315. Co-requisite(s): None. 3 quarter hours

Credits: 3.

OBD- Organizational Behavior, Development & Leadership

OBD 415 - Training and Development

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. 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

Credits: 5. Distribution: Advanced Standing Course.

OBD 432 - Organizational Behavior

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

Credits: 5.

OBD 433 - Organizational Effectiveness and Development

Strategic organizations measure the effectiveness and growth of people and processes from short- and long-term perspectives and lead necessary organizational change initiatives. This course emphasizes how the human resource management function demonstrates and creates value by aligning day-to-day operational activities with the organization's vision, mission, and goals. Students explore systems theory and the organization development consultation process as well as intervention strategies for leading change to improve organizational effectiveness Pre-requisite(s): HRM 400, completion of 90+QH; and CGPA of This is an advanced standing course that may count toward both baccalaureate and master's degrees. 3.0 or higher; or permission of the Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: Advanced Standing Course.

OBD 450 - Culture of Learning Organization

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

Credits: 5. Distribution: Advanced Standing Course.

OBD 451 - Diversity and Inclusion in the Organizational Culture

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

Credits: 5. Distribution: Advanced Standing Course.

OBD 487 - Leadership in Organizations

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.

Credits: 5. Prerequisite: None. Corequisite: None.

OBD 488 - Leadership and Change

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

Credits: 5.

OBD 489 - Contemporary Issues in Leadership

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 examine a broad range of contemporary leadership topics, such as ethics, technology, and a variety of current workforce trends.

Credits: 5. Prerequisite: None. Corequisite: None.

OBD 515 - Training and Development

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

Credits: 3.

OBD 533 - Organizational Effectiveness and Development

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.

Credits: 3. Prerequisite: HRM 509 (For MS HRMD students) LAP 528 (for MS IOP students), MBA505 (For MBA students), or permission of Program Chair or designate. Corequisite: None.

OBD 550 - Culture of Learning Organizations

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.

Credits: 3. Prerequisite: None. Corequisite: None.

OBD 551 - Diversity and Inclusion in the Organizational Culture

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

Credits: 3.

OBD 633 - Organizational Effectiveness and Development

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

Credits: 3.

OBD 650 - Culture of Learning Organizations

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

Credits: 3.

OBD 651 - Diversity and Inclusion in the Organizational Culture

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

Credits: 3.

ORG- Organizational Leadership and Development

ORG 101 - Foundations of Personal Leadership

Discover the power of self-efficacy to unlock leadership potential. Learn to identify strengths, set meaningful goals, and create an environment that fosters success. This course builds a foundation for personal growth and professional effectiveness through self-reflection, goal setting, and resilience.

Credits: 5.

ORG 105 - Communicate with Impact: Listening, Tone, and Adaptability

This course focuses on honing active listening, tone, and adaptable language skills to effectively engage with diverse audiences. Explore personal communication styles and learn how to adjust them to different contexts, building stronger relationships along the way.

Credits: 5.

ORG 110 - Chaos & Wisdom: Tackle the Messy Stuff

Learn to make sense of complex situations by drawing from diverse global perspectives. This course develops skills for navigating uncertainty and adapting to change by exploring multiple cultural and other perspectives. Gain practical tools to understand and address complex challenges in the workplace and community.

Credits: 5. Prerequisite: None. Corequisite: ORG 101, ORG 105, and PFS 100.

ORG 200 - Lateral Leadership Influence Without Authority

Discover the art of leading from any position within an organization. This course focuses on developing skills to influence peers, build trust, and foster collaboration across boundaries. Learn to enhance emotional intelligence, strengthen relationships, and implement practical strategies to inspire colleagues and drive collective success.

Credits: 5. Prerequisite: ORG 101. Corequisite: None.

ORG 205 - People and Risk: Building Resilient Organizations

Strong organizations balance the needs of people with the realities of risk. This course examines human resource practices and risk management strategies that create ethical, safe, and sustainable workplaces. Students learn how proactive planning and talent development contribute to long-term resilience.

Credits: 5. Prerequisite: ORG 101. Corequisite: None.

ORG 300 - Team Leadership: Building and Motivating High-Performing Teams

Discover how to lead teams with purpose and impact. This course explores team dynamics, motivation, communication, and trust-building while addressing conflict and collaboration challenges. Practical strategies prepare learners to unify team goals, strengthen performance, and adapt through obstacles.

Credits: 5. Prerequisite: ORG 101. Corequisite: None.

ORG 305 - Financial Resource Management: Driving Organizational Impact

Every organization relies on sound financial planning and decision-making to thrive. This course introduces

the principles of budgeting, forecasting, and financial analysis while exploring how resources are allocated to advance strategic goals. Examine how financial choices shape organizational sustainability and impact, and they practice applying data-driven, ethical approaches to real-world challenges.

Credits: 5. Prerequisite: ORG 200, ORG 205 and ORG 300. Corequisite: None.

ORG 400 - Innovation in Action: Disruptive Thinking to Design Thinking

Innovation is not magic, it's a structured process. This course explores two complementary lenses for driving innovation: disruptive thinking, which helps identify where and why change is needed, and design thinking, which provides a human-centered process for developing solutions. Students gain practical experience applying both frameworks to real organizational and community challenges, building the analytical and creative skills needed to move from problem recognition to actionable solutions.

Credits: 5. Prerequisite: ORG 200, ORG 205 and ORG 300. Corequisite: None.

ORG 405 - Organizational Leadership Capstone

This capstone course serves as the culmination of the program, integrating leadership knowledge, ethical reasoning, and durable skills to address a real organizational or community challenge. Students move through a full problem-solving arc — from identifying and analyzing a challenge, to gathering evidence and weighing ethical considerations, to designing, testing, and refining a solution, to presenting their work with clarity and purpose. This course demonstrates the ability to lead with intention, think critically, and deliver meaningful impact in complex settings.

Credits: 5. Prerequisite: ORG 200, ORG 205 and ORG 300. Corequisite: None.

PAC - Pace Program

PAC 102A - Basic Employment

Basic Employment introduces students to the concepts of professional life skills, professional social skills and professional work skills as well as business communication and time managements. Students are supported to apply these skills through 12 hours per week of on-campus internships in NLU departments that match their skills and interests. Students also begin to develop the skills to self-advocate and recognize and request the reasonable accommodations they need to be successful in on-campus internships.

Credits: 6. Prerequisite: None. Corequisite: None.

PAC 102B - Employment Introduction

Basic Employment introduces students to the concepts of professional life skills, professional social skills and professional work skills as well as business communication and time managements. Students are supported to apply these skills through 12 hours per week of on-campus internships in NLU departments that match their skills and interests. Students also begin to develop the skills to self-advocate and recognize and request the reasonable accommodations they need to be successful in on-campus internships.

Credits: 6. Prerequisite: None. Corequisite: None.

PAC 102C - Employment Introduction

Basic Employment introduces students to the concepts of professional life skills, professional social skills and professional work skills as well as business communication and time managements. Students are supported to apply these skills through 12 hours per week of on-campus internships in NLU departments that match their skills and interests. Students also begin to develop the skills to Self-advocate and recognize and request the reasonable accommodations they need to be successful in on-campus internships.

Credits: 6.

PAC 103A - Basic Life Skills and Learning

Basic Life Skills and Learning teaches students to manage their physical environment, prepare balanced meals, inventory and shop for groceries and household items, plan social activities and navigate public transportation with support from Independent Living Skills (ILS) coaches, and resident life assistants (RLAs).

Credits: 4. Prerequisite: None. Corequisite: None.

PAC 103B - Basic Life Skills and Learning

Basic Life Skills and Learning teaches students to manage their physical environment of bedroom and bathroom, prepare simple breakfasts and packed lunches, inventory and shop for groceries and household items, plan social activities and navigate public transportation with significant support from Independent Living Skills (ILS) coaches and resident life assistants (RLAs).

Credits: 4. Prerequisite: None. Corequisite: None.

PAC 103C - Basic Life Skills and Learning

Basic Life Skills and Learning teaches students to manage their physical environment of bedroom and bathroom, prepare simple breakfasts and packed lunches, inventory and shop for groceries and household items, plan social activities and navigate

public transportation with significant support from Independent Living Skills (ILS) coaches and resident life assistants (RLAs).

Credits: 4.

PAC 104A - Basic Problem Solving, Goals and Money Management

This course is designed to introduce the P.R.O.B.L.E.M. solving method of conflict resolution and the first few components of S.M.A.R.T. goals as well as basic money concepts including the use of checking accounts, savings accounts and online banking as well as the use of various payment methods, including cash, checks, debit cards, credit cards, prepaid cards and person-to-person payments.

Credits: 4. Prerequisite: None. Corequisite: None.

PAC 104B - Basic Problem Solving, Goals and Money Management

This course is designed to introduce the P.R.O.B.L.E.M. solving method of conflict resolution and the first few components of S.M.A.R.T. goals as well as basic money concepts including the use of checking accounts, savings accounts and online banking as well as the use of various payment methods, including cash, checks, debit cards, credit cards, prepaid cards and person-to-person payments.

Credits: 4. Prerequisite: None. Corequisite: None.

PAC 104C - Basic Problem Solving, Goals and Money Management

This course is designed to introduce the P.R.O.B.L.E.M. solving method of conflict resolution and the first few components of S.M.A.R.T. goals as well as basic money concepts including the use of checking accounts, savings accounts and online banking as well as the use of various payment methods, including cash, checks, debit cards, credit cards, prepaid cards and person-to-person payments.

Credits: 4.

PAC 106A - Basic Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aid and supports them to identify aspects of a daily routine that supports their physical and emotional health.

Credits: 1. Prerequisite: None. Corequisite: None.

PAC 106B - Basic Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aids and supports them to physical and emotional health. Students learn the basics of planning simple, healthy breakfasts and lunches, the initial steps to contacting their health care providers and setting up appointments, how to access the NLU Counseling and Wellness Center and how to create a simple fitness routine.

Credits: 1. Prerequisite: None. Corequisite: None.

PAC 106C - Basic Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aid and supports them to identify aspects of a daily routine that supports their physical and emotional health. Students learn the basics of planning simple, healthy breakfasts and lunches, the initial steps to contacting their health care providers and setting up appointments, how to access the NLU Counseling and Wellness Center and how to create a simple fitness routine.

Credits: 1.

PAC 111A - Employment Development

Throughout Employment Development A, PACE students begin to identify their individual, specific skills strengths and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students begin to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also begin to develop the skills to self-advocate and recognize and request the reasonable accommodations they need to be successful in off-campus internships.

Credits: 8. Prerequisite: None. Corequisite: None.

PAC 111B - Employment Development A

Throughout Employment Development A, each PACE student begins to identify their individual, specific skills strengths and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students begin to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also begin to develop the skills to self-advocate and recognize and request the reasonable accommodations they need to be successful in off-campus internships.

Credits: 8. Prerequisite: None. Corequisite: None.

PAC 111C - Employment Development

Throughout Employment Development A, each PACE student begins to identify their individual, specific skills strengths and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students

begin to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also begin to develop the skills to Self-advocate and recognize and request the reasonable accommodations they need to be successful in off-campus internships.

Credits: 8.

PAC 112A - Intermediate Life Skills and Learning

This course supports students to take their skills to the next level by taking responsibility for maintaining shared living space and a kitchen as well as bedrooms and bathrooms. Students begin to cook full meals and to inventory supplies, shop and plan social outings with minimal support from instructors and coaches.

Credits: 2. Prerequisite: None. Corequisite: None.

PAC 112B - Intermediate Life Skills and Learning

This course supports students to take their skills to the next level by taking responsibility for maintaining shared living space and a kitchen as well as bedrooms and bathrooms. Students begin to cook full meals and to inventory supplies, shop and plan social outings with minimal support from instructors and coaches.

Credits: 2. Prerequisite: None. Corequisite: None.

PAC 112C - Intermediate Life Skills and Learning

This course supports students to take their skills to the next level by taking responsibility for maintaining shared living space and a kitchen as well as bedrooms and bathrooms. Students begin to cook full meals and to inventory supplies, shop and plan social outings with minimal support from instructors and coaches.

Credits: 2.

PAC 113A - Intermediate Problem Solving, Goals and Money Management

This course is designed to introduce the P.R.O.B.L.E.M. solving method of conflict resolution and the first few components of S.M.A.R.T. goals as well as basic money concepts including the use of checking accounts, savings accounts and online banking as well as the use of various payment methods, including cash, checks, debit cards, credit cards, prepaid cards and person-to-person payments.

Credits: 4. Prerequisite: None. Corequisite: None.

PAC 113B - Intermediate Problem Solving, Goals and Money Management

This course is designed to support students to recognize and implement the elements of the P.R.O.B.L.E.M. solving in actual day-to-day situations and to create short-term goals containing the first several components of S.M.A.R.T. goals as well as basic investment concepts including stocks, bonds and mutual funds.

Credits: 4. Corequisite: None. Cross-Listed as: None.

PAC 113C - Intermediate Problem Solving, Goals and Money Management

This course is designed to support students to recognize and implement the elements the P.R.O.B.L.E.M. solving in actual day-to-day situations and to create short-term goals containing the first several components of S.M.A.R.T. goals as well as basic investment concepts including stocks, bonds and mutual funds.

Credits: 4.

PAC 114A - Intermediate Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aids and supports them to identify aspects of a daily routine that support their physical and emotional health.

Credits: 1. Prerequisite: None. Corequisite: None.

PAC 114B - Intermediate Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aids and supports them to identify aspects of a daily routine that support their physical and emotional health. Students begin to cook hot meals, learn to take themselves to medical appointments and manage a fitness routine with only minimal support from coaches.

Credits: 1. Prerequisite: None. Corequisite: None.

PAC 114C - Intermediate Health and Wellness

Basic Health and Wellness introduces students to the concept of Emotional First Aids and supports them to identify aspects of a daily routine that support their physical and emotional health. Students begin to cook hot meals, learn to take themselves to medical appointments and manage a fitness routine with only minimal support from coaches.

Credits: 1.

PAC 121A - Employment Focus

Throughout Employment Development A, PACE students will identify their individual, specific skills strengths, and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students will to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also

will develop the skills to advocate for themselves, and recognize and request the reasonable accommodations they need to be successful working with colleagues and supervisors who are not familiar with PACE or with workers with disabilities.

Credits: 8. Prerequisite: None. Corequisite: None.

PAC 121B - Employment Focus

Throughout Employment Development A, each PACE student begins to identify their individual, specific skills strengths and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students begin to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also begin to develop the skills to advocate for themselves and recognize and request the reasonable accommodations they need to be successful working with colleagues and supervisors who are not familiar with PACE or with workers with disabilities.

Credits: 8. Prerequisite: None. Corequisite: None.

PAC 121C - Employment Focus

Throughout Employment Development A, each PACE student begins to identify their individual, specific skills strengths and interests as they relate to a specific field of employment and type of job. Students hone these skills and strengths through 18 hours per week of off-campus internship. Students begin to learn how to transfer the professional skills they used in the familiar campus environment to the more challenging environment beyond campus. Students also begin to develop the skills to advocate for themselves and recognize and request the reasonable accommodations they need to be successful working with colleagues and supervisors who are not familiar with PACE or with workers with disabilities.

Credits: 8.

PAC 122A - Career Launch

PACE Career Launch teaches students to build resumes, cover letters and other supporting documents in a variety of formats, to identity job opportunities and openings, to apply for paid positions and to follow up appropriately.

Credits: 3.

PAC 122B - Career Launch

PACE Career Launch teaches students to build resumes, cover letters and other supporting documents in a variety of formats, to identity job opportunities and openings, to apply for paid positions and to follow up appropriately.

Credits: 3.

PAC 122C - Career Launch

PACE Career Launch teaches students to build resumes, cover letters and other supporting documents in a variety of formats, to identity job opportunities and openings, to apply for paid positions and to follow up appropriately.

Credits: 3.

PAC 123A - Independent Living

This course is designed to begin to prepare PACE Advanced Certificate students to manage important aspects of living independently including maintaining a home, creating and tracking a budget, saving for larger goals, implementing a fitness routine, and preparing healthy meals.

Credits: 4.

PAC 123B - Independent Living

This course is designed to begin to prepare PACE Advanced Certificate students to manage important aspects of living including maintaining a home, creating and tracking a budget, saving for larger goals, implementing a fitness routine, and preparing healthy meals independently with only prompts from P.A.C.E. staff.

Credits: 4.

PAC 123C - Independent Living

This course is designed to begin to prepare PACE Advanced Certificate students to manage important aspects of living including maintaining a home, creating and tracking a budget, saving for larger goals, implementing a fitness routine, and preparing healthy meals independently with only prompts from P.A.C.E. staff.

Credits: 4.

PFS- Professional Seminar

PFS 100 - Professional Seminar 1

This course is the first in a series of professional seminar courses that focuses on practical skills and empowers success at work, in relationships, and within the community. This course explores what these skills are, why they matter, and how to start developing, building, and practicing them immediately. Students will build a foundation for

personal and professional growth in this initial professional seminar course.

Credits: 5. Prerequisite: None. Corequisite: ORG 101, ORG 105, and ORG 110.

PFS 101 - Professional Seminar 2

This course provides a structured, personalized approach to achieving meaningful professional growth. Focus is placed on identifying a specific skill or development area aligned with individual goals, creating a customized growth plan, and applying high-impact strategies to support sustained progress. Emphasizing mindset shifts, strategic actions, and practical application, the course promotes long-term development through reflection, feedback, and evidence-based evaluation.

Credits: 5. Prerequisite: None. Corequisite: None.

PFS 200 - Professional Seminar 3

Career development requires clarity, strategy, and intentional action. This course supports the evaluation of strengths, skills, and interests to identify aligned career pathways and professional opportunities. Emphasis is placed on professional networking and the creation of targeted job search materials, including a resume, LinkedIn profile, and cover letter. Create a personalized career plan with clear short- and long-term goals and actionable steps for continued professional growth.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 201 - Professional Seminar 4

This course focuses on developing a strong professional brand through authentic communication and strategic relationship-building. Emphasis is placed on articulating personal values, enhancing verbal and digital presence, and creating meaningful connections across professional contexts. Through storytelling, networking, and brand development strategies, this course provides the tools to stand out, build influence, and communicate with clarity and impact in today's competitive landscape.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 300 - Professional Seminar 5

This course introduces the core principles of effective management for those stepping into leadership roles for the first time. With a focus on goal setting and communication, the course builds foundational skills for leading teams, organizing work, and navigating common challenges in the workplace. Emphasis is placed on developing self-awareness, goal setting, building psychological safety, and creating a culture of feedback. This course prepares emerging managers to lead with confidence, purpose, and adaptability.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 301 - Professional Seminar 6

Explore how teams work and what makes them thrive. Learn how to set goals, define roles, and build trust that strengthens collaboration. Practice strategies for handling conflict, overcoming roadblocks, and supporting team members through challenges. Communication, adaptability, emotional intelligence, and problem-solving are emphasized as core leadership skills.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 302 - Professional Seminar 7

Career readiness is strengthened by refining professional materials and practicing targeted job search skills. Resumes, cover letters, and LinkedIn profiles are updated to align with specific roles. Elevator pitches are crafted and delivered, while mock interviews build communication, professional presence, and adaptability. Structured time management and reflective practices support consistent job search engagement and the creation of a purposeful post-graduation career plan.

Credits: 5. Prerequisite: PFS 200. Corequisite: None.

PFS 400 - Professional Seminar 8

Design an intentional path for life after graduation by exploring future possibilities, testing career assumptions, and learning directly from professionals in the field. Connect your academic, workplace, and personal experiences to a meaningful vision for the next three to five years while building a practical roadmap, professional network, and action plan that prepares you to confidently launch your next chapter.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 401 - Professional Seminar 9

This culminating professional seminar serves as the capstone experience for the LE3 program. Students synthesize learning from coursework and workplace experiences to complete an authentic capstone project demonstrating achievement of program learning outcomes. The course emphasizes the integration, application, and communication of durable skills, leadership capabilities, and professional competencies that prepare graduates to succeed in an evolving workplace.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PFS 402 - Professional Seminar 10

This course supports continued professional development for students extending beyond the standard program timeline. Emphasis is placed on maintaining momentum toward career and personal

goals through independent, project-based learning. Guided assignments and mentor feedback encourage reflection, accountability, and application of previously acquired skills in evolving contexts. With flexible structure and individualized focus, the course provides space to deepen expertise, expand professional networks, and demonstrate ongoing growth.

Credits: 5. Prerequisite: PFS 100. Corequisite: None.

PHI - Philosophy

PHI 107 - Introduction to Ethics and Social Critique

This course is a survey of ethical perspectives as they relate to individuals and society. It begins with an introduction to major ethical approaches (virtue, duty, and utility) and an examination of various issues where these approaches might be applied. It continues with an extension of these ethical theories to society through an analysis of the idea of the social contract. The Rawlsian social contract will be highlighted and philosophic approaches to economic, racial, and gendered inequality will be analyzed. Students will engage with contemporary issues and illustrations in order to critically assess their own perspectives. Students will prepare a cumulative final assessment reflecting on the issues and approaches learned throughout the course. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Humanities.

PHI 205 - Ethics in Healthcare

The course will examine the foundations of ethics as it applies to ethical decision-making by individuals working in healthcare. The course will address many of the ethical issues within healthcare organizations.

Credits: 5. Prerequisite: PHI 107. When taken as part of the Nursing program, students must be fully admitted to the BS Nursing program and must have completed at least one clinical course. Corequisite: None.

PHI 305 - AI & Me: What Artificial Intelligence Teaches Us About Humanity

Students will explore the implications of the widespread adoption of generative artificial intelligence through a philosophical lens, including future conceptions of advancements in AI. Rather than focusing on technical skills or applied ethics, students explore foundational questions about what it means to be human in an age of emerging machine systems. Through readings, thought experiments, and analysis of contemporary AI narratives and media, students will develop a critical perspective on how societies interpret “intelligence,” how trust and perception shape public understanding, and what AI reveals about long-standing debates about knowledge, values, and identity.

Credits: 5. Prerequisite: None. Corequisite: None.

PHLB- Phlebotomy

PHLB 105 - Phlebotomy

This course is designed to support Medical Assistants in gaining their phlebotomy certification. The course prepares students for safe and effective practice in the phlebotomy field by emphasizing infection control, safety, and compliance. Learners will master patient preparation techniques—including proper identification, consent, and readiness assessment—and perform routine and special blood collection procedures using venipuncture and capillary puncture methods. The course also covers specimen handling, processing, and transport to maintain integrity and comply with chain of custody requirements.

Credits: 2. Prerequisite: None. Corequisite: None.

PJM - Project Management

PJM 200 - Project Management: Plan, Organize, and Execute

Introduces core project management skills used to lead small- to mid-scale projects. Includes project scoping, task planning, timelines, communication, and basic tools for tracking progress. Emphasis placed on solving real workplace challenges through structured planning and reflection on alignment between project efforts and organizational priorities.

Credits: 5. Prerequisite: None. Corequisite: None.

PJM 300 - Overview of Project Management

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

Credits: 2.

PJM 454 - Project Management

Through a combination of theoretical concepts, practical case studies, and hands-on activities, students will gain a solid understanding of the key components and techniques involved in project management. They will explore the fundamental principles, tools, and methodologies used to navigate

the complexities of modern project environments. Special emphasis is placed on the interplay among project requirements, such as scope, budget, quality, risk, and schedule. Pre-requisite(s): BUS 101 or BUS 430, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5.

PJM 520 - Project Management Applications

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

Credits: 3.

PJM 526 - Project Management

This course introduces students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as new product development, compliance projects, and operational improvements. Students will learn principles and apply techniques in project selection, planning, execution, control, and adaptation. Both traditional and agile approaches will be covered. Course contents align with industry certifications (e.g., Project Management Professional) although the course by itself is insufficient for certification exams.

Credits: 3. Prerequisite: Undergraduate degree in a business-related field. One year of prior project experience is recommended.. Corequisite: None.

PJM 527 - Strategic Project Management

This course will introduce the concepts and context of product, program, and project portfolio management. The relationship to organizational strategy is explored. This course will provide an overview of various project management methodologies and tools. Students will be developing a portfolio of projects aligned with a strategic plan.

Credits: 3. Prerequisite: PJM-526 Project Management or permission of the Dean or Program Chair/Director.. Corequisite: None.

PJM 528 - Leading Outstanding Projects

This course provides an overview of topics that guide the project manager to lead with excellence. Students explore topics such as change management, change agents, change champions, change leaders, early adopters, and how to build diverse, inclusive, high-performing project teams. Students will be able to lead projects/programs that are successfully adopted in the organization. In addition, the course will demonstrate how organizational culture connects to leading a successful project. Students will develop skills to align project stakeholders for successful project kickoffs, build dynamic team engagement, create cultures of innovation, and lead change in an organization.

Credits: 3. Prerequisite: PJM 526 Project Management PJM 527 Strategic Project Management. Corequisite: None.

PPA - Public Policy and Administration

PPA 405 - Urban CommunityDevelopment

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. This is an advanced standing course that may count toward both, baccalaureate and master's degrees.

Credits: 5. Prerequisite: 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.. Corequisite: None.

PPA 410 - Urban Inequality and Social Change

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

Credits: 5. Distribution: Advanced Standing Course.

PPA 420 - International Dimensions of Public Policy

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

Credits: 5. Distribution: Advanced Standing Course.

PPA 432 - Gender, Race, and Culture in the Public Sector

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

Credits: 5. Distribution: Advanced Standing Course.

PPA 500 - Foundations of Public Administration

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

Credits: 3.

PPA 502 - Public Policy Analysis

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

Credits: 3.

PPA 503 - Leadership of Public/Nonprofit Organizations

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.

Credits: 3. Prerequisite: PPA 500 and RES 510; or permission of Program Chair or designate. Corequisite: None.

PPA 504 - Administrative Law and Ethics

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

Credits: 3.

PPA 505 - Urban Community Development

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 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.

Credits: 3. Prerequisite: PPA 500 and RES 510 or permission by Program Director. Corequisite: None.

PPA 510 - Urban Inequality and Social Change

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

Credits: 3.

PPA 512 - Professional Writing and Communication in Public Policy and Administration

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

Credits: 3.

PPA 520 - International Dimensions of Public Policy

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

Credits: 3.

PPA 532 - Gender, Race, and Culture in the Public Sector

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

Credits: 3.

PPA 560 - Public Finance and Budgeting

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.

Credits: 3. Prerequisite: PPA500, Foundations of Public Administration; and RES510, Research Methodology and Writing; or permission of Program Chair or designate. Corequisite: None.

PPA 590 - Internship in Public Policy and Administration

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. 3 semester hours

Credits: 3.

PPA 593 - Capstone in Public Administration

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

Credits: 3.

PPA 595 - Special Topic in Public Policy and Administration

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

Credits: 3.

PPA 599 - Master's Thesis in Public Policy and Administration

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

Credits: 3.

PSY - Psychology

PSY 101 - Introduction to Psychology

This course surveys questions about the role of Psychology in one's personal life. One of the best aspects of Psychology is that you are the subject matter. The great controversies of psychology are presented including: nature and nurture, free will, mind/body, human/group differences, and the treatment of those with mental health needs. The range of theoretical perspectives including biological, evolutionary, cognitive, social/emotional and psychoanalytic are discussed. Among the topics discussed are development, learning, memory, perception, personality, motivation, social behavior, abnormal behavior, and therapy. Also included is an introduction to the various careers associated with psychology.

Credits: 5. Prerequisite: None. Corequisite: None.

PSY 150 - The Human Side of Change: Unlocking Dynamics for Growth

Change is constant, so embrace it with confidence! This course explores how people respond to and ultimately take charge of change. Integrate insights from psychology, neuroscience, and adult developmental theory to build skills for adapting to and guiding transformation in your personal and professional life.

Credits: 5. Prerequisite: None. Corequisite: None.

PSY 201 - The Psychology of Early Childhood

Welcome to The Psychology of Early Childhood! This course provides an in-depth exploration of psychological development from birth through early childhood, covering the critical stages of cognitive, emotional, social, and physical growth. Students will examine key theories and research related to early developmental milestones, attachment, temperament, and the impact of early experiences on later development. Students will engage in case studies, observational assignments, and interactive discussions to apply theoretical concepts to real-

world scenarios. By the end of the course, students will have a comprehensive understanding of the psychological processes that shape early childhood development and be equipped with tools to support and enhance developmental outcomes for young children. . (Developmental Psychology; Community Psychology). Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hour

Credits: 5. Prerequisite: PSY 101 is required or permission of Program Chair or designate.. Corequisite: None.

PSY 202 - Psychology of Middle Childhood and Adolescence

Welcome to The Psychology of Middle Childhood and Adolescents! This course provides an in-depth examination of psychological development from middle childhood through adolescence. Students will explore key aspects of cognitive, emotional, and social growth during these critical years, including the formation of identity, peer dynamics, and family influences. Emphasis will be placed on understanding developmental milestones, common challenges, and mental health issues specific to this age group. Through case studies, research analysis, and practical applications, students will gain insights and skills to support and engage effectively with young individuals in educational and clinical settings.

Credits: 5. Corequisite: None.

PSY 302 - Psychology of Negotiations

We negotiate every day. Our skills in negotiation can determine the salary we are paid, the work we do, where we live, and how we live. Research has shown that even though negotiations are pervasive in everyday life, many people leave value "on the table" and walk away with less than what was actually available to them or their organizations. This course covers the psychology of effective negotiations as researched and practiced at work, in school, at home and in leisure settings. In addition to the study of bargaining/negotiation theory and research, students will practice critical skills needed in negotiations, receive feedback, reflect on their mindset/ personal behaviors while negotiating, and determine how various factors influenced their results.

Credits: 5. Prerequisite: PSY 101 or permission of Program Chair or designate. Corequisite: None.

PSY 305 - Memory and Cognition

This course explores basic concepts in theory and research in cognitive processes with an emphasis on human memory. Topics include learning, memory, perception, language, reasoning, problem-solving and decision-making. Also covered is an introduction to the broader field of cognitive science. Pre-requisite(s): PSY 101, or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: Behavioral Science.

PSY 306 - Theories of Personality

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).

Credits: 5. Prerequisite: PSY 101 or equivalent, or consent of BA Psychology chair. Corequisite: None.

PSY 307 - Psychopathology

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

Credits: 5. Distribution: Behavioral Science.

PSY 310 - Introduction to Industrial and Organizational Psychology

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.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 311 - Introduction to Community Psychology

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 and RES 401; or permission of Program Chair or designate. Co-requisite(s): None. 5 quarter hours

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 315 - Lifespan Development

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

Credits: 5. Distribution: Behavioral Science.

PSY 317 - The Psychology of Happiness

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.

Credits: 5. Prerequisite: PSY101. Corequisite: None.

PSY 325 - Psychology of Play and Therapeutic Applications

This course deals with play across age spectrums and in differing contexts. It includes play universals, types and forms of play, theories of play, and functions of play in normative development as well as in atypical development. The use of play in assessment and behavior change is studied. Other topics include methods and materials of play and the role of play in learning and development. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 330 - Social Psychology

This course introduces Social Psychology, the role of the group, and sociocultural factors that influence an individual's thoughts, feelings, and behaviors. Students explore how social perception contributes to stereotypes, prejudice, and discrimination and the applications of social to law and business. Examine social influences on our attitudes and conformity based on group process, seeking social relationships based on attraction, the role of social ties in promoting helpfulness to others, and situational factors that influence aggression. (Social/Community Psychology). Pre-requisite(s): One previous psychology course. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: Behavioral Science.

PSY 348 - Cross-Cultural Communications

This course delves into the intricate dynamics of cross-cultural communication, exploring its theoretical underpinnings and practical applications within psychology. Through a comprehensive examination of intercultural communication approaches and processes, students will gain insight into the complexities and challenges arising from cultural diversity. Topics will span the psychological and cultural factors influencing effective interpersonal communication across diverse cultural backgrounds. By exploring theories and case studies, students will develop a nuanced understanding of how cultural norms, values, and perceptions shape communication patterns and behaviors. Students will cultivate the skills necessary to navigate cross-cultural interactions with sensitivity, empathy, and adaptability. Emphasis will be placed on self-awareness, intercultural competence, and the practical application of communication strategies to bridge cultural divides and foster mutual understanding. This course equips students with the knowledge and skills to thrive in an increasingly globalized world, where effective cross-cultural communication is essential for personal, professional, and societal success.

Credits: 5. Prerequisite: PSY 101 is required or permission of Program Chair or designate..

PSY 350 - Culture and Self

Students will be introduced to the cross-cultural study of the self as it has been understood in the Western and Eastern cultures. This course presents an interdisciplinary study of the self-concept drawn from the social, psychological, sociological, and anthropological literature. The focus of this course is on the interpretation and enhancement strategies of the self in classroom and counseling settings, offering possible explanations for the treatment of minorities in these settings. (Community Psychology). Counts in the Behavioral Science Area of General Education Requirements.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 352 - Children and Families under Stress

This course examines the social and environmental factors that contribute to stress in children and their families. Students will explore how psychological theories apply within the family context and analyze the effects of poverty, race, ethnicity, discrimination,

violence, education, politics, and other stressors across individual, family, community, and societal levels. Through this lens, students will develop a deeper understanding of how systemic challenges influence family well-being and child development.

Credits: 5. Prerequisite: PSY 101; or permission of Program Chair or designate. Corequisite: None.

PSY 401 - Psychology of Learning

This course provides a survey of theories of learning including behaviorist and cognitive-developmental approaches with applications of each. Processes of learning, problem-solving, memory, motivation, and discipline are examined. Traditional and innovative approaches to learning are explored. Students participate in planned learning demonstrations.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 425 - Mental Health

The aim of this course is to provide information and experiences related to mental health and well-being that are interesting and engaging and that can be usefully applied to enhancing mental health. In addition to readings, videos and PowerPoint lectures covering areas relevant to mental health, there will be multiple opportunities to complete discussions, exercises and assignments which provide resources for completion of a course project, a personal plan to enhance mental health and well-being. An actionable plan for enhancing mental health will be described in a final paper indicating timelines and implementation of a personal wellness plan. Prerequisite(s): One previous psychology course or consent of advisor. Co-requisite(s): None. 5 quarter hours

Credits: 5.

PSY 450 - Human Sexuality

This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. (Developmental/Community Psychology). Counts in the Behavioral Science Area of General Education Requirements.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 460 - Introduction to Clinical Psychology and Mental Health

This course explores the field of clinical psychology and mental health and provides students with a comprehensive overview of the fundamental principles, theories, professional responsibilities, and ethical practices. Students will gain insight into the assessment, diagnosis, and treatment of mental health disorders with a focus on psychological well-being. The course introduces clinical psychology's historical and theoretical foundations, highlighting influential perspectives and key figures in the field. Students will examine the classification systems used to identify and categorize mental disorders, including the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on recognizing the cultural, social, and ethical factors that influence the conceptualization and diagnosis of mental disorders. Throughout the course, students will examine the role of cultural diversity, stigma, and social determinants of mental health in clinical practice.

Credits: 5. Prerequisite: PSY 101. Corequisite: None.

PSY 462 - Psychological Interviewing Principles & Practices

The Psychological Interviewing Principles Practices course is designed to provide students with the knowledge and skills necessary to conduct effective psychological interviews. This course provides students with an in-depth understanding of the principles, ethics, and best practices of psychological interviewing and practices. Students will learn about the different types of psychological interviews, including diagnostic interviews, intake interviews, and crisis interviews. They will also explore the techniques used in psychological interviews, such as rapport building, active listening, empathy, goal setting, and validation.

Credits: 5. Prerequisite: PSY 460. Corequisite: None.

PSY 464 - Psychological Assessment & Applied Skills

The Psychological Assessment Applied Skills course is designed to provide students an in-depth understanding of the principles, methods, and applications of psychological assessment and applied skills utilized in the mental health field. The course covers a broad range of topics about the practical applications of psychological assessment, including using assessments in diagnosis, treatment planning, and outcome evaluation. Upon completing the course, students will gain essential skills and knowledge about psychological intakes, case notes, and treatment plans in various settings.

Credits: 5. Prerequisite: PSY 460. Corequisite: None.

PSY 490 - Independent Study in Psychology

This course is designed for students who are psychology majors to pursue an independent study in an area of psychology. Students must obtain permission from a department faculty member prior to registration. Students will work under the direction of a faculty member. 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

Credits: 2 TO 5.

PSY 495 - Special Topics in Psychology

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 course topics vary each term, students may register for this course a maximum of two times. Specific topics may count in different areas of psychology.

Credits: 2 TO 5. Prerequisite: Permission of Program Chair or designate. Corequisite: None.

PSY 499 - Psychology Seminar

This course is designed to give students the opportunity to apply psychological knowledge to a variety of topics that vary from term to term. Students will be engaged in a process of inquiry on current psychological research and/or evaluation that challenges their analytical and critical thinking skills. Specific topics may count in different areas of psychology.

Credits: 5. Prerequisite: PSY 101 or One previous psychology course or consent of advisor. Corequisite: None.

PSYD - Clinical Psychology

PSYD 700 - History and Systems

This course acquaints the student with the history and philosophical roots of modern psychology, ranging from ancient philosophy, through the development of academic psychology in the 19th century, to modern times. This course will study the figures, discoveries, and ideas contributing to the rise of psychology, including how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions. The course emphasizes the role of culture, gender, and diversity in shaping the field. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: Admission to the FSPP PsyD Program. Corequisite: None.

PSYD 701 - Lifespan Development

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 701A - Life Span Development I - Child and Adolescent Development

This course focuses on normative aspects of development of the individual from childhood through adolescence, including aspects of biological, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized as well as theories and empirical literature relevant to childhood and adolescence development. Discussion includes applications to the practice of clinical psychology throughout the course. This course is part of the FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: Admission to the FSPP PsyD Program. Corequisite: None.

PSYD 701B - Lifespan Development II - Adult Development and Aging

This course focuses on development during the second half of the lifespan, from early adulthood through elderhood. Relevant theories and empirical literature related to the process of aging will be explored as well as the biological, cognitive/intellectual, emotional, social, cultural, and transcultural dimensions. Additional areas of focus include physical changes, health issues, social relationships, changes in cognitive abilities, mental health and coping at various stages of adulthood, career and work development, and the effects of retirement and bereavement. This course is part of the FSPP PSYD curriculum.

Credits: 2.0. Prerequisite: PSYD 701A. Corequisite: None.

PSYD 703 - History and Systems of Psychology

This course provides a survey of the major philosophical, historical, and socio-cultural factors in clinical psychology as well as 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, over time, has addressed 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.

Credits: 2 TO 3. Prerequisite: None. Corequisite: None.

PSYD 704 - Cognition and Affective Processes

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 is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: Admission to the FSPP PsyD Program. Corequisite: None.

PSYD 705 - Biological Bases of Behavior

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.

Credits: 3. Prerequisite: Admission to the ISPP PsyD Program. Corequisite: None.

PSYD 706 - Social Psychology

This course is a survey of contemporary theory and research in social psychology. It will cover both the “classics” of modern social psychology as well as recent trends, emerging perspectives, and cutting-edge research (with an emphasis on more recent research). 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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: Admission to the FSPP PSYD Program. Corequisite: None.

PSYD 707 - Cognitive and Affective Processes

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

Credits: 3. Distribution: Argosy Courses.

PSYD 708 - Personal and Professional Development Group

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

Credits: 2.

PSYD 709 - Social Psychology

Examine contemporary theory and research in social psychology, including foundational work as well as recent trends, emerging perspectives, and cutting-edge research. Analyze social psychological theories and empirical findings to understand social influences on personality, human interaction, and behavior at both the individual and group levels. Emphasize applications of social psychology to clinical settings. Part of the FSPP PsyD curriculum.

Credits: 3. Prerequisite: Admission to the ISPP PsyD Program. Corequisite: None.

PSYD 710 - Professional Issues: Ethics, Conduct, and Law

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.

Credits: 3. Prerequisite: Admission to the ISPP PsyD Program. Corequisite: None.

PSYD 710A - Professional Issues: Ethics, Conduct, and Law

This course explores ethical concepts, professional standards, and legal issues related to professional conduct as a psychologist, including such topics as ethical reasoning, knowledge and application of the current APA Ethical Principles and Code of Conduct, state regulations with respect to licensure, rules of conduct, professional practice, and awareness and application of a decision-making model to resolve ethical dilemmas. The course also addresses ethical issues in areas of practice such as assessment, therapy, confidentiality, consultation, research, education and training, and supervisory relationships. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): None. 3 semester hours

Credits: 3.

PSYD 710B - Professional Issues: Ethics, Conduct, and Law

(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

Credits: 1.5 TO 3. Distribution: Argosy Courses.

PSYD 711 - Professionalization Group I

The professionalization group serves as a space for students to reflect on and grow from the challenges in the first semester of the FSPP clinical program. A core faculty member leads these discussion groups for first year students. 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 is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): None. 1 semester hour

Credits: 1.

PSYD 712 - Professionalization Group II

This course is a continuation of Professionalization Group I. A core faculty member leads these discussion groups for first year students. 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. In addition, this course will help students gain mastery over APA style and writing a student paper. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 711 or concurrent. Co-requisite(s): None. 1 semester hour

Credits: 1.

PSYD 715 - Professionalization Group I

These discussion groups for first year students focus on topics related to professional psychology and the development of a professional identity, as well as program advisement. The faculty leading the group helps students with academic and field training planning, general consultation on programmatic and curricular matters, and questions emerging during the student's first year academic experience. This course is part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): Admissions to ISPP PsyD program. Co-requisite(s): None. 1 semester hour

Credits: 1.

PSYD 716 - Professionalization Group II

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 is part of the Illinois School of Professional Psychology PsyD curriculum.

Credits: 1. Prerequisite: PSYD 715.

PSYD 717 - Research Methodology in Clinical Psychology

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 knowledge 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

Credits: 3.

PSYD 718 - Statistics

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

Credits: 3.

PSYD 719 - Health and Human Dysfunction I

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

Credits: 3.

PSYD 720 - Statistics and Research I

The first of a two-semester sequence in statistics and psychometrics. This course includes an introduction to basic concepts in descriptive and inferential statistics, and their application with experimental research methodologies. The course emphasizes the development of critical thinking skills and the statistical tools necessary for functioning as a local clinical scientist in applied settings. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 717. Co-requisite(s): PSYD 720CL. 3 semester hours

Credits: 3.

PSYD 720CL - Statistics and Research I Lab

The purpose of the lab is to clarify statistical analytic skills. Students will work on exercises designed to solidify the concepts covered in PSYD 720 Statistics and Research I. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 717. Co-requisite(s): PSYD 720. 0.5 semester hours

Credits: 0.5.

PSYD 721 - Advanced Quantitative Methods

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

Credits: 1 TO 3.

PSYD 722 - Health and Human Dysfunction II

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

Credits: 3.

PSYD 723 - Research Methods

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

Credits: 3. Distribution: Argosy Courses.

PSYD 724 - Advanced Qualitative Methods

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

Credits: 1.

PSYD 726 - Statistics, Research, and Psychometrics

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. 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. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 717, PSYD 720, and PSYD 720CL. Co-requisite(s): PSYD 726CL. 3 semester hours

Credits: 3.

PSYD 726CL - Statistics, Research, and Psychometrics Lab

The purpose of the lab is to clarify statistical analytic skills. Students will work on exercises designed to solidify the concepts covered in PSYD 726 Statistics, Research, and Psychometrics. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 717, PSYD 720, and PSYD 720CL. Co-requisite(s): PSYD 726. 0.5 semester hours

Credits: 0.5.

PSYD 729 - Serving Youth/Fam in Urban Env

This course focuses on experiences of youth and families in urban environments. Specific focus is given to evidence-based and culturallyresponsive assessment, intervention, and consultation that consider the social, cultural, economic, and political factors that impact people living in urban environments. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 732. Co-requisite(s): PSYD 732. 1.5 semester hours

Credits: 1.5.

PSYD 730 - Psychopathology I

This course will provide students with a broad theoretical foundation from which to view and understand the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. The primary focus is on the theories, relevant research, and treatment applications of the psychodynamic, humanistic, cognitive-behavioral, and attachment models. Other models or theories may be presented. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): None. 3 semester hours

Credits: 3.

PSYD 731 - Psychopathology II

A continuation of PSYD 730 Psychopathology I, this course covers the description, etiology, and assessment of DSM-5 psychological disorders with a focus on adults and older adults. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): 3 semester hours

Credits: 3.

PSYD 732 - Child and Adolescent Development

This course focuses on normative development of the individual personality, from childhood though 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.

Credits: 3. Prerequisite: Admission to the ISPP PsyD Program. Corequisite: None.

PSYD 733 - Psychopathology III

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 FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: PSYD 701A, PSYD 730, and PSYD 731. Corequisite: None.

PSYD 734 - Child Psychopathology

Students will be presented with an opportunity to expand their knowledge of major DSM-5 Disorders for children and adolescents. Students will also be presented with content to increase their comprehension of diagnostic criteria, etiology, research related to the conditions, and will learn how to evaluate cultural considerations as it relates to child psychopathology. Additionally, students will learn to utilize a biopsychosocial model along with social determinants of health to form diagnostic impressions for children, adolescents, and families. Pre-requisite(s): PSYD 732. Co-requisite(s): None. 1-3 semester hours

Credits: 1 TO 3.

PSYD 735 - Clinical Supervision

Students gain 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 is an ISPP PsyD Program course.

Credits: 1.5. Prerequisite: PSYD 816. Corequisite: PSYD 817.

PSYD 736 - Clinical Interviewing

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/discuss theoretical and empirical literature. Through demonstrations, role-playing, structured exercises, and volunteer interviews, students practice and develop these skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 736CL. 3 semester hours

Credits: 3.

PSYD 736CL - Clinical Interviewing Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in the PSYD 736 Clinical Interviewing class. Through demonstrations, role-playing, structured exercises, and volunteer interviews, students practice and develop these skills. Students will exhibit competency in basic interviewing skills before seeing volunteers. The lab will be under the supervision of the GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 736. 0.5 semester hours

Credits: 0.5.

PSYD 737 - Cognitive Assessment

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. The course will cover clinical and ethical factors related to the assessment process, principles of test construction and psychometrics, theories of intelligence, and the history and methods of intellectual assessment. Particular attention will be given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class includes a laboratory in which skills in administration, scoring and interpretation can be practiced. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 737CL 3 semester hours

Credits: 3.

PSYD 737CL - Cognitive Assessment Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in PSYD 737 Cognitive Assessment class specific to administration, scoring, interpretation, and report writing of intellectual assessment measures. Students will exhibit competency in administration and scoring as part of the lab requirements. The lab will be under the supervision of the course's GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 737. 0.5 semester hours

Credits: 0.5.

PSYD 738 - Clinical Interviewing

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. 3 semester hours

Credits: 3.

PSYD 740 - Issues in the Assessment and Treatment of Diverse Populations I

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 to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. In semester one, course information is provided about the unique mental health needs of African American, Asian, Latinx, Middle Eastern, Indigenous people, poverty, and various ethnic and cultural considerations around power, privilege, and intersectionality are discussed and processed. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): None. 1.5 semester hours

Credits: 1.5.

PSYD 740CL - Issues in the Assessment & Treatment of Diverse Populations I Lab

This lab allows students to gain more hands-on experience, allows the course to be more experiential and provides students ample space to work through biases, prejudices, and stereotypes toward all communities covered in the first semester of the course. Role-plays with the GAs and faculty are integrated in this lab. The lab integrates film, current events, and experiential exercises for all students. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 740. 0.5 semester hours

Credits: 0.5.

PSYD 741 - Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations

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

Credits: 3. Distribution: Argosy Courses.

PSYD 742 - Cognitive Assessment

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

Credits: 3.

PSYD 744 - Issues in the Assessment and Treatment of Diverse Populations II

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. In semester two, course information is provided on working with disability communities, gender, religion, sexual orientation , immigrants/refugees, aging, and military populations. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 740 and PSYD 740CL. Co-requisite(s): PSYD 744CL. 1.5 semester hours

Credits: 1.5. Distribution: Argosy Courses.

PSYD 744CL - Issues in the Assessment & Treatment of Diverse Populations II Lab

This lab allows students to gain more hands-on experience, allows the course to be more experiential and provides students ample space to work through biases, prejudices, and stereotypes toward all communities covered in the first semester of the course. Role-plays with the GAs and faculty are integrated in this lab. The lab integrates film, current events, and experiential exercises for all students. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 740 and PSYD 740A. Co-requisite(s): PSYD 744. 0.5 semester hours

Credits: 0.5.

PSYD 745 - Psychometric Theory

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

Credits: 1.5.

PSYD 746 - Evidence-based Treatment of Child and Adolescent Disorders

Students will be provided content covering best practices for appropriately selecting and applying treatment approaches based on a client's presenting concerns, along with clinical interviewing and therapeutic alliance best practices. Additionally, students will be provided content concerning the application of empirically supported family therapies. Students in the course will also have an opportunity to be presented with research literature concerning best practices for evaluating multicultural/ diversity considerations in the treatment of child and adolescent disorders, and making appropriate adaptations. Pre-requisite(s): PSYD 734 or similar course that must be approved by the concentration coordinator prior to course enrollment. Co-requisite(s): None. 3 semester hours

Credits: 3.

PSYD 747 - Child and Adolescent Psychological Assessment

Students will have an opportunity to learn evidence-based assessments for children and adolescents. Students will be presented with content covering the design and application of assessment batteries based on the client's presenting concerns/referral questions using a variety of tools (e.g., clinical interviewing methods, cognitive measures, objective measures, projective measures, narrow and broad band behavior rating scales). Students will have the opportunity to learn how to carefully select assessment tools, analyze data, and form strong psychological reports using a culturally responsive framework. Students will also have an opportunity to explore ethical considerations germane to the field of psychology's assessment standards and practices. Pre-requisite(s): Completion of at least one assessment course (i.e., PSYD 742, PSYD 757, or PSYD 759) and PSYD 732. Co-requisite(s): None. 3 semester hours

Credits: 3.

PSYD 748 - Child/Adolescent Trauma Tx & Assessment

This course covers assessment and treatment of trauma-related psychological disorders in childhood and adolescence. This course part of the Illinois School of Professional Psychology PsyD curriculum. Pre-requisite(s): PSYD 840. Co-requisite(s): None. 1.5-3 semester hours

Credits: 1.5-3.

PSYD 750 - Consultation and Supervision

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. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 801, PSYD 823, PSYD 824, PSYD 824A, and PSYD 825. Co-requisite(s): PSYD 826. 3 semester hours

Credits: 3. Distribution: Argosy Courses.

PSYD 751 - Physiological Psychology

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 753 - Survey of Diversity and Multicultural Psychology

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.

Credits: 3. Prerequisite: Admitted to the ISPP PsyD program.. Corequisite: None.

PSYD 754 - Psychology of Women

Through the use of readings, lecture and group process, theories are examined dealing with female identity development, gender-related psychopathology such as depression and anorexia, and overall women's health and well-being. Also

included is the exploration of the intersection of women within cultures, politics, and society. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems, and role conflicts are discussed.

Credits: 3. Prerequisite: PSYD 815. Corequisite: None.

PSYD 755 - Consultation in Diverse Settings

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.

Credits: 1.5. Prerequisite: PSYD 816. Corequisite: None.

PSYD 756 - Neuroanatomy and Pathology

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

Credits: 3. Distribution: Argosy Courses.

PSYD 757 - Objective Personality Assessment

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

Credits: 2.

PSYD 758 - Projective Personality Assessment

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

Credits: 2.

PSYD 759 - Integrative Assessment

This course focuses on integrated psychological assessment report writing. Students learn to apply psychological data gathered from clinical interviews, observations, cognitive and personality assessments to write a clear, comprehensive psychological report. The course also addresses topics of ethics, diversity, and professionalism in psychological report writing.

Credits: 1.5. Prerequisite: PsyD 742, PsyD 745, PsyD 757, PsyD 758.

PSYD 760 - Clinical Psychopharmacology

This course provides an introduction to psychotropic drugs, their neurochemical basis, mechanisms of action, and clinical application. The focus of the course is on clinical application of the knowledge of basic clinical psychopharmacology in the practice of clinical psychology. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 751. Corequisite: None.

PSYD 761 - Clinical Psychopharmacology

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.

Credits: 2. Prerequisite: PSYD 705. Corequisite: None.

PSYD 762 - Integrated Healthcare Psychology

This course offers an introduction to the basic principles of Integrated Primary Care. The students will develop a broad understanding of the role of a psychologist in integrated primary care setting and how to work collaboratively within a healthcare system. Common behavioral health concerns will be discussed along with evidenced based screening, assessment, and interventions that are appropriate for a primary care setting.

Credits: 1.5. Prerequisite: PSYD 719, PSYD 722 and PSYD 738. Corequisite: None.

PSYD 764 - Extended Empathic Responding I

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

Credits: 1.5.

PSYD 765 - Extended Empathic Responding II

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

Credits: 1.5.

PSYD 766 - Self-Care for Mental Health Professionals

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

Credits: 1.5.

PSYD 767 - Exploring Diversity I

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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 768 - Exploring Diversity II

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

Credits: 1.5.

PSYD 771 - Objective Personality Assessment

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 771CL - Objective Personality Assessment Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in PSYD 771 Objective Personality Assessment course specific to administration, scoring, interpretation, and report writing of objective personality assessment measures. Students will exhibit competency in scoring and interpretation as part of the lab requirements. The lab will be under the supervision of the course's GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 736/736CL, and PSYD 737/737CL. Co-requisite(s): PSYD 731 and PSYD 771. 0.5 semester hours

Credits: 0.5.

PSYD 772 - Projective Personality Assessment

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 course has an associated laboratory in which skills in administration and interpretation can be practiced. This course is part of the FSPP PSYD curriculum.

Credits: 3.

PSYD 772CL - Projective Personality Assessment Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in PSYD 772 Projective Personality Assessment course specific to administration, scoring, interpretation, and report writing of projective assessment measures. Students will exhibit competency in administration as part of the lab requirements. The lab will be under the supervision of the course's GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum.

Credits: 0.5.

PSYD 773 - Integrative Assessment

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 773CL - Integrative Assessment Lab

This lab allows for additional practice of synthesis of clinical interviewing skills and diagnostic psychopathology to facilitate application of diagnostic interviewing skills with diverse clinical populations. This lab also allows for additional practice in the use of hypothesis testing and critical thinking skills to examine convergent and divergent aspects of test data. The lab will be under the supervision of the course's GA and instructor. This course is part of the FSPP PSYD curriculum.

Credits: 0.5. Prerequisite: PSYD 701A, PSYD 701B, PSYD 710A, PSYD 730, PSYD 731, PSYD 773, PSYD 736/736CL, PSYD 737/737CL, PSYD 771/771CL, and PSYD 772/772CL..

PSYD 775 - Advanced Trauma Interventions

Students will learn evidence-based treatments for trauma-related disorders. They will gain knowledge about theoretical and empirical bases for different treatment modalities as well as clinical skills through discussions, role plays, observation, and case examples. Students will discuss the impact that trauma work has on the provider, including secondary trauma and self-care. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 1.5. Prerequisite: PSYD 738, PSYD 815, PSYD 802, PSYD 805, PSYD 806, or PSYD 809, and PSYD 840. Corequisite: None.

PSYD 788 - Advocacy Psychology

This course focuses on developing students as psychologist advocates. The course introduces how psychologists function as advocates for social and policy change at the individual, group, community, national, and international levels. This course part of the Illinois School of Professional Psychology PsyD curriculum.

Credits: 1.5. Prerequisite: PSYD 710. Corequisite: None.

PSYD 800 - Dialectical Behavior Therapy

This course provides an overview and introduction to dialectical behavior therapy (DBT), a treatment developed for individuals with borderline personality disorder and chronic suicidal behavior. The course focuses on theory, technique, and the empirical literature regarding the efficacy and effectiveness of DBT. Students will be given an opportunity to learn and practice DBT skills. This course is an introduction only to increase familiarity with DBT and will not substitute for advanced DBT postgraduate training. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSY 731, and PSYD 838/838CL. Co-requisite(s): None. 1.5 quarter hours

Credits: 1.5.

PSYD 801 - Integrative Approaches to Therapy

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 treatment plans and 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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 730, PSYD 731, PSYD 838, PSYD 838CL, PSYD 839, and PSYD 839CL. Corequisite: PSYD 823.

PSYD 802 - Person-Centered and Experiential Theory and Therapy

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

Credits: 3.

PSYD 804 - Acceptance and Commitment Therapy

Through readings, lecture, experiential exercises, discussion, and daily practice, students will learn about the philosophical foundations, empirical utility, and fundamental skills of acceptance and commitment therapy (ACT). Students will actively participate in ACT-related exercises, such as mindfulness, acceptance, values clarification, and defusion. The aim of the course is to provide students with the basic foundation necessary to begin applying ACT with clients struggling with a variety of mental health difficulties. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 731, and PSYD 838/838CL. Co-requisite(s): None. 1.5 semester hours

Credits: 1.5.

PSYD 805 - Family and Couples Therapy

This course introduces the student to systemic concepts as applied to families, emphasizing both theory and basic intervention skills. Ethics in family treatment is also addressed, with particular emphasis on the need to adapt treatment to class and culturally based values and issues. Treatment models covered include structural-strategic, Bowenian, Integrative and Emotion-Focused approaches to family and couple therapy. This course is part of the ISPP curriculum.

Credits: 3. Prerequisite: PSYD 719, PSYD 722 and PSYD 732. Corequisite: None.

PSYD 806 - Psychoanalytic Theory and Therapy

Students are introduced to psychoanalytic theories of development, personality, and psychopathology, as well as to case formulation and technique from psychoanalytic perspectives. A variety of psychoanalytic theories are explored, from classical Drive and Ego Psychologies through Object Relations and Self Psychologies and on to more contemporary applications (e.g., Relational and Intersubjective Approaches). Deidentified case material illustrates applications of the theories, and the role of the therapist in each approach is discussed. Students will also consider the contemporary theoretical, clinical, and empirical literature comprising the evidence base supporting these approaches.

Credits: 3. Prerequisite: PSYD 719. Corequisite: None.

PSYD 807 - Family and Couples Therapy

During this course, the student will be introduced 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, are 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 FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 701B, PSYD 736, PSYD 736CL, PSYD 810, PSYD 838, PSYD 838CL, PSYD 839 and PSYD 839CL. Corequisite: None.

PSYD 808 - Play Therapy

(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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 809 - Cognitive Behavioral Theory and Therapy

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.

Credits: 3. Prerequisite: Admission to the ISPP PsyD program.. Corequisite: None.

PSYD 810 - Family and Couples Assessment

This course examines assessment procedures and instruments utilized to evaluate aspects of couples and family functioning. Criteria for evaluating couples and family functioning will be discussed, as well as formal and informal instruments and interviewing techniques with couples and families. Conceptual models, including systemic theory, will be also discussed and applied. Discussion and review of the relevant literature, case material, completion of role plays, and work with volunteers for practice will assist in acquisition of skills. This course is part of the FSPP PSYD curriculum.

Credits: 3. Corequisite: None.

PSYD 811 - Advanced Interventions with Diverse Populations

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

Credits: 1 TO 3.

PSYD 812 - Foundations of Mindfulness

(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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 813 - Science Capstone Preparation

This optional course offers students an opportunity for faculty-led group study and preparation for the science capstone exam. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0. Prerequisite: PSYD 705, PSYD 707, PSYD 709, PSYD 710, PSYD 718, PSYD 719, PSYD 722, PSYD 723, PSYD 732, PSYD 738, PSYD 742, PSYD 745, PSYD 753, PSYD 757, PSYD 758, PSYD 759, PSYD 761, PSYD 802, PSYD 805, PSYD 806, PSYD 809, and PSYD 847. Corequisite: None.

PSYD 815 - Diagnostic Practicum & Seminar I

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

Credits: 1 TO 3.

PSYD 816 - Diagnostic Practicum & Seminar II

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

Credits: 1 TO 3.

PSYD 816A - Diagnostic Capstone Sequence

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.

Credits: 0. Prerequisite: PSYD 815 and PSYD 816. Corequisite: None.

PSYD 816E - Diagnostic Practicum & Seminar II - Extension

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

Credits: 0 TO 2.

PSYD 818 - Psychotherapy Practicum and Seminar II

This course is a continuation of PSYD 817. The Psychotherapy Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. 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 curriculum.

Credits: 1 TO 3. Prerequisite: PSYD 817. Corequisite: None.

PSYD 818A - Psychotherapy Capstone Sequence

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.

Credits: 0. Prerequisite: PSYD 817 and PSYD 818. Corequisite: PSYD 818E.

PSYD 818E - Psychotherapy Practicum & Seminar II - Extension

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

Credits: 0 TO 2.

PSYD 819 - Science Capstone Examination

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.

Credits: 0. Prerequisite: PSYD 705, PSYD 707, PSYD 709, PSYD 710, PSYD 718, PSYD 719, PSYD 722, PSYD 723, PSYD 732, PSYD 738, PSYD 742, PSYD 745, PSYD 753, PSYD 757, PSYD 758, PSYD 759, PSYD 761, PSYD 802, PSYD 805, PSYD 806, PSYD 809 and PSYD 847. Corequisite: None.

PSYD 820 - Diagnostic Practicum and Seminar I

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. 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 FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 701, PSYD 701B, PSYD 710A, PSYD 711, PSYD 712, PSYD 730, PSYD 731, PSYD 733, PSYD 736, PSYD 736CL, PSYD 737, PSYD

737CL, PSYD 771, PSYD 771CL, PSYD 772, and PSYD 772CL. Corequisite: PSYD 773, PSYD 773CL, PSYD 740, and PSYD 740CL.

PSYD 821 - Diagnostic Practicum and Seminar II

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. 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 FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 820. Corequisite: PSYD 774, PSYD 774CL, and PSYD 821A.

PSYD 821A - Diagnostic Capstone Sequence – CCE-D

The Comprehensive Clinical Evaluation-Diagnostic (CCE-D) is designed to help the student develop the necessary competency in psychodiagnostic assessment. Competency is demonstrated by successfully completing tasks: observations of clinical skills, a written report, and an oral presentation of a client case. All requirements are detailed in the FSPP Clinical Training Manual. Enrollment allows a less than half-time active enrollment status for up to one semester while completing the CCE-D. Ultimately, the outcome of all attempts for the Diagnostic Capstone Sequence is a "Pass" or "No Credit" grade. This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD 701A, PSYD 701B, PSYD 710A, PSYD 711, PSYD 712, PSYD 730, PSYD 731. PSYD 733, PSYD 736/736CL, PSYD 737/737CL, PSYD 740/740CL, PSYD 771/771CL, and PSYD 772/772CL. Corequisite: PSYD 744/744CL and PSYD 821.

PSYD 822 - Diagnostic Practicum & Seminar II – Extended

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 experience. 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 FSPP PSYD curriculum.

Credits: .5 TO 1. Prerequisite: PSYD 701A, PSYD 701B, PSYD 710A, PSYD 711, PSYD 712, PSYD 730, PSYD 731. PSYD 733, PSYD 736/736CL, PSYD 737/737CL, PSYD 771/771CL, PSYD 772/772CL, PSYD 773/773CL, PSYD 740/740CL, PSYD 744/744CL, PSYD 820, and PSYD 821. Corequisite: PSYD 821A (for those extending into summer for defense).

PSYD 823 - Intervention Practicum and Seminar I

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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 820, PSYD 821, PSYD 821A, PSYD 822, PSYD 838, PSYD 838CL, and PSYD 839/839CL. Corequisite: PSYD 801.

PSYD 824 - Intervention Practicum and Seminar II

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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 801 and PSYD 823. Corequisite: PSYD 824A.

PSYD 824A - Intervention Capstone Sequence - CCE-I

The Comprehensive Clinical Evaluation-Intervention (CCE-I) is designed to help students develop necessary skills in psychotherapy and case analysis. Competency is demonstrated by successfully completing tasks: observations of clinical skills, written report, and an oral presentation of a client case. All requirements are detailed in the FSPP Clinical Training Manual. Enrollment allows students to maintain a less than half-time active enrollment status for up to one semester while completing the CCE-I. Ultimately, the outcome of all attempts for the

Intervention Capstone Sequence is a "Pass" or "No Credit" grade. This course is part of the Florida School of Professional Psychology curriculum.

Credits: 0. Prerequisite: PSYD 701A, PSYD 701B, PSYD 710A, PSYD 711, PSYD 712, PSYD 730, PSYD 731. PSYD 733, PSYD 736/736CL, PSYD 737/737CL, PSYD 740/740CL, PSYD 744/744CL, PSYD 771/771CL, PSYD 772/772CL, PSYD 773/773CL, PSYD 801, PSYD 820, PSYD 821/821A, PSYD 822 and PSYD 823. Corequisite: PSYD 824.

PSYD 825 - Intervention Practicum and Seminar Extended

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. This course is part of the FSPP PSYD curriculum.

Credits: .5 TO 1. Prerequisite: PSYD 801, OSYD 820, PSYD 821/821A, PSYD 822, PSYD 838/838CL, PSYD 839/839CL, PSYD 823, and PSYD 824. Corequisite: PSYD 824A.

PSYD 826 - Advanced Practicum and Seminar I

An additional period of practicum in either psychodiagnostics or psychotherapy or a blend of the two for the purpose of gaining further skills in these areas. This is a seminar composed of a small group of students with similar practicum experiences. 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 Seminar provides both didactic experience in psychological intervention and assessment as well as advanced case conceptualization and group consultation skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 823, PSYD 824, PSYD 824A, and PSYD 825. Co-requisite(s): PSYD 750 0.5 - 1 semester hours

Credits: .5 TO 1.

PSYD 826A - Advanced Practicum and Seminar II

An additional period of practicum in either psychodiagnostics or psychotherapy or a blend of the two for the purpose of gaining further skills in these areas. This is a seminar composed of a small group of students with similar practicum experiences. 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 Seminar provides both didactic experience in psychological intervention and assessment as well as advanced case conceptualization and group consultation skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 750, PSYD 823, PSYD 824, PSYD 824A, PSYD 825, and PSYD 826. Co-requisite(s): None. 0.5-1 semester hours

Credits: .5 TO 1.

PSYD 826X - Advanced Practicum and Seminar - Extended

An additional period of practicum in either psychodiagnostics or psychotherapy or a blend of the two for the purpose of gaining further skills in these areas. This is a seminar composed of a small group of students with similar practicum experiences. 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 Seminar provides both didactic experience in psychological intervention and assessment as well as advanced case conceptualization and group consultation skills. This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD 750, PSYD 823, PSYD 824/824A, PSYD 825, PSYD 826/826A. Corequisite: None.

PSYD 827 - Civil Psychology and Law

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

Credits: 3.

PSYD 832 - Reproductive Psychology

After learning about the structural factors that have eclipsed research, education, and training in reproductive health and psychology, topics that have been neglected will be addressed. These include female reproductive development (e.g., menstruation, fertility, childbirth, menopause), family building (e.g., Assisted Reproductive Technology, adoption), birthing practices, and reproductive loss and trauma. Students will learn relevant assessment measures and

basic intervention skills, review extant research, consider individual and cultural differences, and integrate this knowledge into case formulations, research proposals, and/or advocacy plans.

Credits: 3. Prerequisite: None. Corequisite: None.

PSYD 833 - Advanced Person-Centered Therapy and Supervision

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 836 - Assessment and Treatment of ADHD

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

Credits: 1.5 TO 3.

PSYD 837 - Forensic Neuro Psychology

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

Credits: 1.5 TO 3.

PSYD 838 - Interventions I

This course is the first in a two-course sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base of basic therapy relationship development skills, learn various approaches to psychological interventions, such as CBT interventions, develop basic treatment plans and case conceptualizations, apply information to case examples, and learn empirically validated treatments and current research in this area. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 731, PSYD 736/736CL, PSYD 737/737CL, PSYD 771/771CL, and PSYD 772/772CL. Co-requisite(s): PSYD 773/773CL. 3 semester hours

Credits: 3. Distribution: Argosy Courses.

PSYD 838CL - Interventions I Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in Interventions I class to develop and maintain effective therapeutic relationships, including practice of microskills, listening and influencing skills, and practice CBT and other evidence- based theoretical interventions through role plays. The lab will be under the supervision of the course's GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 731, PSYD 736/736CL, PSYD 737/737CL, PSYD 771/771CL, and PSYD 772/772CL. Co-requisite(s): PSYD 773/773CL. 0.5 semester hours

Credits: 0.5.

PSYD 839 - Interventions II

This course is the second in a two-course sequence designed to prepare students for beginning clinical work. 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 with emphasis on the Integrative Psychotherapy Approach. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 838 and PSYD 838CL.

PSYD 839CL - Interventions II Lab

This weekly lab session has been designed to provide opportunities to practice skills learned in PSYD 839 Interventions II class to develop and maintain effective therapeutic relationships, including continued practice of microskills, listening and

influencing skills, practice of Interpersonal Psychotherapy Approach and other evidence-based theoretical interventions through role plays. The lab will be under the supervision of the course's GA and instructor. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum.

Credits: .5. Prerequisite: PSYD 838 and PSYD 838CL.

PSYD 840 - Psychology and Trauma

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.

Credits: 3. Prerequisite: PSYD 738, PSYD 815, and PSYD 802 or PSYD 805 or PSYD 806 or PSYD 809. Corequisite: None.

PSYD 841 - Dialectical Behavior Therapy

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

Credits: 1.5.

PSYD 842 - Pain Assessment and Treatment

(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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 843 - Supplemental Practicum

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

Credits: 1 TO 3.

PSYD 844 - Introduction to Health Psychology

(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

Credits: 3. Distribution: Argosy Courses.

PSYD 845 - Advanced Pediatric Neuropsychology

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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 846 - Fundamentals of International Mental Health Work

This course focuses on mental health work in international humanitarian crises. Through a critical examination of topics such as large-scale humanitarian disasters, human trafficking, and gender-based violence, 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 humanitarian crises around the world, we will discuss the role of psychologists in complex cross-cultural and sociopolitical situations, as well as ethical dilemmas that present themselves within the context of international humanitarian work.

Credits: 1.5 TO 3. Prerequisite: PSYD 738, PSYD 753, PSYD 815 and PSYD 840. Corequisite: None.

PSYD 847 - Adult Development and Aging

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

Credits: 3.

PSYD 848 - Death, Dying & Bereavement

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

Credits: 1.5.

PSYD 849 - Dissertation Proposal Development

This course focuses on the development of the dissertation proposal. In a research seminar format, students locate and frame their 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, references, APA style, and regulations on research with human subjects. This course is part of the Illinois School of Professional Psychology PsyD curriculum.

Credits: 3. Prerequisite: PsyD 718, 723, and either 721 or 724.

PSYD 850 - Dissertation Seminar

The course will be primarily based on an interactive seminar model. Students are required to attend each class session and participate in presentations and discussions of dissertation material. Students will be discussing their dissertation topic with fellow classmates to get feedback, as well as giving feedback on classmate's projects. To receive a passing grade in the course, students must 1) establish a Dissertation Chair, 2) finalize preliminary research questions with their Chair, and 3) create an outline of their dissertation based on the research questions. This course is part of the FSPP PSYD curriculum.

Credits: 1. Prerequisite: PSYD 717, PSYD 820, PSYD, 821, PSYD 821A, and PSYD 822. Corequisite: PSYD 720 and PSYD 720CL.

PSYD 851 - Dissertation I

This course provides academic credit while students are in the process of completing their Dissertation. PSYD 851 Dissertation I is focused on completion of the Dissertation proposal and/or submission to the IRB (for empirical Dissertations). Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 1. Prerequisite: PSYD 850. Corequisite: None.

PSYD 851A - Dissertation II

This course provides academic credit while students are in the process of completing their Dissertation. PSYD 851A Dissertation II is focused on information gathering, data collection, analysis, and synthesis. Completion at this phase of the project is marked by the submission of a completed manuscript to the Chair. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 1. Prerequisite: PSYD 851. Corequisite: None.

PSYD 851AX - Dissertation II Extension

This course provides academic credit while students are in the process of completing their Dissertation. Students who did not complete the requirements of PSYD 851A Dissertation II course register for one semester of extension to complete all requirements. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until

their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD 851 and PSYD 851A. Corequisite: None.

PSYD 851B - Dissertation III

This course provides academic credit while students are in the process of completing their Dissertation. PSYD 851B Dissertation III is focused on finalization of the dissertation and completion of the final defense. Successful completion is marked by the upload of the dissertation to NLU Digital Commons. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 1. Prerequisite: PSYD 851 and PSYD 851A. Corequisite: None.

PSYD 851BX - Dissertation III Extension

This course provides academic credit while students are in the process of completing their Dissertation. Students who did not complete the requirements of PSYD 851B Dissertation III course register for one semester of extension to complete all requirements. Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD 851, PSYD 851A and PSYD 851B. Corequisite: None.

PSYD 851X - Dissertation I Extension

This course provides academic credit while students are in the process of completing their Dissertation. PSYD 851 Dissertation I is focused on completion of the Dissertation proposal and/or submission to the IRB (for empirical Dissertations). Students who have completed all degree requirements except for the Dissertation are required to register for Dissertation credit each semester until their Dissertation is approved by their faculty committee. This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD 851. Corequisite: None.

PSYD 853 - Advanced Clinical Psychology Practicum & Seminar I

This supervised field practicum provides advanced psychotherapy and psychological assessment experience. In addition to the required hours working at the training site, students meet weekly in a small group setting 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.

Credits: 0 TO 3. Prerequisite: PSYD 816, PSYD 818 and endorsement of PSYD faculty. Corequisite: None.

PSYD 854 - Advanced Clinical Psychology Practicum & Seminar II

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

Credits: 0 TO 1.5.

PSYD 854E - Advanced Clinical Psychology Practicum & Seminar II - Extension

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

Credits: 0 TO 1.

PSYD 856 - Dissertation I

This course provides academic credit while students are in the process of completing their Dissertation. Students must register for the dissertation course each term until the dissertation is completed. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0.5 - 1. Prerequisite: PsyD 849.

PSYD 856X - Clinical Research Project Extension

This course provides an extension for students who need additional registration terms to complete the Dissertation. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0. Prerequisite: PSYD 856. Corequisite: None.

PSYD 857 - Dissertation II

This course provides academic credit while students are in the process of completing their Dissertation. During Dissertation II, students complete data collection and analysis. If the students does not complete the Dissertation II tasks during the semester, they may register for one semester of extension to finish the work. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0.5-1. Prerequisite: PSYD 856. Corequisite: None.

PSYD 857X - Dissertation II Extension

This course is the extension for Dissertation II. If the students does not complete the Dissertation II tasks during the semester, they may register for one semester of extension to finish the work. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0. Prerequisite: PSYD 857. Corequisite: None.

PSYD 858 - Clinical Hypnosis

(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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 859 - Dissertation III

This course provides academic credit while students are in the process of completing their Dissertation. During Dissertation III, students write the results and discussion and complete the final draft of the dissertation. If the students does not complete the Dissertation III tasks during the semester, they may register for one semester of extension to finish the work. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0.5-1.

PSYD 859X - Dissertation III - Extension

This course is an extension of Dissertation III; if students did not complete their Dissertation III tasks during the first term of registration, they may register for one semester of extension to finish the work. This course is part of the Illinois School of Professional Psychology curriculum.

Credits: 0. Prerequisite: PSYD 859. Corequisite: None.

PSYD 860 - Group Psychotherapy

This course provides an introduction to the basic principles of group psychotherapy processes. Emphasis is on gaining both first hand 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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Corequisite: None.

PSYD 861 - Advanced Cognitive Behavioral Psychotherapy

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

Credits: 3.

PSYD 862 - Advanced Psychoanalytic Therapy and Supervision

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

Credits: 3.

PSYD 863 - Advanced Family and Couples Therapy

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)L None. 3 semester hours

Credits: 3.

PSYD 864 - Advanced Treatment of Anxiety Disorders

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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 865 - Assessment and Treatment of Substance Use and Addictive Disorders

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). Pre-requisite(s): None. Co-requisite(s): None. 1.5-3 semester hours

Credits: 1.5 OR 3.

PSYD 866 - Theories and Contemporary Issues of Motivation and Emotion

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

Credits: 3.

PSYD 867 - Psychology, Stress, and the Human Body

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

Credits: 3. Distribution: Argosy Courses.

PSYD 868 - Couples and Marital Therapy

This course focuses on assessment, therapy, and skills training for treating couples, including married, committed unmarried, and parent-child pairs. Utilizing an integrative, eclectic intervention model alongside other therapeutic approaches, students will develop competencies in evidence-based treatment strategies. Emphasis is placed on cultural responsiveness and ethical considerations in working with diverse relationship structures. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 701B, PSYD 805, PSYD 810, PSYD 838, PSYD 838CL, PSYD 839 and PSYD 839CL. Corequisite: None.

PSYD 869 - Human Sexuality

This course provides a sex-positive, interdisciplinary, feminist approach to diverse sexualities, and influences on sexual well-being as well as foundational concepts in serving gender diverse populations. Students will explore their values/biases to provide basic sex therapy interventions and transgender-affirming therapy consistent with ethical guidelines. This course centers the voices and experiences of those who experience oppression associated with their sexuality, gender and relationships. Sexually transmitted infections, ethical issues, family planning, addiction, aging, divorce, sexual disorders, deviancy are covered in the course. This course is part of the FSPP PSYD curriculum.

Credits: 1.5 TO 3. Prerequisite: PSYD 838 and PSYD 838CL. Corequisite: PSYD 839 and PSYD 839CL.

PSYD 870 - Child Therapy

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

Credits: 3.

PSYD 871 - Geriatric Assessment/Introduction to Neuropsychological Screening

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 is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 736/736CL, PSYD 737, PSYD 737CL, PSYD 751, PSYD 771/771CL, and PSYD 772/772CL. Co-requisite(s): None. 3 semester hours

Credits: 3. Distribution: Argosy Courses.

PSYD 872 - Neuropsychological Assessment I

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. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 751 and PSYD 871. Corequisite: None.

PSYD 873 - Neuropsychological Assessment II

This advanced course provides an in-depth exploration of central nervous system functioning and its impact on neuropsychological assessment across the lifespan. Students will examine theoretical frameworks and assessment strategies for special populations, integrating key diversity variables such as race, gender, and cultural background. Emphasis is placed on developing a comprehensive understanding of neuropsychological evaluation while considering individual differences and societal influences. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 872. Corequisite: None.

PSYD 875 - Child Assessment

This course will introduce students to a variety of assessment instruments, measures and techniques used in the evaluation of children and adolescents for diagnostic purposes and school-based eligibility considerations. A multicultural perspective is infused into the course. Students will learn to write psychological reports through various psychological testing rubrics used with children and adolescents, including writing a report with reader and purpose in mind. Additional topics include how to consult with other professionals about assessment results, and how to provide feedback and meaningful recommendations to parents/caretakers, and other professionals. This course is part of the FSPP PSYD curriculum.

Credits: 3.

PSYD 876 - Comprehensive Exam

Students may enroll in Comprehensive Exam when they complete all required coursework as defined by their program of study, and submit a Comprehensive Exam Request Form to the FSPP Program Director. No credit hours are earned, but enrollment allows 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." This course is part of the FSPP PSYD curriculum.

Credits: 0. Prerequisite: PSYD701A - Lifespan Development I PSYD701B - Lifespan Development II PSYD704 - Cognition and Affective Processes PSYD706 - Social Psychology PSYD710A - Professional Issues: Ethics, Conduct, and Law PSYD 717 - Research Methods PSYD720 - Statistics and Research I PSYD726 - Statistics, Research and Psychometrics PSYD730 - Psychopathology I PSYD731 - Psychopathology II PSYD733 - Psychopathology III PSYD736 - Clinical Interviewing PSYD737 - Cognitive Assessment PSYD740 - Issues in the Assessment and Treatment of Diverse Populations I PSYD744 - Issues in the Assessment and Treatment of Diverse Populations II PSYD751 - Physiological Psychology PSYD771 - Objective Personality Assessment PSYD772 - Projective Personality Assessment PSYD 820 - Diagnostic Practicum & Seminar I PSYD 821 - Diagnostic Practicum & Seminar II PSYD 821A - Diagnostic Capstone Sequence - CCE-D PSYD 822 - Diagnostic

Practicum & Seminar Extended PSYD 823-Intervention Practicum & Seminar I PSYD 824 Intervention Practicum & Seminar II Or Permission from Program Director or designate.

PSYD 877 - Geropsychology

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

Credits: 3.

PSYD 878 - Global Migration and Mental Health

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

Credits: 3.

PSYD 879 - Group Psychotherapy

This course provides an introduction to the basic principles of group psychotherapy processes. Emphasis is on gaining both first hand 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 addresses theories of group development, and evidence based practices for group psychotherapy. This course is part of the Illinois School of Professional Psychology PsyD curriculum.

Credits: 1.5. Prerequisite: PSYD 708 and PSYD 738. Corequisite: None.

PSYD 880A - Internship in Clinical Psychology

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

Credits: 0 TO 1.

PSYD 880B - Internship in Clinical Psychology

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

Credits: 0 TO 1.

PSYD 880C - Internship in Clinical Psychology

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

Credits: 0 TO 1.

PSYD 881 - Geriatric Neuropsychological Assessment

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

Credits: 1.5.

PSYD 884 - Bilingual (Spanish) Mental Health Assessment

This course is designed for bilingual graduate students to build on their knowledge of psychological assessment specifically in working with bilingual, Spanish individuals. Students will examine the validity and reliability of instruments available, incorporate both culture and language into their assessment practices, evaluate migration and acculturation, and understand language development and how these impact the assessment. Students will also learn clinical language in Spanish. Students will

also learn clinical language in Spanish. Students will write psychological reports that incorporate culture and language and practice how to provide feedback to clients and their families in Spanish. This course is part of the FSPP PSYD curriculum.

Credits: 3. Prerequisite: PSYD 730, PSYD 731, PSYD 736, PSYD 736CL, PSYD 737, PSYD 737CL, PSYD 771, PSYD 771CL, PSYD 772, PSYD 772CL, PSYD 773, PSYD 773CL, Intermediate fluency in Spanish. Corequisite: PSYD 895C and PSYD 884CL.

PSYD 884CL - Bilingual (Spanish) Mental Health Assessment Lab

This course is a skills lab where students will practice clinical interviewing, and administering, scoring and interpreting assessment instruments in Spanish. Students will develop clinical language in Spanish. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSY 731, PSYD 736/736CL, PSYD 737/737CL, PSYD 771/771CL, PSYD 772/772CL, PSYD 773/773CL, PSYD 895C. Co-requisite(s): PSYD 895C and PSYD 884. 0.5 semester hours

Credits: 0.5.

PSYD 885 - Bilingual (Spanish) Mental Health Interventions

This course is designed for bilingual graduate students to build on their knowledge of clinical interventions specifically in working with bilingual, Spanish individuals. Emphasis will be placed on understanding the counseling process and conceptualization of cases within a cultural context. Students will become familiar with evidence - based and culturally appropriate interventions with bilingual clients. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 731, PSYD 736/736CL, PSYD 740/740CL, PSYD 744/744CL, PSYD 838/838CL, PSYD 839/839CL, PSYD 895C. Co-requisite(s): None. 3 semester hours

Credits: 3 .

PSYD 885CL - Bilingual (Spanish) Mental Health Interventions Lab

This course is a skills lab where students will practice development of clinical language in Spanish through conducting therapy role play sessions. Students will practice previously learned therapy relationship development skills appropriate for bilingual clients and will utilize evidence-based, culturally appropriate interventions with bilingual clients. Students will be provided with regular feedback on their developing skills. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 730, PSYD 731, PSYD 736/736CL, PSYD 740/740CL, PSYD 744/744CL, PSYD 838/838CL, PSYD 839/839CL, and PSYD 895C. Co-requisite(s): PSYD 885. 0.5 semester hours

Credits: 0.5.

PSYD 888 - FSPP Internship Preparation

This preparation workshop offers students an opportunity for the internship training director-led group preparation for internship application. In the preparation workshop, students will receive guidance on preparing their internship applications including submitting essays, CVs, cover letters, and the APPI form; asking for letters of recommendation; and mock interviewing. This workshop is part of the Florida School of Professional Psychology curriculum.

Credits: 0. Prerequisite: Endorsement of FSPP PsyD faculty.

PSYD 889 - Internship Preparation

This preparation workshop offers students an opportunity for the internship training director-led group preparation for internship application. In the preparation workshop, students will receive guidance on preparing their internship applications including submitting essays, CVs, cover letters, and the APPI form; asking for letters of recommendation; and mock interviewing. This workshop is part of the Illinois School of Professional Psychology curriculum. Pre-requisite(s): PSYD 815, PDY 816, and PSYD 849. Co-requisite(s): None. 0 semester hours

Credits: 0.

PSYD 890A - Internship

(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

Credits: 0 TO 1.5. Distribution: Argosy Courses.

PSYD 890B - Internship

(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

Credits: 0 TO 1.5. Distribution: Argosy Courses.

PSYD 890C - Internship

(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

Credits: 0 TO 1.5. Distribution: Argosy Courses.

PSYD 890D - Internship

(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

Credits: 0 TO 1.5. Distribution: Argosy Courses.

PSYD 895A - Special Topics: Women and Mental Illness

(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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 895C - Latine Psychology

This course provides an overview of psychosocial factors impacting Latine 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 Latine populations in the United States as well as culturally effective ways to provide psychological services to meet the needs of Latine individuals. This course is part of the FSPP PSYD curriculum.

Credits: 2. Prerequisite: Admission to the FSPP PsyD Program. Corequisite: None.

PSYD 895D - Special Topics: Forensic Assessment

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment, and introduces aspects of effective expert witness testimony and report writing. Pre-requisite(s): None. Co-requisite(s): None. 1.5 semester hours

Credits: 1.5. Distribution: Argosy Courses.

PSYD 895E - Child Interviewing

The course will offer students the opportunity to learn about basic listening and interviewing skills, as well as how to conduct a full interview as part of an initial assessment specifically focused on children and adolescents. Students will examine directive and non-directive approaches to interviewing and will read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students will be able to practice and develop these skills. This course is part of the FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: Admission to the FSPP PsyD Program. Corequisite: None.

PSYD 895F - Special Topics: Death, Dying and Bereavement

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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 895G - Object Relations

This course presents an overview of the historical origins of object relations theory and self-psychology focusing primarily on such clinical fundamentals as the attachment, Kleinian positions, transference, countertransference, projective identification, and the 'corrective emotional experience'. Diagnostic and assessment considerations will center on ways to recognize and treat symptom neurosis, indications of character disturbance and their usefulness in the understanding and treatment particularly along the borderline/narcissistic spectrum, etc. Particular attention will be paid to how to utilize the developmental models in clinical work. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): PSYD 838/838CL and PSYD 839/839CL. Co-requisite(s): None. 1.5 quarter hours

Credits: 1.5.

PSYD 895H - Special Topics: Sleep Wake Factors and Psychopathology

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-requisite9s): None. Co-requisite(s): None. 1.5 semester hours

Credits: 1.5.

PSYD 895I - Special Topics: Interpersonal Trauma

This course focuses on the etiology and treatment of interpersonal trauma, which includes childhood neglect and abuse (physical, sexual, emotional) and intimate partner violence, addressing how trauma affects individuals across the lifespan (from infancy to older adulthood). Students will learn factors that contribute to development of traumatic stress and related disorders, the neurobiology of trauma, tools needed for assessment of traumatic symptomology, and an overview of trauma-sensitive treatment approaches. This course will also discuss vicarious trauma and strategies to prevent secondary traumatization.

Credits: 1.5. Prerequisite: None. Corequisite: None.

PSYD 895J - Special Topics: Introduction to Mindfulness

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

Credits: 1.5. Distribution: Argosy Courses.

PSYD 895K - Community Psychology

Students learn theoretical underpinnings on the role of community psychology in addressing problems related to a range of pervasive social justice issues such as violence, homelessness, poverty, intolerance, and substance abuse, which impact the health of individuals and communities. Community Psychology takes an ecological approach to human functioning, health/dysfunction in the interaction between individuals and larger social systems and is concerned with preventive interventions and interdisciplinary collaboration. Needs assessments, program development and evaluation, community organizing, activism and advocacy, grant writing/fundraising skills, and policy analysis will be emphasized. This course is part of the FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: Admission to the FSPP PsyD program. Corequisite: None.

PSYD 895L - Business of Psychology

This course will assist students in learning how to successfully develop and maintain a psychotherapy private practice. Topics covered will include creating a business plan, marketing strategies for private practice, clinical forms, insurance billing and HIPAA requirements. This course is part of the FSPP PSYD curriculum. Pre-requisite(s): Admission to the FSPP PsyD Program. Co-requisite(s): PSYD 750. 1.5 semester hours

Credits: 1.5.

PSYD 895M - Working with Sexual and Gender Minority Individuals

This course introduces and teaches a positive approach to sexual and gender minority development and positive identity formation. Students will be introduced to current theories and approaches to psychotherapy when working with SGM patients and examine personal biases, transference, and countertransference issues. 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 and will challenge students to examine a more mindful and accepting approach. This course is part of the FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: Admission to the FSPP PsyD program. Corequisite: None.

PSYD 895O - Public Policy, Advocacy and Social Change

The course will focus on the analysis, formulation/advocacy of public policy within the context of public administration, community organizing and the policy making process. Methods for understanding the political process as a system and examining evaluation techniques to address complex policy issues will be discussed. Psychologists, advocacy groups, and community organizations can work as advocates with local, state, tribal, and federal government to address issues of social change. An overview of governmental structure, processes, and policies at all levels will be provided and elected officials/lobbyists/police will

participate. This course is part of the FSPP PSYD curriculum.

Credits: 1.5. Prerequisite: Admission to the PsyD Program. Corequisite: None.

PTIL-Postsec-Tchng-Instr-Ldrshp

PTIL 601 - Instructional Design in Higher Education

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

Credits: 3.

PTIL 605 - Postsecondary Teaching in Content Specializations

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

Credits: 3.

PTIL 625 - Scholarly Writing for Postsecondary Teaching

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

Credits: 1.

PTIL 691 - Internship in Postsecondary Teaching in the Content Area

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

Credits: 1 TO 8.

RBT - Registered Behavior Technician

RBT 099 - Accelerate U RBT Orientation

This course serves as the initial step of orientation to the Registered Behavior Technician (RBT) Certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend and in-person orientation for the program.

Credits: 0. Prerequisite: None. Corequisite: None.

RBT 100 - Registered Behavior Technician Certification Preparation

This course is intended to prepare students to complete their certification as a Registered Behavior Technician by providing the training necessary to demonstrate proficiency in the RBT Task List. Students will learn the basic principles of applied behavior analysis and how to apply this knowledge within professional settings supporting behavior change for their clients. Students will learn about professional conduct and the scope of practice as an RBT, including the role of supervision and how to maintain client dignity. Additionally, students will be taught tools to effectively demonstrate the basic skill competencies in measurement, assessment, skill acquisition, behavior reduction, and documentation, to be effective behavior practitioners and meet the demands of their positions as RBTs. This training program is based on the current RBT Task List and is designed to meet the 40-hour training requirement for RBT certification. The program is offered independent of the BACB. Pre-requisite(s): None. Co-requisite(s): CAR 204. 7 quarter hours

Credits: 7.

RBT 110 - Registered Behavior Technician Practicum I

During Practicum I, students will begin working as Registered Behavior Technicians under the supervision of an NLU employer partner. They will complete their employment onboarding process, participate in their competency assessment and sit for the RBT certification exam - two milestones required by the BACB for certification. Additionally, they will be paired with their first client and begin practicing professionally in the field of ABA. Students in Practicum I will participate in continuous reflection cycles in which they will assess their strengths and areas for improvement in their work with their client, identify focus areas and specific actions to take to improve, implement action plans, and reflect on the outcome. Students will further refine their implementation of the RBT Task List, strengthen their communication with stakeholders, and deepen their understanding of concepts such as cultural humility and client dignity. This course provides students with a cohort of peers who are also new to the RBT profession, on whom they can lean for support, advice, and encouragement. Every week, time spent on this course will on average follow a breakdown of 15% working with a client, 15% in synchronous virtual class sessions, and 70% on asynchronous class assignments. Pre-requisite(s): RBT 100. Co-requisite(s): CAR 204. 4 quarter hours

Credits: 4.

RBT 120 - Registered Behavior Technician Practicum II

During Practicum II, students will gain momentum in their careers as Registered Behavior Technicians. In this course, students will increase the number of hours they are working as RBTs and serving clients, working towards full-time employment. Students will continue to engage in cycles of reflection on their practice as RBTs as well as their long- term career aspirations. As a cohort, students will support one another in assessing real-time case studies and developing plans to better serve their clients. By the conclusion of this course, students will express confidence in their skills as RBTs, in navigating their new workplace, and in their career plans for the future. Every week, time spent on this course will on average follow a breakdown of 50% working with a client, 15% in synchronous virtual class sessions, and 35% on asynchronous class assignments. The program is offered independent of the BACB. Pre-requisite(s): RBT 110. Co-requisite(s): CAR 204. 4 quarter hours

Credits: 4.

RES - Research Methods

RES 150 - Writing with Evidence: Research, Rhetoric, and Perspective

This course develops advanced academic writing through qualitative research and analysis. Emphasis is placed on crafting research questions, engaging with diverse sources, and synthesizing evidence to support original ideas. Writing assignments highlight the role of perspective, cultural context, and rhetorical strategy in shaping arguments for different audiences. Work produced in the course develops the ability to communicate ideas with rigor and relevance across academic, professional, and civic contexts.

Credits: 5. Prerequisite: None. Corequisite: None.

RES 201H - Undergraduate Scholars Research Methods

In this course, students will identify a research topic, conduct experiments, analyze data, and formulate conclusions. Students will have the ability to present their research study at NLU's Annual Research Symposium and potentially an external conference in a student research category.

Credits: 0. Prerequisite: none. Corequisite: none.

RES 300 - Research Foundations: Building the Literature Review

This course introduces students to foundational skills in academic writing and research through the process of developing a literature review. Students will conceptualize a research question, find and critically evaluate sources, synthesize evidence, and ethically integrate source material into their work. Students will utilize a variety of tools for locating and selecting information sources, including library databases and

AI tools for academic research. This course will be especially useful for students preparing for upper-level undergraduate coursework or graduate programs.

Credits: 2. Prerequisite: None. Corequisite: None.

RES 305 - AI for Academic & Professional Research

This course explores how artificial intelligence is reshaping the processes of academic inquiry and information creation. Students learn to use AI tools alongside traditional research methods in order to locate, evaluate, and synthesize information effectively. Emphasis is placed on developing information literacy skills that support critical engagement with AI-generated content, transparency in research practices, and ethical use of digital tools. Students investigate how AI influences the broader information landscape, including questions of authorship, credibility, and equity, and engage in research projects that integrate human judgment with responsible and informed AI assistance.

Credits: 5. Prerequisite: None. Corequisite: None.

RES 401 - Research Methods

This course introduces students to basic research concepts and methods with particular emphasis on the role and application of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge and evaluating practice. The course addresses the strengths and limitations of common research designs, the use of statistical data, skills for critical review of research literature, and the significance of a multi-disciplinary approach to inform and improve practice, policy and service delivery. The issue of research-informed practice and practice-informed research is explored as it pertains to the values and ethics of social and behavioral science disciplines.

Credits: 5. Prerequisite: MTH 102. Corequisite: None.

RES 405 - Research Writing in Health Sciences

This course introduces foundational academic research and scholarly writing in the health sciences. Emphasizing evidence-based practice, students learn to locate, evaluate, and ethically integrate scientific literature. Key topics include APA formatting, critical reading, and synthesizing sources to construct thesis-driven arguments on healthcare issues. Students will draft research papers, annotated bibliographies, and literature reviews aligned with professional standards. Special attention is given to health disparities, cultural humility, and writing for diverse audiences in academic and clinical settings to ensure clear, impactful communication in the field.

Credits: 5. Prerequisite: HTH 302 and MTH 102. Corequisite: None.

RES 410 - Critical Thinking and Research Skills

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. The course emphasizes the research context for decision making, problem-solving, information assessment, and clear communication of findings. It prepares students to apply writing and research skills to both future coursework in their respective programs and their professional careers. 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

Credits: 5. Distribution: Advanced Standing Course.

RES 410UA - Critical Thinking and Research Skills

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. The course emphasizes the research context for decision making, problem-solving, information assessment, and clear communication of findings. It prepares students to apply writing and research skills to both future coursework in their respective programs and their professional careers. This is an advanced standing course that may count toward both, baccalaureate and master's degrees.

Credits: 5. Prerequisite: Completion of 90+ QH; and CGPA of 3.0 or higher; or permission of the Program Chair/Director or designate. Corequisite: None.

RES 420 - Graduate Development Seminar I

The Graduate Counseling Development Seminar I is a 10-week co-requisite course designed to support students registered for graduate level courses within National Louis University.This integrated course serves to strengthen scholarly writing, research literacy, current APA edition proficiency, and ethical communication skills essential to graduate-level counseling work. In addition, the students will explore their identity development based on Erik Erikson's model of human development. Students will develop the ability to locate, evaluate, and integrate peer-reviewed research into professional writing that demonstrates ethical reasoning, cultural awareness, and theoretical understanding.

Credits: 2. Prerequisite: None. Corequisite: Registration in graduate level or advanced standing coursework.

RES 430 - Graduate Development Seminar II

The Graduate Development Seminar II is a 10-week co-requisite course designed to build on the content of RES 420 (Seminar I) to continue support for students registered for graduate level courses within National Louis University. This integrated course serves to strengthen scholarly writing, research literacy, current APA edition proficiency, and ethical communication skills essential to graduate-level counseling work. In addition, the students will explore their identity development based on Erik Erikson's model of human development. Students will develop the ability to locate, evaluate, and integrate peer-reviewed research into professional writing that demonstrates ethical reasoning, cultural awareness, and theoretical understanding.

Credits: 1. Prerequisite: RES 420. Corequisite: Registration in graduate level or advanced standing coursework.

RES 510 - Critical Thinking and Research Skills

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. The course emphasizes the research context for decision making, problem-solving, information assessment, and clear communication of findings. It prepares students to apply writing and research skills to both future coursework in their respective programs and their professional careers. Pre-requisite(s): Admission to a GSBL 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

Credits: 3.

RES 600 - Introduction to Doctoral Studies and Research

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

Credits: 3.

RES 610 - Advanced Writing

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

Credits: 3.

RES 640 - Survey Research and Intro to Statistical Software

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

Credits: 3.

RES 650 - Data-Driven Decision Making and Research

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

Credits: 3.

RES 652 - Quantitative Research Method

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

Credits: 3.

RES 654 - Qualitative Research Methods

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

Credits: 3.

RLD - Reading and Language, Doctorate

RLD 600 - Language, Linguistics, and Literacy

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.

Credits: 3. Prerequisite: Doctoral Standing. Corequisite: None.

RLD 601 - Research in Early Literacy

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. Students will explore different theoretical perspectives on early literacy development and will develop their own theoretical perspectives. In addition, historical trends in early literacy will be explored to better understand current trends, such as the science of reading and culturally responsive literacy instruction. While the focus is on English literacy development, the course looks at literacy development in other languages as well as biliteracy development. Research will be examined through an equity lens so that students can better understand whose voices have dominated this field and whose voices have been marginalized.

Credits: 3. Prerequisite: None. Corequisite: None.

RLD 602 - Literacy Comprehension: Research and Application

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

Credits: 3.

RLD 606 - Instruction and Staff Development in Reading and Language

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

Credits: 3.

RLD 607 - Seminar on Theory and Research in Writing

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

Credits: 3.

RLL - Reading and Language, Literacy

RLL 537 - Early Literacy Methods PreK-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

Credits: 3.

RLL 560A - Teaching Individual Literacy Lessons Practicum I

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 needs. Daily tutoring of academically at-risk children is required while enrolled in this course. Note: Candidate must be employed in a school implementing Reading Recovery and consent of the instructor. Pre-requisite(s): RLL 569. Co-requisite(s): None. 3 semester hours

Credits: 3.

RLL 560B - Teaching Individual Literacy Lessons Practicum II

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

Credits: 2.

RLL 560C - Teaching Individual Literacy Lessons Practicum III

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

Credits: 2.

RLL 560D - Dual Language Early Literacy Practicum

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, comprehension, writing and reading fluency specific to the language of instruction. Participants will engage in guided practice and self-reflection. Pre-requisite(s): RLL 569, RLL 560A, RLL 560B, and RLL 560C. Co-requisite(s): None. 3 semester hours

Credits: 3.

RLL 561A - Teacher Leader of Early Literacy Practicum I

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

Credits: 3.

RLL 561B - Teacher Leader of Early Literacy Practicum II

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

Credits: 3.

RLL 561C - Reading Recovery Practicum for Teacher Leaders Part III

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

Credits: 3.

RLL 563 - Instructional Models, Practices and Theories of Literacy Development

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

Credits: 3.

RLL 565 - Introduction to Literacy Instruction for Diverse Learners

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. 1 semester hour

Credits: 1.

RLL 566A - Teacher Leadership: School Change Seminar I

This course prepares educators for the multifaceted role of teacher leaders and instructional coaches. Participants construct a deep understanding of instructional leadership while mastering communication structures to articulate early literacy interventions and comprehensive literacy to diverse audiences. The curriculum examines theories of systemic change within school environments and explores the foundational qualities of reflective practice. Participants will acquire practical strategies to facilitate adult learning, support effective instructional processes, and drive collaborative school improvement.

Credits: 3. Prerequisite: An interview and instructor approval must occur prior to enrolling in coursework. Corequisite: None.

RLL 566B - Teacher Leadership Seminar II

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

Credits: 2.

RLL 568A - Literacy Instruction for Diverse Learners Practicum I

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

Credits: 2.

RLL 568B - Literacy Instruction for Diverse Learners Practicum II

This course is the second practicum in the application of small-group literacy instruction, designed to accelerate the achievement of diverse learners in grades K-12. Participants in this course will learn to implement supplemental literacy interventions in a school setting, instruct purposefully for self-regulation and transfer, and collect and analyze progress-monitoring data. Small-group intervention lesson designs include guided reading, assisted writing, and comprehension focus groups.

Credits: 2. Prerequisite: RLL 568A. Corequisite: None.

RLL 569 - Early Literacy Assessment

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

Credits: 2.

RLL 570 - Literacy Coaching for School Improvement

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.

Credits: 3. Prerequisite: Approval of instructor. Corequisite: None.

RLL 571A - HEROES Individualized Instruction Practicum I

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

Credits: 2.

RLL 571B - HEROES Individualized Instruction Practicum II

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 issue 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 571A. Co-requisite(s): None. 2 semester hours

Credits: 2.

RLL 571C - HEROES Individualized Instruction Practicum III

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

Credits: 2.

RLL 572 - Advanced Early Literacy Topics

This course is designed to deepen understanding of evidence-based instructional literacy methods to support teaching and learning. This course will enhance professional development through reflective practice. Through professional readings and attendance at course sessions, students will reflect on their learning and set goals to transfer/transform current literacy instruction. This course is for teachers who are active Reading Recovery, Descubriendo la Lectura, Literacy Lessons, and Early Literacy Support teachers who are seeking graduate credit.

Credits: 1. Prerequisite: Successfully completed Reading Recovery, Descubriendo la Lectura, Literacy Lessons, or Early Literacy Support teacher training courses and approval of Reading Recovery Center. Corequisite: None.

RLL 572 - Advanced Early Literacy Topics

This course is designed to deepen understanding of evidence-based instructional literacy methods to support teaching and learning. This course will enhance professional development through reflective practice. Through professional readings and attendance at course sessions, students will reflect on their learning and set goals to transfer/transform current literacy instruction. This course is for teachers who are active Reading Recovery, Descubriendo la Lectura, Literacy Lessons, and Early Literacy Support teachers who are seeking graduate credit.

Credits: 1. Prerequisite: Successfully completed Reading Recovery, Descubriendo la Lectura, Literacy Lessons, or Early Literacy Support teacher training courses and approval of Reading Recovery Center. Corequisite: None.

RLP-Reading-Language-Preservice

RLP 540 - Teaching Content Area & Disciplinary Literacy at the Middle and Secondary Level

This course focuses on the development of content area and disciplinary literacyin the middle and secondary grades. It emphasizes reading-to-learn from informational texts, digital texts and other media, and the development of oral, writing and study skills. It provides methods and materials for 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. A focus on equitable literacy practices ensures that teacher candidates learn strategies to meet the diverse needs of all learners, addressing gaps in access, opportunity, and achievement. Teacher candidates will have the opportunity to engage in practice-based learning of literacy methods that support the assimilation and accommodation of new ideas for all students, regardless of their background or learning needs.

Credits: 3. Prerequisite: None. Corequisite: None.

RLP 550 - Teaching Reading Comprehension and Content Area Literacy, Grades 1-6

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 o expand their students' understanding across content areas. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

RLP 551 - Literacy Methods, Grades 1-6

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

Credits: 3.

RLR - Reading and Language, Reading

RLR 501 - Teaching Beginning Literacy

This course introduces theoretical perspectives on literacy development and provides an overview of developmentally appropriate practices for teaching early literacy. Equitable assessment and instruction are emphasized to address the key components of early literacy: oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, and writing. Students will engage with methods that highlight the interconnected nature of these components within a comprehensive, asset-based early literacy framework. This course also focuses on differentiated instructional approaches, including small-group reading instruction, to support learners from diverse cultural, linguistic, and ability backgrounds.

Credits: 3. Prerequisite: None. Corequisite: None.

RLR 502 - Teaching Comprehension and Content Area Reading

This course introduces theories and models of comprehension and explores their implications for teaching reading comprehension from grades 1 to 12. Emphasis is placed on understanding factors affecting the construction of meaning from print, including metacognition, language, background knowledge, vocabulary, motivation, and social and cultural factors. Text factors such as text structure and complexity are also considered. Students will examine teaching methods that promote strategic and critical reading of narrative and informational texts. Additionally, this course explores strategies and frameworks for content area and disciplinary literacy.

Credits: 3. Prerequisite: RLR 501 or consent of Reading Program faculty. Corequisite: None.

RLR 510 - Assessment and Diagnosis of Literacy

This course provides a framework for assessing and diagnosing reading difficulties across grade levels. Candidates learn to administer and interpret literacy assessments with attention to cultural and linguistic factors, using results to determine developmental reading levels and instructional needs. Emphasis is placed on the purposes of different assessment types, the strengths and limitations of standardized tools, and the value of formative, holistic, and equitable practices. Candidates also connect assessment results to instructional planning and interventions, and communicate findings to stakeholders through professional reports.

Credits: 3. Prerequisite: RLR 501 and RLR 502. Corequisite: None.

RLR 511 - Instructional Strategies for Literacy Intervention

This course introduces intervention strategies and materials to use with readers in grades 1 through 12 experiencing difficulty in various areas of literacy. Candidates explore examples of explicit instruction and reflective practice at various grade levels using a diagnostic teaching model. In this course, candidates draw from previous coursework to assess and diagnose their practicum students, using a holistic approach. Then, they plan an instructional program and set goals for student learning, with careful attention given to culturally and linguistically responsive teaching strategies, the sequencing of instruction over time, and choosing materials and resources to support individualized instruction that is equitable and inclusive. Online resources to support instructional interventions are highlighted. Pre-requisite(s): RLR 501, RLR 502, RLR 510, RLR 520, and RLR 541 (Reading Specialist students only), RLR 514 RLR 515 (M.Ed. Reading only). Co-requisite(s): None. 3 semester hours

Credits: 3.

RLR 514 - Lenses on Literacy and Linguistics

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", and the impact on diversity, equity, and inclusion (DEI). 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

Credits: 2.

RLR 515 - Social, Cultural, and Historical Foundations of Literacy

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

Credits: 3.

RLR 518 - Literacy Leadership and Staff Development

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

Credits: 3.

RLR 520 - Survey of Youth Literature, P to Grade 12

This course examines PreK-12 fiction and nonfiction trade books featuring a range of protagonists, subjects, and themes across genres and formats to help candidates develop broad knowledge and criticality around these texts. Candidates use professional resources to identify, locate, evaluate, and select high-quality titles featuring different ethnicities, cultures, abilities, and gender identities for English language arts, biliteracy, and content area instruction using literary, cultural, and pedagogical criteria. Candidates also conduct classroom library audits, assessing literacy environments and book collection composition, to develop recommendations for in-service teachers.

Credits: 3. Prerequisite: Graduate Standing. Corequisite: None.

RLR 541 - Teaching Writing

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.

Credits: 3. Prerequisite: None. Corequisite: None.

RLR 585N - Workshop: Reading Literacy Methods for School Support Personnel

This workshop is designed for candidates completing endorsement programs for school counselors. Participants will enhance their knowledge of literacy development, teaching, and learning. Course expectations include identifying stages of and influences upon reading development, demonstrating understanding of barriers to attaining literacy, and assessment tools for identifying areas of weakness. Students will be expected to gain awareness of the roles of various school support personnel with regard to literacy learning, such as formulating action plans based on case studies, identifying literacy teaching practices that affirm cultural and linguistic diversity that support bilingual education, and synthesizing concepts learned into a statement of application to counseling practices.

Credits: 0.5 or 1.0. Prerequisite: None.. Corequisite: None..

RLR 585O - Workshop: Reading Literacy Supplemental Content

This workshop is designed for candidates completing endorsement programs for school counselors to meet updated ISBE Professional Educator Licensure (PEL) requirements pertaining to instructional strategies for English language learners, which shall address bilingual education or English as a Second Language. This workshop supplements the content in RLR 585N (Reading Literacy Methods for School Support Personnel) and is required for all current school counseling students admitted prior to Spring 2024 who do not already hold a PEL.

Credits: 0-0.5. Prerequisite: RLR 585N must be taken as either a pre- or co-requisite for RLR 585O. Corequisite: RLR 585 must be taken as either a pre- or co-requisite for RLR 585O.

RLR 592A - Practicum: Literacy Interventions for Elementary Students

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

Credits: 2.

RLR 592B - Practicum: Literacy Interventions for Secondary Students

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

Credits: 2.

RLR 593 - Seminar in Literacy Research

This required advanced literacy course in the Reading master's program examines historical and contemporary literacy research, theoretical models, and implications for instruction. Candidates read, analyze, critique, and synthesize research on literacy topics, with emphasis on equity, representation, language, culture, and literacy research by and about marginalized populations. Course requirements include a written literature review and oral presentation. Candidates also learn to use emerging technologies, including artificial intelligence tools, ethically and responsibly to support research, inquiry, and professional learning.

Credits: 3. Prerequisite: RLR 592A and RLR 592B. Corequisite: None.

RLR 595 - Selected Topics in Reading

An advanced seminar dealing with current issues in reading and language development.

Credits: 1 TO 5.

RLR 595BH - Special Topic: Teaching for Acceleration with Emerging and Striving Readers, Part 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

Credits: 1.

RLR 596 - Special Topics in Literacy

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.

Credits: 1. Prerequisite: None. Corequisite: None.

SCE - Science Education

SCE 513 - Science Inquiry and Content for Teachers

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

Credits: 2.

SCE 540 - Methods of Elementary Science: Planning and Assessment

This course encourages the active exploration of the question, "What is good science teaching?" In this course, candidates explore methods of planning, teaching and assessing elementary students' science outcomes. Candidates construct ideas about effective science instruction to inform their developing science teaching styles and their approaches to creating equity in learning. Assignments aim to increase comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way elementary students develop and learn. An emphasis on curriculum, instructional planning, teaching with technology and creating formative and summative assessments are linked to building meaningful constructs of good science teaching.

Credits: 3. Prerequisite: EDU 510, ELE 500, EDU 515 or consent of M.A.T. program director.. Corequisite: None.

SCE 582 - Workshop/Science Education/Topic

1-4 semester hours

Credits: 1 TO 6.

SCI - Science

SCI 101 - Physical Science

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

Credits: 5. Distribution: GenEd-Physical Science.

SCI 102 - Survey of Biological Science

This course is a survey of the basic principles of biology including: the basic chemistry of living things, the structure and function of cells, the organization of complex tissues, cell metabolism and respiration, cell membrane transport, bioenergetics, cell division, molecular and classical genetics, biodiversity, evolution, and ecology. This course explores the relevance of basic biological concepts to many aspects of daily life, human health, and society. It includes the latest information and current research, which students will be exploring to learn more about their connections to each other and the world around them.

Credits: 5. Prerequisite: None. Corequisite: This course has a co-requisite 2 QH lab class (SCI 102L), that will be online and asynchronous, with virtual activities and simulations that apply biological concepts through scientific inquiry. The lab is pass/fail..

SCI 102L - Survey of Biological Science Lab

This is the co-requisite lab class to SCI 102. It is completely online and asynchronous, with interactive virtual activities and simulations that will allow students to explore a wide range of biological principles and concepts including cell and molecular biology, form and function, genetics and heredity, evolution, and ecology. Central to their journey will be study of science as a process and the development of scientific inquiry skills and evidence-based decision-making. This course will introduce students to science as an organized process and illustrate its value in research, their everyday lives, and society at large.

Credits: 2. Prerequisite: None. Corequisite: This is the corequisite lab to the 5QH, SCI 102 (Survey of Biological Science) class. This lab class will be online and asynchronous, with virtual activities and simulations that apply biological concepts through scientific inquiry and fulfills the Life Science with Lab requirement..

SCI 105 - Environmental Biology with Lab

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

Credits: 5. Distribution: GenEd-Laboratory Life Science.

SCI 111 - Microbiology

Microbiology designed to give students a comprehensive understanding of the biology, ecology, and pathology of microbes. Topics include learning about the structure, diversity, evolution, and genetics of viruses, bacteria, and fungi.

Credits: 5. Prerequisite: Because this class is based on understanding the biology of microbes, and it includes a co-requisite life science lab, students must have SCI 102 and SCI 102L in order to be fully prepared.. Corequisite: This course has an asynchronous online, co-requisite, 2 QH lab class (SCI 111L) that is pass/fail. It will employ online labware (Labster) in order to conduct virtual lab experiments and explore the microscopic universe and biology of microbes..

SCI 111L - Microbiology for Healthcare Lab

This is a co-requisite lab class to Microbiology. Students will be exploring the biological world of microbes, identifying different types of bacteria and

fungi, and learning about their biology, ecology, and pathology.

Credits: 2. Prerequisite: Because this is a corequisite lab class to SCI 111, it is based on understanding the biology of microbes. Therefore students must have completed SCI 102 and SCI 102L in order to be fully prepared.. Corequisite: This course has an on-ground, co-requisite, lecture class (SCI 111) that focuses on active learning, group activities, and a variety of instructional methods to inspire students to explore the biology, diversity, ecology, and pathology of microbes..

SCI 112 - General Chemistry I

This course gives an overview of general chemistry, chemical principles, major chemical groups, and chemical reactions, with an emphasis on biochemistry of the human body and applications to the healthcare field.

Credits: 5. Prerequisite: SCI 102 and SCI 102L. Corequisite: None.

SCI 112L - Chemistry for Healthcare Lab

This is a co-requisite, asynchronous, online, lab course that accompanies SCI 112 (Chemistry for Healthcare). It entails using well-respected and vetted, online chemistry labware simulations. These labs will give students an overview of general chemistry, chemical principles, major chemical groups, and chemical reactions, with an emphasis on biochemistry of the human body and applications to the healthcare field.

Credits: 2. Prerequisite: SCI 102 and SCI 102L. Corequisite: SCI 112.

SCI 123 - Human Nutrition

This course introduces the student to the nutritional needs of humans. This course emphasizes the

different aspects of nutrition, which are factors that affect food choices, types of nutrients and their

functions in the body, the healthy food choices, diet and fitness analysis, and nutrition controversies.

Credits: 3. Prerequisite: None. Corequisite: None.

SCI 140 - Medical Terminology

Medical Terminology is the language specific to the medical industry. This introductory course focuses on the word construction and meaning that characterizes medical language through a study of root words, prefixes and suffixes. This course focuses on correct pronunciation, spelling and use of medical terms. Anatomy, physiology, and pathology of disease are discussed, yet no previous knowledge of these topics is necessary.

Credits: 3. Prerequisite: None. Corequisite: None.

SCI 200 - Anatomy and Physiology I

This course is a comprehensive survey of human anatomy and physiology, involving exploration of all the major organ systems at a biochemical and cellular level. Upon completion, students will be able to identify the major parts of each organ system, understand the roles they play, and use professional terminology to describe physiological processes. They will develop an appreciation and understanding of homeostasis and how all the organ systems connect and function together. Ultimately, students will develop insights into how diseases impact physiology while learning about the most current issues facing medical research, the healthcare industry, and society today.

Credits: 5. Prerequisite: Students must take SCI 102 and SCI 102L before they are able to master this course. SCI 102 and SCI 102L are first tier introductory courses required in the Nursing Program and this is a second-tier course.. Corequisite: SCI 200L.

SCI 200L - Anatomy and Physiology I Lab

This is a co-requisite lab class to SCI 200. Students will be engaging in hands-on exploration and investigation of all the major human organ systems. Upon completion, students will be able to identify the precise location of the major parts in each organ system, understand their placement and how it relates to the roles they play, and use professional terminology to describe human anatomy. It will be in-person and employ the use of microscopes, models of the human body, a human cadaver, and/or a virtual dissection tool (like an anatomage table) to dissect specimens.

Credits: 2. Prerequisite: SCI 102 and 102L. Corequisite: This lab needs to be taken in concert with SCI 200, the 5QH Anatomy and Physiology I class. This is so that students can learn the content information they need to apply it to their laboratory examination and exploration of the human body..

SCI 205 - Anatomy and Physiology II

This course is designed to build upon the basic understanding of the structure and function of the

major organs and systems of the human body from the cellular to the system level from Anatomy and Physiology I. By the end of the course, students will be able to demonstrate understanding of the workings of the human body from an anatomical and physiologic viewpoint. Pre-requisite(s): SCI 200 and SCI 200L. Co-requisite(s); None. 5 quarter hours

Credits: 5.

SCI 205L - Anatomy and Physiology II Lab

This course is designed for students to apply understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level to laboratory activities to demonstrate competence. Pre-requisite(s); SCI 200 and SCI 200L. Co-requisites(s): SCI 205. 2 quarter hours

Credits: 2.

SCI 225 - Human Impact on Environment

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.

Credits: 5. Prerequisite: None. Corequisite: None.

SCI 250 - Nature's Blueprint for Leadership: Adaptation and Resilience

This course explores essential ecological principles and examines how natural systems respond to change. Through engaging discussions and interactive activities participants will uncover meaningful parallels between ecological strategies and effective leadership practices. By the end of the course, gain valuable insights from nature to strengthen adaptability, collaboration, and problem solving in personal and professional contexts.

Credits: 5. Prerequisite: None. Corequisite: None.

SCI 255 - Climate & Strategy: Leading with the Planet in Mind with Lab

This course examines how climate change influences organizational strategy. Content covers climate science, ecosystem health, and how environmental shifts create risks and opportunities for workplaces and communities. Case studies and applied activities demonstrate how sustainability practices strengthen resilience, support innovation, and align long-term organizational goals. This course also includes lab activities which apply content through scientific inquiry.

Credits: 5. Prerequisite: None. Corequisite: None.

SCI 301 - General Chemistry II

This second course in the general chemistry sequence continues the foundational study of chemical principles, focusing on thermodynamics, kinetics, equilibrium, acids and bases, electrochemistry, and introductory organic and biochemistry concepts. Laboratory activities reinforce theoretical knowledge through hands-on experimentation, data analysis, and problem-solving. Emphasis is placed on chemical reactions relevant to biological systems and health-related applications. This course is designed for students pursuing health science and pre-professional pathways such as medicine, nursing, and allied health.

Credits: 5. Prerequisite: This is an advanced chemistry course that requires students to have taken and passed SCI 102, SCI 102L, and with a minimum passing grade of C, SCI 112. Corequisite: None.

SCI 305 - Anatomy and Physiology II

This course is designed to build upon the basic understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level from Anatomy and Physiology I. By the end of the course, students will be able to demonstrate understanding of the workings of the human body from an anatomical and physiologic viewpoint.

Credits: 5. Prerequisite: SCI 200 and SCI 200L. Corequisite: SCI 305L.

SCI 305L - Anatomy and Physiology II Lab

This course is designed for students to apply understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level to laboratory activities to demonstrate competence.

Credits: 2. Prerequisite: SCI 200 and SCI 200L. Corequisite: SCI 305.

SCI 311 - Microbiology

Microbiology designed to give students a comprehensive understanding of the biology, ecology, and pathology of microbes. Topics include learning about the structure, diversity, evolution, and genetics of viruses, bacteria, and fungi.

Credits: 5. Prerequisite: SCI 102 and SCI 102L. Corequisite: SCI 311L.

SCI 311L - Microbiology Lab

This is a co-requisite lab class to SCI 311 Microbiology. Students will be exploring the biological world of microbes, identifying different types of bacteria and fungi, and learning about their biology, ecology, and pathology.

Credits: 2. Prerequisite: SCI 102 and SCI 102L. Corequisite: SCI 311.

SCIK - Science - KC

SCIK 300 - Food Science

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

Credits: 4. Distribution: KC:Kendall Course.

SDE- Safety and Drivers Education

SDE 500 - Injury Prevention & Safety

Injury Prevention and Safety (SDE 500) is designed to provide professionals with the ability to effectively evaluate and mitigate safety and injury prevention concerns within personal, professional and environmental settings. Focus is specific to motor vehicle, residential, educational, personal, occupational and naturally occurring hazards. Additional focus will be given to cause and prevention. Gold standards for development and implementation of safety planning will be investigated.

Credits: 3.

SDE 501 - Driving Task Analysis

Driving Task Analysis centers on a historical perspective of driver education in Illinois with specific focus on effective planning and design. Students will examine the need for effective driver education programs as they relate to HTS safety as well as the administrative and procedural requirements per state law. Additionally, students will closely examine essential programming techniques as they relate to effective driver development.

Credits: 3. Prerequisite: None. Corequisite: None.

SDE 502 - Technique and Theory of Driver Education: Classroom

Technique & Theory of Driver Education- Classroom (SDE 502) provides students with the expertise required to instruct the classroom phase of driver education. Students will gain exposure to effective curriculum building and implementation techniques necessary to produce responsible and informed motorists. Furthermore, this course will provide candidates with effective resources and activities essential to developing and maintaining an effective driver education classroom environment.

Credits: 3. Prerequisite: None. Corequisite: None.

SDE 503 - Technique and Theory of Driver Education: Behind-the-Wheel

T/T: Driver Education- Behind-the-Wheel provides students with the expertise required to instruct the behind-the-wheel phase of driver education. Students will gain exposure to effective teaching techniques and implementation procedures necessary to produce responsible and informed motorists. Furthermore, this course will provide candidates with functional teaching strategies and modifications essential to developing and maintaining a safe and effective in-vehicle experience.

Credits: 3. Prerequisite: None. Corequisite: None.

SDE 504 - Drivers with Disabilities

This course provides candidates with the knowledge and skills necessary to effectively teach students with diverse disabilities. Participants will explore the physical, cognitive, and sensory challenges that may impact driving abilities and learn how to conduct individualized assessments to tailor instruction accordingly. This course explores adaptive driving equipment, vehicle modifications, and safety protocols designed to promote independence while ensuring safe driving practices. Emphasis is placed on creating inclusive, supportive learning environments, applying legal and ethical considerations, and collaborating with families and healthcare professionals to develop comprehensive and personalized driving education plans. Through a blend of theoretical foundations and practical applications, candidates will gain the confidence and competency needed to foster safe and independent drivers among students with disabilities.

Credits: 3. Prerequisite: None. Corequisite: None.

SDE 505 - Technique and Theory of Driver Education: Range & Simulator

This course explores the procedures and protocols for teaching the Range and Simulator phases of Driver

Education. Highlights include methods for effective program design, finance, maintenance, and implementation. Candidates will be required to perform a field study at a school that incorporates range and simulator instruction. Additional focus will be given to instructing advanced, evasive and emergency driving maneuvers.

Credits: 3. Prerequisite: None. Corequisite: None.

SEC - Secondary Education

SEC 377 - Literacy in the Middle and Secondary Content Areas

This course focuses on the development of literacy in the middle and secondary grades. It focuses on critical thinking, textual analysis, media and information literacy, vocabulary enrichment, writing skills, study skills, and cultural awareness. This course provides methods and materials for content area literacy, disciplinary literacy, and reading and writing across the curriculum as articulated in the NCTS, NGSS, NCSS, and Common Core State Standards for Grades 6-12 in Mathematics, History/Social Studies, Science Technical Subjects. Teacher candidates will be provided with the chance to participate in hands-on, practice- based learning of literacy techniques that foster the integration and adaptation of new ideas. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5. Prerequisite: EDU 351.

SEC 400 - Methods of Teaching Math in Middle and Secondary Education I

This course will provide students with an overview of the philosophy, content standards, and pedagogical ideas for teaching mathematics in the secondary classroom. Students will build strategies for teaching conceptual math, mathematical reasoning, and problem solving , using research-based and theoretically grounded best practices in the teaching and assessment of math in all its representations. The course will utilize the National Council of Teachers of Mathematics (NCTM) Standards and Common Core State Standards (CCSSM). Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5. Prerequisite: EDU 351.

SEC 401 - Methods of Teaching English in Middle and Secondary Education

This course introduces methods, strategies and necessary materials needed for teaching English in secondary education. There is an emphasis on creating culturally responsive lesson plans that meet individual student needs, including critical reading skills, writing skills, exposure to various genres of literature, speech and communication skills, and research skills. Twenty hours of field work are required for this course.

Credits: 5. Prerequisite: EDU 351.

SEC 405 - Methods of Teaching Literacy in Middle and Secondary Education

This course focuses on teaching and assessing reading and writing across the content areas in the secondary grades, with emphasis on comprehension instruction, critical reading skills across various genres of literature, and selection and use of various materials to plan reading and writing instruction. Students will learn strategies for teaching and assessing fluency, word identification skills, vocabulary development, academic language development, text structure, and the components of a writing routine.

Credits: 5. Prerequisite: EDU 351.

SEC 410 - Methods of Teaching Math in Middle and Secondary Education II/Practicum

This is part 2 of 2 courses that will provide students with philosophies, issues, techniques and methods to inform the development of secondary mathematics curriculum and pedagogical techniques. Continued discussion of teaching rational numbers, algebraic reasoning, patterns, functions, measurements, geometric concepts as well as statistics and probability will be included. Eighty hours of field work are required for this course. Pre-requisite(s): SEC 400. Co-requisite(s): None. 5 quarter hours

Credits: 5.

SEC 410A - Methods of Teaching Math in Middle and Secondary Educ II/Practicum Field Exprnce

The Practicum Field Experience course is designed to provide teacher candidates an opportunity to apply theoretical and pedagogical knowledge in a classroom setting. By integrating a virtual coaching model with practical field experience, teacher candidates assume instructional responsibilities with the guidance and support from both a Mentor Teacher and a University Field Coach. Two days per week for a minimum of 120 field hours are required.

Credits: 0. Prerequisite: EDU 351, SEC 377, and SEC 400. Corequisite: SEC 410B.

SEC 410B - Methods of Teaching Math in Middle and Secondary Education II/Practicum Seminar

This is part 2 of 2 courses that will provide students with philosophies, issues, techniques and methods to inform the development of secondary mathematics curriculum and pedagogical techniques. Continued discussion of teaching rational numbers, algebraic reasoning, patterns, functions, measurements, geometric concepts as well as statistics and

probability will be included. Eighty hours of field work are required for this course. This course is taken simultaneously with a partner field experience course. To successfully begin Student Teaching, both the instructional course and field experience must be completed.

Credits: 5. Prerequisite: SEC 400. Corequisite: SEC 410A.

SEC 411 - Culturally Responsive Pedagogy in Secondary English/Practicum

This course provides an introduction to a culturally responsive teaching pedagogy that acknowledges, responds to, and celebrates cultural differences and offers equitable educational access to students from all backgrounds. Students will progress in their development of teaching with an emphasis on the importance of cultural, social, and linguistic differences. Students should conclude this class with the ability to embed culturally responsive principles to create an inclusive learning environment. Eighty hours of field work are required for this course. Pre-requisite(s): EDU 301 and EDU 351. Co-requisite(s): None. 5 quarter hours

Credits: 5.

SEC 411A - Culturally Responsive Pedagogy in Secondary English/Practicum Field Experience

The Practicum Field Experience course is designed to provide teacher candidates an opportunity to apply theoretical and pedagogical knowledge in a classroom setting. By integrating a virtual coaching model with practical field experience, teacher candidates assume instructional responsibilities with the guidance and support from both a Mentor Teacher and a University Field Coach. Two days per week for a minimum of 120 field hours are required.

Credits: 0. Prerequisite: EDU 351, SEC 401, and SEC 405. Corequisite: SEC 411B.

SEC 411B - Culturally Responsive Pedagogy in Secondary English/Practicum

This course provides an introduction to a culturally responsive teaching pedagogy that acknowledges, responds to, and celebrates cultural differences and offers equitable educational access to students from all backgrounds. Students will progress in their development of teaching with an emphasis on the importance of cultural, social, and linguistic differences. Students should conclude this class with the ability to embed culturally responsive principles to create an inclusive learning environment. Eighty hours of field work are required for this course. This course is taken simultaneously with a partner field experience course. To successfully begin Student Teaching, both the instructional course and field experience must be completed. Pre-requisite(s): EDU 301 and EDU 351. Co-requisite(s): SEC 410A. 5 quarter hours

Credits: 5.

SEC 470A - Secondary Education Student Teaching Field Experience

This is the field–based experience course in the professional sequence of the Educator Preparation program. This course will continue to expand the teacher candidates' work through our innovative virtual coaching model. Under the guidance of a qualified Mentor Teacher and a University Field Coach, teacher candidates will gradually assume instructional responsibilities in the field, building towards a minimum of 4 weeks of full take-over in the classroom setting. This course is taken simultaneously with a partner seminar course. Pre-requisite(s): EDU 301, EDU 351 for SEE and SEM; SEC 377, SEC 400, and SEC 410 for SEM; SEC 401, SEC 405, and SEC 411 for SEE. Co-requisite(s): SEC 470B. 5 quarter hours

Credits: 5.

SEC 470B - Secondary Education Student Teaching Seminar

The Student Teaching Seminar is the culmination of the Secondary Teacher Preparation program. The seminar provides opportunities for teacher candidates to synthesize their learning and engage in reflective practice about their student teaching experience. The course advances the candidate's professional growth through the study and application of instructional practices, completion of a web- based professional portfolio, and additional opportunities to bridge theory and practice. Teacher candidates collaborate with peers, university staff and faculty, and members of the school community to advance their knowledge, skills, dispositions, and understanding of teaching and learning. 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): EDU 301, EDU 351, SEC 400 or 401, SEC 377 or 405, SEC 410 or 411 and the required content test for licensure. Co-requisite(s): SEC 470A. 5 quarter hours

Credits: 5.

SEC 502 - Introduction to Teaching at the Secondary Level

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

Credits: 3.

SEC 510 - Methods of Teaching Biological Sciences at the Secondary Level

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

Credits: 3.

SEC 512 - Methods of Teaching English at the Secondary Level

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

Credits: 3.

SEC 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels

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

Credits: 3.

SEC 516 - Methods for Teaching Physical Science at the Secondary Level

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

Credits: 3.

SEC 518 - Methods of Teaching Social Studies at the Secondary Level

What is social studies, why do we teach it, and how do we teach it? As the preservice secondary education methods course for social studies teacher candidates, SEC 518 gives students a sustained chance to define and develop their answers to these questions, gain exposure to high-quality teaching resources, and design their own original instructional units. Teacher candidates will read widely in the historical and prescriptive literature regarding social studies instruction, debate the epistemological and ethical stakes of the field, and gain practical experience with instructional design. SEC 518 is a crucial moment of professionalization. Building from their knowledge of history, geography, and civics, candidates deepen their understanding of the structures that organize these subjects—learning how to orchestrate disciplinary inquiry via designed instruction.

Credits: 3. Prerequisite: None. Corequisite: SEC 581E.

SEC 522 - Methods of Teaching Classical Languages (Latin) K-12

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, EDU 510, SPE 500, LSE 511, CIL 505, RLP 540. Co-requisite(s): 3 semester hours

Credits: 3.

SEC 524 - Methods of Teaching World Languages K-12

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

Credits: 3.

SEC 581A - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581B - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581C - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581D - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581E - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581F - Secondary Education Practicum

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. 1 or 3 semester hours

Credits: 1 OR 3.

SEC 581FE - NCE Field Experience

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

Credits: 0.

SEC 590A - Student Teaching in Secondary Education

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): SEC 502, SEC 581 A, SPE 500, RLP 540, CIL 505, LSE 511, EDU 510, and SEC 510. Co-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 590B - Student Teaching in Secondary Education

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): SEC 502, SEC 581A, SPE 500, RLP 540, CIL 505, LSE 511, EDU 510 and SEC 512. C-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 590C - Student Teaching in Secondary Education

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): SEC 502, SEC581C, SPE 500, RLP 540, CIL 505, LSE 511, EDU 510, and SEC 514. Co-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 590D - Student Teaching Seminar

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): SEC 502, SEC 581D, SPE 500, RLP 540, CIL 505, LSE 511, EDU 510, and SEC 518. Co-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 590E - Student Teaching in Secondary Education

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): SEC 502, SEC581E,

SPE 500, RLP 540, CIL 505, LSE 511, EDU 510, and SE 522. Co-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 590F - Student Teaching in Secondary Education

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): SEC 502, SEC 581F, SPE 500, RLP 540, CIL 505, LSE 511, EDU 510, and SEC 524. Co-requisite(s): None. 2-6 semester hours

Credits: 2 TO 6.

SEC 591 - Secondary Education Alternative Licensure Seminar

The course integrates field-based experiences with an on-site seminar for Secondary Education Alternative Licensure candidates who are working as full-time teachers in a classroom setting, grades 9-12. A weekly seminar advances candidates' engagement in the profession through study, discussion and application of instruction to support teaching and learning at the secondary level. As part of this course, candidates explore the impact of high-leverage teaching practices on student achievement, using data-driven instruction to advance student learning outcomes, integrating CRTL standards to create diverse and equitable classroom environments, and building collegial relationships in schools to support student academic and social/emotional development. Pre-requisite(s): CIL 505, EDU 572, and SEC 502. Co-requisite(s): None. 1-9 semester hours

Credits: 1 TO 9.

SECF - Secondary Education Florida

SECF 502 - Introduction to Teaching at the Secondary Level

This course includes issues affecting teaching at the secondary level: Adolescent development, 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.

Credits: 3. Prerequisite: None. Corequisite: None.

SECF 510 - Methods of Teaching Biological Sciences at the Secondary Level

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 Sunshine State Standards for Science, 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.

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 512 - Methods of Teaching English at the Secondary Level

This course addresses methods of teaching English at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will write lesson and unit plans using backward design and universal design for learning. Candidates will create documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning.

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels

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 all students.

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 516 - Methods for Teaching Physical Science at the Secondary Level

This course addresses teaching physical sciences at the secondary level. It introduces the content and discipline of physical 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 Sunshine State Standards for Science, STEM and Makerspaces initiatives as they apply to curricula, teaching and learning secondary physical science. The course will also prepare candidates to successfully fulfill state licensure requirements

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 518 - Methods of Teaching Social Studies at the Secondary Level

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.

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 524 - Methods of Teaching World Languages K-12

SECF 524 introduces current theories and practices of communicative language teaching for grades K-12. 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.

Credits: 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: None.

SECF 581A - Secondary Education Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 4. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 510.

SECF 581B - Secondary Education Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 1 OR 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 512.

SECF 581C - Secondary Education Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 1 OR 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 514.

SECF 581D - Secondary Education Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 1 OR 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 516.

SECF 581E - Secondary Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 1 OR 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 518.

SECF 581F - Secondary Education Practicum

This course provides candidates 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 will follow a progression from observing in classrooms to teaching a class. Candidates culminate their practicum by planning five sequential lessons and teaching 3-5 of these sequential lessons in at least one class. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 581A, English/Language Arts Concentration - 581B, Mathematics Concentration - 581C, Physical Sciences Concentration - 581D, Social Sciences Concentration - 581E, or World Languages Concentration - 581F.

Credits: 1 OR 3. Prerequisite: A grade of B or better in SECF 502. Corequisite: SECF 524.

SECF 590A - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581A, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 510. Corequisite: None.

SECF 590B - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581B, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 512. Corequisite: None.

SECF 590C - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581C, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 514. Corequisite: None.

SECF 590D - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581D, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 516. Corequisite: None.

SECF 590E - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581E, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 518. Corequisite: None.

SECF 590F - Student Teaching Seminar

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. Students will select one of the Methods courses related to their Concentration: Biological Sciences Concentration - 590A, English/Language Arts Concentration - 590B, Mathematics Concentration - 590C, Physical Sciences Concentration - 590D, Social Sciences Concentration - 590E, or World Languages Concentration - 590F. Note: Florida Reading Endorsement Competency 5 embedded.

Credits: 2 TO 6. Prerequisite: SECF 502, SECF 581F, EDUF 500, EDUF 540, EDUF 505, EDUF 511, EDUF 512, and SECF 524. Corequisite: None.

SEDL - Strategic Educational Leadership

SEDL 517 - Leadership Concepts and Applications in Education

This course 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 pre-K-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. Students use case studies, self-assessments, structured observations, and reflections to apply leadership concepts to their own work lives as emergent leaders.

Credits: 2.

SEDL 520 - Strategic Leadership for Inclusive Learning Environments

This course prepares students to strategically foster inclusive learning environments across diverse educational contexts. Grounded in an exploration of cultural, ethnic, and socio-economic dynamics, students will critically examine, gain skills, and develop dispositions for leadership practices that shape perceptions of equity and belonging and promote inclusive practices. In particular, candidates will understand how their actions impact perceptions about inclusiveness within such arenas as race, class, gender, sexuality, ability, religion, culture, and language.

Credits: 2. Prerequisite: None. Corequisite: None.

SEDL 526 - Strategic Leadership of People, Systems and Resources

This course prepares leadership candidates to strategically design and steward organizational resources to advance equitable learning and excellence. Candidates examine financial principles, talent management, resource-allocation theories, and case studies that analyze systemic challenges and complex leadership learning decisions. Emphasis is placed on vision-driven, ethical decision-making and culturally responsive leadership. Key competencies include budget, time management, and staffing. Through a major resource allocation project, candidates as learning leaders practice equity-centered, culturally responsive decision-making that aligns resources with improvement plans and learner needs.

Credits: 2. Prerequisite: None. Corequisite: None.

SEDL 527 - Curriculum Design and Data Fluency for Strategic Educational Leadership

This course prepares leadership candidates to strategically design and steward organizational resources to advance equitable learning and excellence. Candidates examine financial principles, talent management, resource-allocation theories, and case studies that analyze systemic challenges and complex leadership decisions. Emphasis is placed on vision-driven, ethical decision-making and culturally responsive leadership. Key competencies include budget, time management, and staffing. Through a major resource allocation project, candidates practice equity-centered, culturally responsive decision-making that aligns resources with improvement plans and student needs.

Credits: 2. Prerequisite: None. Corequisite: None.

SEDL 605 - Leading Change

In this course candidates will be introduced to a systems approach to design, implement, and support transformational changes 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. Additionally, candidates will have the opportunity to use the framework that works best for their individual study (e.g., Wagner, Bolman & Deal). 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.

Credits: 3.

SEDL 622 - Strategic Leadership in Learning and Development

This course introduces doctoral candidates to models and processes used in learning and development, training, organizational learning, and learning impact evaluation within learning contexts. Students examine traditional and contemporary learning theories and frameworks as they relate to current challenges in professional learning environments. It explores macro- and micro-level perspectives on how knowledge is shaped within organizations and how learning pathways are designed to help learners meet specific goals. Students develop strategies to assess learning outcomes and determine the effectiveness of training and development efforts. Case studies provide opportunities to analyze contemporary problems and develop practical approaches to improving teaching, learning, training, and quality assessment.

Credits: 3. Prerequisite: None. Corequisite: None.

SEDL 625A - Scholarly Writing for Practitioners I

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 625B - Scholarly Writing for Practitioners II

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 625C - Scholarly Writing for Practitioners III

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 625D - Scholarly Writing for Practitioners IV

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 625E - Scholarly Writing for Practitioners V

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 625F - Scholarly Writing for Practitioners VI

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 use their own dissertations to apply course content.

Credits: 1. Prerequisite: None. Corequisite: None.

SEDL 630 - Introduction to Scholarly Research

This course engages students in the critical analysis of practitioner-focused research, emphasizing its role in educational decision-making across diverse learning environments. Students examine foundational theories, research paradigms, and methodological approaches, including quantitative and qualitative methods, while exploring the political dimensions of educational inquiry as they begin developing their dissertation methodology.

Credits: 3. Prerequisite: Admission to an NLU doctoral program or EDL and SEDL EDS program or with permission of the SEDL program coordinator. Corequisite: None.

SEDL 632 - Research and Data in Strategic Leadership Decision Making

This doctoral course develops candidates' capacity to engage critically and ethically with research methodologies, data collection, and analysis as essential tools for strategic educational leadership and continuous improvement. Grounded in both theory and practice, candidates examine foundational research ethics alongside qualitative and quantitative methodologies, applying these frameworks to real-world problems of practice connected to their scholarly and professional contexts. Through active participation in their own data collection projects, sustained reflection, discussion, and structured assignments, candidates build practitioner-level knowledge of research design, evaluation, and data use while deepening their identity and self-awareness as emerging practitioner-scholars. The course supports candidates in articulating and justifying a rigorous research methodology connected to their individual dissertation focus and strategic leadership practice.

Credits: 3. Prerequisite: EDL 630 or SEDL 630 and admission to NLU doctoral program or permission from the SEDL doctoral program coordinator. Corequisite: None.

SEDL 642 - Integrative Data Analysis, Interpretation, and Presentation

This course deepens students’ applied skills in analyzing, interpreting, and effectively presenting qualitative and quantitative data. Students examine data quality, including reliability, validity, and trustworthiness, to determine the strength of the conclusions. They practice communicating findings through clear written explanations and well-designed visual displays, including tables, figures, and graphs.

Throughout the course, students develop the capacity to generate grounded insights from their analyses and present those insights in ways that enhance their effectiveness as strategic leaders who rely on evidence to guide decisions.

Credits: 3. Prerequisite: Must have completed SEDL 630 (or EDL 630) and SEDL 632 (or EDL 632). Corequisite: None.

SEDL 646 - Education Policy and Ethics for Strategic Leaders

This course introduces strategic educational leaders to the study of policy change and its influence on learning across diverse educational systems. They examine how policies are conceptualized, shaped, implemented, and interpreted within complex political and organizational environments. It explores the dynamics of policy formation and the ways leaders navigate competing priorities within evolving systems. Through historical, political, legal, socioeconomic, and cultural lenses, candidates analyze how leaders, policymakers, and educators initiate, guide, adapt to, or resist policy change. Emphasis is placed on developing the strategic capacity to understand policy as an evolving force that shapes practice, equity, and educational outcomes.

Credits: 3. Prerequisite: None. Corequisite: None.

SEDL 670 - Leadership of Teaching and Learning in Professional Organizations

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 prompts educators to examine practices common to college teaching across disciplines and levels, including whole group instruction and learning, organizing groups, planning project-based assignments, teaching culturally diverse students, incorporating creativity into courses, co-teaching, and teaching in blended and online settings.

Credits: 3. Prerequisite: None. Corequisite: None.

SEDL 675 - Instructional Design in Higher Education

This course introduces postsecondary educators to instructional design as a process for systematically creating college courses and other formal learning experiences. Strategic leaders 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 read classic and contemporary curriculum and instructional design literature, analyze established course plans, and create an instructional design of a course in their own area of subject matter expertise.

Credits: 3. Prerequisite: None. Corequisite: None.

SEDL 680 - Seminar: Special Topics in Strategic Educational Leadership

This doctoral seminar addresses current and relevant topics related to education and strategic leadership. Students research, interpret, and analyze the social, political, and historical dimensions of education across a variety of contexts and organizations, as well as strategic leadership as it relates to practice, policy, and research. Topics are addressed from multiple viewpoints and theoretical positions, providing students with complex interpretations and application strategies. Students can take the seminar for up to 12 sh. Students must register for seminars on different topics if taken more than once.

Credits: 3. Prerequisite: Doctoral standing or consent of instructor.. Corequisite: None.

SEDL 690 - Strategic Educational Leadership Internship

The Internship in Strategic Educational Leadership provides candidates with the opportunity to apply theoretical and empirical knowledge. Under the direction of an advising professor, the student will engage in strategic leadership experiences in an appropriate educational setting aligned with their goals. Internship projects will address high-quality curricular, instructional, assessment, and financial resources that promote learning experiences and opportunities in possible settings as general education, adult education, higher education, non-profit educational settings, and educational areas in business sectors.

Credits: 1-8. Prerequisite: None. Corequisite: None.

SELL - Technology Sales Professional

SELL 099 - Accelerate U Tech Sales Orientation

This course serves as the initial step of orientation to the Technology Sales Professional Certificate program with Accelerate U. Students will be introduced to the structure of the program, student expectations and supports, and academic policies. Students will also prepare their online tools in order to have a strong start in an accelerated program. After completing this course, students will attend an orientation for the program.

Credits: 0 . Prerequisite: None. Corequisite: None.

SELL 100 - Introduction to Professional Selling

This course equips learners with the foundational strategies and tools needed to succeed in a modern sales career. Students explore key sales terminology and career pathways. Students utilize sales technology including AI and data intelligence to optimize success. The course also covers the psychology of influence, customer profiling, and the development of a targeted sales funnel using multi-channel outreach strategies.

Credits: 5. Prerequisite: None. Corequisite: None.

SELL 110 - Advanced Sales Strategy & Execution

This course prepares students to excel in real-world sales environments by mastering the key stages of the sales process—from first contact to closing deals. Students will develop proficiency in generating new business leads and running sales meetings using proven sales frameworks and methodologies. The course concludes with guidance on maintaining motivation, fostering a strong sales mindset, collaborating within teams, and preparing for a professional externship experience.

Credits: 5. Prerequisite: SELL 100. Corequisite: None.

SELL 200 - Sales Internship

During the Sales Internship, students are employed by an Accelerate U Employer Partner and work collaboratively as members of a sales team. The internship experience enables students to hone their subject matter expertise and the leadership skills they have developed throughout the program. Students are supported to utilize their internship as an opportunity to take the next steps in their sales career.

Credits: 10 QH. Prerequisite: SELL 100 and SELL 110. Corequisite: None.

SOC - Sociology

SOC 101 - Foundational Sociology

This course explores how individuals are organized into social groups and how these groups influence behavior, from intimate relationships to complex bureaucracies. Students will examine key social institutions—such as family, education, religion, and the economy—and analyze how they shape society and social structure. Emphasis is placed on using the sociological imagination to interpret social problems and consider solutions. Through the study of culture, social class, race, and ethnicity, students will evaluate the roots and impact of inequality. Major sociological theories provide frameworks for understanding group dynamics, identity, and the interplay between individuals and broader social systems.

Credits: 5. Prerequisite: None. Corequisite: None.

SOC 121 - Countries in Context

This course offers a foundational exploration of political systems, institutions, and processes across different countries. Students will understand why governments differ, how institutions shape political behavior, and what drives political change. Topics include democracy and authoritarianism, political culture, state formation, political parties, social movements, and public policy. Using case studies from various regions (the UK, Russia, France, India, and Pakistan), students will gain analytical tools to critically examine global political developments and deepen their understanding of contemporary challenges and debates in world politics.

Credits: 5. Prerequisite: None. Corequisite: None.

SOC 155 - Building Collaborative Cultures: Organizational Design and Behavior

How do organizations tick? Learn how different designs impact communication, productivity, and culture. Analyze social networks, power dynamics, and cultural influences while gaining practical tools to foster innovation and inclusivity in diverse workplace settings.

Credits: 5 . Prerequisite: None. Corequisite: HUM 150 and PSY 150.

SOC 204 - Contemporary Chicago

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

Credits: 5. Distribution: GenEd-Social Science.

SOC 222 - Culture and Identity

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

Credits: 5. Distribution: GenEd-Social Science.

SOC 250 - Cultural and Ethnic Movements in the United States

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 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 political, cultural, and institutional contexts which social movements arise, as well historic illustrations of ways in which those contexts can be evaluated and challenged. The course also examines the historical and contemporary legacy through which ethnic movements and their successors live on today, while cultivating critical thinking regarding power relations and processes of social change within the United States. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5. Distribution: GenEd-Behavioral Science GenEd-Social Science.

SOC 255 - Leadership Through Storytelling

Explore the art and science of storytelling as a tool for leadership and cultural impact. This course examines the sociological influence of stories, techniques for crafting authentic narratives, and methods for adapting messages to diverse audiences. Develop skills to use storytelling effectively for inspiring teams, motivating individuals, and shaping organizational culture.

Credits: 5. Prerequisite: None. Corequisite: None.

SPAN - Spanish

SPAN 407 - Spanish for Educators

This course will focus on linguistic Academic Spanish and teaching strategies to support bilingual Spanish speakers. Topics that will be explored include using vocabulary in specific content areas (e.g., Social Studies, Science, Mathematics, etc.) as well as Spanish language proficiency (e.g., phonic awareness, acentos, grammar) and literatura latinoamericana, and other strategies related to becoming a bilingual educator. The frameworks and standards presented in this course will include the 5Cs (Communication, Cultures, Connections, Comparisons, and Communities). This course is for students pursuing the Bilingual endorsement in Spanish,

Credits: 5. Prerequisite: EAL 400. Corequisite: None.

SPE - Special Education

SPE 401 - Introduction to Special Education and Methods of Teaching Students with Disabilities

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). This is an advanced standing course that may count toward both baccalaureate and master's degrees.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 401CB - Introduction to Special Education and Methods of Teaching Students with Disabilities

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-22 in special education. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-22 students with high- and low-incidence disabilities. Candidates learn how to provide inclusive instructional opportunities and supports adapted to diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). NOTE: this course is only open to students in the ECE Competency Based program.

Credits: 5. Prerequisite: EDU 205CB and EDU 215CB, or Gateways Level 2 ECE Credential. Corequisite: None.

SPE 437 - Methods for Teaching Students with High Incidence Disabilities

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

Credits: 5.

SPE 437CB - CB Methods for Teaching Students with High Incidence Disabilities

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 earning 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. Access to special education environments, children, and educators is required for this course. NOTE: This course is only open to students in the ECE Competency-Based program. This course is part of the Special Education Learning Journey and should only be taken by students who are also pursuing the Licensure Learning Journey.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 438 - Methods for Teaching Students with Low Incidence Disabilities

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

Credits: 5.

SPE 438CB - CB Methods for Teaching Students with Low Incidence Disabilities

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. Access to special education environments, children, and educators is required for this course. NOTE: This course is only open to students in the ECE Competency-Based program. This course is part of the Special Education Learning Journey and should only be taken by students who are also pursuing the Licensure Learning Journey.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 439 - Assessment Practices in Special Education

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

Credits: 5.

SPE 439CB - CB Assessment Practices in Special Education

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. Students will observe assessment in a special education context and reflect on strategies for implementing nondiscriminatory assessment, and utilizing valid and reliable measures when conducting formative, summative, individual, group and program evaluation. Access to special education environments, children, and educators is required for this course. NOTE: This course is only open to students in the ECE Competency-Based program. This course is part of the Special Education Learning Journey and should only be taken by students who are also pursuing the Licensure Learning Journey.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 440 - Equity, Advocacy, and Collaboration in Special Education

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. This is an advanced standing course that may count toward both baccalaureate and master's degrees. Pre-requisite(s): SPE 401. Co-requisite(s): None. 5 quarter hours

Credits: 5. Prerequisite: SPE 401. Corequisite: None.

SPE 440CB - CB Equity, Advocacy, and Collaboration in Special Education

This course provides an examination of 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. Access to special education environments, children, and educators is required for this course. NOTE: This course is only open to students in the ECE Competency-Based program. This course is part of the Special Education Learning Journey and should only be taken students who are also pursuing the Licensure Learning Journey.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 445 - Foundations of Special Education: Dignity, Rights, and Advocacy

This course explores the historical, philosophical, and legal foundations of individuals with disabilities. Candidates learn techniques for fostering positive relationships within the school community, emphasizing equity, advocacy, and adherence to ethical guidelines. They examine models for effective team building and strategies for collaboration among professionals, para-professionals, and external agencies. Additionally, candidates develop strategies for supporting socially, culturally, and linguistically diverse families, accessing community resources, and promoting social-emotional support within disability communities. Through reflective practices, candidates gain insights into planning and implementing inclusive learning environments tailored to the diverse needs of students with exceptionalities. This is an advanced standing course that may count toward both baccalaureate and master's degrees.

Credits: 5. Prerequisite: None. Corequisite: None.

SPE 450 - Characteristics of Individuals with Disabilities

This course explores the categories and characteristics of disabilities under the IDEA, emphasizing their impact on learning and development. Proficiency is developed in creating, implementing, and evaluating IEPs and IFSPs, incorporating evidence-based practices and collaboration with families and professionals. Candidates will focus on comprehending the varying needs and learning styles of individuals with both high- and low-incidence disabilities, and the subsequent influence of these factors on curriculum design, planning, and instructional strategies. Through collaboration and reflective practice, students will learn to provide inclusive instructional opportunities and supports that promote the success of individuals with exceptionalities in educational settings.

Credits: 5. Prerequisite: SPE 445. Corequisite: None.

SPE 455 - Instructional Strategies and Supports for Students with Disabilities

This course prepares candidates in cross-categorical P-22 methodology for teaching students who receive special education services with high and low incidence disabilities. 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 case studies of students with high and 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.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 460 - Assessment Practices in Special Education

This course equips candidates with the skills to effectively evaluate and support systems of intervention for students with exceptionalities. Candidates will learn to administer and interpret a variety of culturally and linguistically appropriate assessments to inform eligibility for special education services. Additionally, the course emphasizes using technology to analyze student progress and adapt instruction to achieve measurable outcomes.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 465 - Classroom Behavioral Supports

This course provides strategies for managing and supporting student behavior in special education settings. Students will explore positive behavior interventions, the development of behavior management plans, and strategies for creating a supportive classroom environment. Topics include addressing behavioral issues, fostering student self-regulation, and working with families and support teams to enhance behavior outcomes.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 471 - Foundational Literacy in Special Education

This course focuses on foundational literacy instruction for students with disabilities. Topics include phonics, reading comprehension, writing, and language development. Students will learn methods to adapt and differentiate literacy instruction to meet the needs of diverse learners, focusing on best practices and evidence-based strategies for teaching reading and writing.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 472 - Adolescent Literacy in Special Education

This course examines literacy instruction for adolescents with disabilities. Students will explore strategies for improving reading, writing, and language skills at the secondary level. The course will cover differentiated instruction, the use of assistive technology, and methods for addressing the challenges adolescents face in literacy development.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 475 - Methods in Mathematics in Special Education

This course explores effective methods for teaching mathematics to students with disabilities. Topics include the adaptation of instructional strategies, the use of manipulatives and technology, and differentiated assessments for diverse learners. Students will develop skills to teach mathematical concepts across a range of ability levels, with a focus on creating inclusive and accessible math environments.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 481 - Instructional Methods for Low-Incidence Disabilities

This course provides specialized strategies for teaching students with low-incidence disabilities, such as severe intellectual disabilities, sensory impairments, or multiple disabilities. Students will

learn methods for individualized instruction, creating inclusive lesson plans, and using adaptive technologies to support learning. Emphasis is placed on fostering communication, independence, and social integration for students with complex needs.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 482 - Strategies and Technology Supports for Low-Incidence Disabilities

This course focuses on the integration of technology to support students with low-incidence disabilities. Students will explore various assistive technologies and learn how to implement them in the classroom. The course includes strategies for enhancing communication, mobility, and learning opportunities for students with severe disabilities through the use of modern tools and innovative techniques.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 485 - Roles and Responsibilities in Special Education

This course provides an overview of the various roles and responsibilities of special education professionals. Students will examine the collaborative nature of special education teams, including teachers, support staff, families, and administrators. Topics will include legal and ethical responsibilities, the Individualized Education Program (IEP) process, and working within multidisciplinary teams to ensure student success.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 486 - Individualized Behavioral Supports

This course focuses on designing and implementing individualized behavioral support plans for students with disabilities. Students will learn how to assess behavior, identify triggers, and create interventions that promote positive outcomes. Emphasis will be placed on using evidence-based strategies, monitoring progress, and adjusting plans as needed to meet the unique behavioral needs of students.

Credits: 5. Prerequisite: SPE 445 and SPE 450. Corequisite: None.

SPE 491 - Field Practicum 1

Credits: 5.

SPE 492 - Field Practicum 2

Credits: 5.

SPE 496 - Senior Seminar

Credits: 5.

SPE 499 - Special Education Student Teaching

Credits: 5.

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

The course focuses on the characteristics, identification, and initial instructional methods for cross-categorical K–22 students who receive special education services. Emphasis is placed on the historical, philosophical, psychological, legal, and pedagogical implications and issues related to special education. Candidates demonstrate an understanding of collaboration, assessment, and instructional planning based on knowledge of the discipline, students, community, and curriculum goals. Through application of the UDL framework, candidates develop inclusive learning environments and instructional opportunities that support the intellectual, social, and personal development of all students while considering the impact of disabilities on cognitive, physical, emotional, social, and communication development. Candidates also learn to provide culturally responsive and inclusive instructional opportunities that are adapted to the strengths and needs of diverse learners and responsive to students' varying approaches to learning. 15 field hours are required.

Credits: 3. Prerequisite: None. Corequisite: None.

SPE 501 - Educational and Diagnostic Assessment in Special Education

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, analysis, 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 of the 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

Credits: 3.

SPE 502 - Language Development, Differences, and Challenges in Children and Adolescents

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

Credits: 2 OR 3.

SPE 506 - Frameworks, Perspectives, and Collaboration in Special Education

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

Credits: 3.

SPE 507 - Methods of Social/Emotional Support

This course explores methods and frameworks for supporting students' positive social-emotional development, behavior, and learning while considering the complex intersections of broader social identities, including disability. The communicative functions of behavior, impacts of trauma, and restorative approaches are considered in providing safe, caring and positive behavioral supports for individuals and creating participatory, inclusive classrooms. Candidates craft culturally responsive curriculum and lessons that promote students' social-emotional learning. They learn strategies to work collaboratively with students, families, professionals and agencies while engaging in critical self-reflection to deepen understandings of how their own histories and identities impact the ways in which they view, respond to, and assess students' behavior. Prerequisite(s): MAT candidates: SPE 500. For endorsement students, SPE 500 may be taken as a pre-requisite or co-requisite. Co-requisite(s): For endorsement students, SPE 500. 3 semester hours

Credits: 3.

SPE 508 - Methods of Instruction: Literacy Across the Curriculum for Special Education

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

Credits: 3.

SPE 509 - Methods of Instruction in Foundational Literacy for Diverse Learners

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

Credits: 3.

SPE 510 - Early Childhood Special Education Language Development, Differences, and Challenges

In this course, the theoretical, clinical, and pedagogical issues concerning typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; alternative communication systems for young children with disabilities; that language is an integral part of a person's culture; and for teaching language and content to English Language Learners are explored. Etiological theories, biological bases, and characteristics of various language difficulties are reviewed. 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. Prerequisite(s): SPE 500. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 523 - Methods and Content in Mathematics for Students with Disabilities

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

Credits: 3.

SPE 526 - Expressive Language Difficulties: Impact on Academic Learning

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

Credits: 2.

SPE 527 - Curriculum Adaptations in the Least Restrictive Environment

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 common core learning standards, universal design for learning (UDL), 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 for students from ages 3-23 years. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE 500 or equivalent. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 529 - Teacher Research with Diverse Learners

This course provides an overview of teacher inquiry methods with a focus on conducting teacher research with diverse learners that is culturally responsive, draws on insights from disability research and researchers, and promotes deeper relationships with families, communities and colleagues. Candidates will examine relationships between inquiry and teaching, and engage in both to cultivate expertise in teaching and nurture inclusive classroom learning communities. Ethical dimensions of research and teaching will be explored, with a focus on intentionally working towards better social, emotional and academic outcomes for diverse

learners. Candidates will surface questions of practice and policy, devise inquiry projects to address problems, issues and goals, and carry out research in their own settings. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 532 - Early Childhood Special Education Curriculum, Instruction and Methods

The purpose of this course is to examine how teachers can implement developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with diabilities 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.

Credits: 3. Corequisite: None.

SPE 533 - Early Childhood Special Education Diagnostic Assessment

This course explores developmental and educational assessment strategies for young children, covering social, emotional, cognitive, communication, and motor skills, as well as family concerns. Students use diverse instruments to assess learning environments, conduct formative and summative evaluations, and emphasize non-discriminatory test result use. Collaboration with parents and professionals, integration of information, and report writing are highlighted. The course includes 15 hours of field experience and aligns with Illinois State Board of Education standards for Early Childhood Special Education Approval.

Credits: 3. Prerequisite: SPE 500 or equivelant. Corequisite: none.

SPE 534 - Early Childhood Special Education Collaboration, Family and Community

This course addresses strategies for developing positive and supportive relationships with families of young children with disabilities, including the legal and philosophical basis for family participation, family-centered services; and strategies for working with socially, culturally, and linguistically diverse families. Strategies and models for promoting effective consultation and collaboration with other professionals and agencies within the community are included. This course includes 15 hours of preclinical experience. Pre-requisite(s): SPE 500 or equivalent. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 535 - Community-Vocational Development & Instruction

With an emphasis on theory and practice, this course provides the knowledge and skills focused on the development and implementation of school and community-based vocational and employment programs for students with disabilities. Career development for all youth with disabilities will be addressed. Development and implementation of community-based vocational training, access of vocational education systems, and infusion of career development into academic curricula will be discussed.

Credits: 3. Prerequisite: LBS1 Licensure. Corequisite: None.

SPE 536 - Transition Foundations, Preparation & Planning

This course is designed for candidates holding current LBS1 certification who wish to deepen their knowledge and understanding of the philosophical, historical, and legal foundations of special education as they relate to the transition from school to post-school environments. It provides a comprehensive exploration of how disabilities impact an individual's cognitive, physical, emotional, social, and communication development, and integrates this understanding into effective transition planning. By completing this course, candidates will gain insight into strategies that support the intellectual, social, and personal growth of individuals, ensuring a meaningful and successful transition to adulthood. The course also highlights the role of the transition specialist, along with the collaborative partnerships and responsibilities of agencies and personnel involved in the transition process. Emphasis is placed on developing collaborative relationships with students, families, schools, and community organizations to create a unified approach to transition-focused educational services. Candidates will learn how to foster these relationships and leverage community resources to maximize support for individuals as they move from school-based to post-school opportunities.

Credits: 3. Prerequisite: LBS1 licensure. Corequisite: None.

SPE 537 - Family-Community Partnerships & Assessment

Students will learn the principles of Universal Design for Transition (UDT) to understand the importance of creating culturally competent and universally designed transition plans that promote equity and access to opportunities for all learners. Additionally, students will explore multiple means of communication to foster collaborative relationships with students, families, professionals, paraeducators, and human service agencies. Through discussions of culturally sustaining collaborative approaches to transition, using UDT principles and practices, candidates will learn and understand educational assessment strategies that promote the continual development of students from all cultural and linguistic backgrounds during a school-to-post-school transition. Assessments include both formal and informal career and vocational evaluations, exploring student community supports and resources, and identifying student preferences to match them with meaningful community and employment opportunities. Students engage in case studies to deepen their understanding of writing UDT lesson plans, coordinating interagency collaboration, and fostering student self-determination. After assessing student preferences and abilities, students will participate in a process to create measurable post-school goals that align with UDT instructional activities promoting an equitable and effective transition.

Credits: 3. Prerequisite: LBS 1 licensure. Corequisite: None.

SPE 544 - School Finance for Special Education Administrators

This course enables future special education directors to analyze 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.

Credits: 3. Prerequisite: MAT, M.Ed., or C.A.S. in Special Education State of IL Professional Educator License endorsed for general administrative or principal. SPE 561. Corequisite: None.

SPE 546 - Foundations of Assistive Technology

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

Credits: 3.

SPE 547 - Assistive Technology for the Universal Design Classroom

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 to fit the existing curriculum and pedagogical conditions of the educational settings.

Credits: 3. Prerequisite: None. Corequisite: None.

SPE 548 - Applications of Assistive Technology

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

Credits: 3.

SPE 549 - Legal Aspects of Administration and Supervision of Programs for Exceptional Children, Adolescents

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.

Credits: 3. Prerequisite: MAT, M.Ed., or C.A.S. in Special Education. State of Illinois administrative endorsement or equivalent from another state; SPE 561.. Corequisite: None.

SPE 556 - Planning and Designing Responsive Learning Environments

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 including technologies for teaching students with disabilities in inclusive settings. Additionally, candidates will demonstrate the ability to gather key information to identify the unique strengths and needs of a learner with a disability in a general education classroom. Finally, candidates will examine methods for monitoring student progress, evaluating the results of instruction, and develop suggested modifications and accommodation to meet student needs. Pre-requisite(s): SPE 500 or equivalent. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 561 - Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults

This course is designed to allow the candidate to explore special education leadership, management, and supervision within the broader context of history, society, and current education. Research and evidence-based practices within special education leadership, management, and supervision will be highlighted to equip the candidate with the skills and knowledge necessary to advocate, educate, and research in this field. This course explores the role of administrative leadership and instructional supervision in the successful operation of a special education program. It 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.

Credits: 3. Prerequisite: Prerequisite(s): MAT, M.Ed., or CAS in Special Ed. and appropriate administrative certification, licensure, or endorsement.. Corequisite: None.

SPE 572 - Practicum 1: Roles, Responsibilities, and Practices of the Special Educator

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.

Credits: 2 OR 3.

SPE 573 - Methods for Low Incidence Differentiated & Inclusionary Curriculum & Instruction

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

Credits: 3.

SPE 576 - Practicum II: Curricular Content Strategies for the Inclusive Classroom

This course focuses on scope, sequence, planning, and implementation of language arts, reading, math, science, and social studies (various content) curricula for diverse learner classrooms. Emphasis is placed on developing consecutive lessons within a general education content unit aligned with Illinois Learning Standards and Culturally Relevant Teaching and Leading Standards incorporating innovative research-based curricular strategies including Universal Design for Learning (UDL), Differentiated Instruction (Dl) and Learning by Scientific Design (LbSD). Methods for addressing Individual Education Plan (IEP) goals /objectives/benchmarks, learning targets and student identities in an inclusive and/or co-taught education model are covered. For learners needing further learning supports, accommodations and modifications are applied to curriculum and classroom environment. Critical evaluation, analysis and reflection of planning and teaching practices are emphasized. 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.

Credits: 3.

SPE 577 - Research Seminar in Special Education

This course is taken near the end of one's M.Ed. in Special Education program and provides a culminating experience in which candidates look back over their data and research findings, collected through various projects over the course of the program, and conduct a reflective meta-analysis of their own learning and the learning of their students. From this, they will create a research report that they present to others. Candidates will also explore communities of research and practice, and how they can sustain teachers' momentum in personal and professional development, as well as improve their craft as educators. They will propose professional goals for themselves and develop a research plan for their future. Pre-requisite(s): SPE 529. Co-requisite(s): None. 3 semester hours

Credits: 3.

SPE 587 - Seminar/Teaching Children and Adolescents with Special Needs

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 and SPE 572. Co-requisite(s): None. 1-3 semester hours

Credits: 1 TO 3.

SPE 588A - LBS II Contextual Applications

This course is required for all candidates seeking a LBS II License in the State of Illinois. The course focuses on leadership, adult learning theory, evidence based practice and culturally responsive practice and advocacy in special education. It is the culminating experience that includes field work in the form of observations, shadowing and interviews. It is generally taken at the conclusion of the LBSII endorsement only or M.Ed. program but can be taken concurrently with one other LBS2 course.

Credits: 3. Prerequisite: NONE. Corequisite: NONE.

SPE 590A - Learning Behavior Specialist II Internship

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

Credits: 1 TO 3.

SPE 591 - Director of Special Education Internship

The Director of Special Education Internship requires candidates to engage in authentic leadership in the Special Education setting. The internship requires candidates to apply theoretical and empirical knowledge to integrated field experiences. In consultation with the faculty university supervisor and a site based special education administrator mentor, the candidate's internship involves supervised field experiences that provide practice in competencies demonstrated by effective Directors of Special Education. The course may be taken for 1 or 2

semester hours per term to meet the endorsement field experience requirements.

Credits: 1 TO 3. Prerequisite: None. Corequisite: SPE 544, SPE 549 and SPE 561.

SPE 592C - Practicum/Teaching Children and Adolescents with Special Needs

This course serves as the culminating experience in in the traditional special education graduate M.A.T. program. Candidates are given opportunities to integrate theory and practice, and to engage in best practices with children and adolescents with disabilities. Candidates, in collaboration with the cooperating teacher, develop and implement culturally responsive Individualized Education Plans, lessons, instructional strategies, technology, and supports for diverse learners. Candidates develop engaging, culturally responsive, and inclusive classroom environments for all students. Candidates explore effective methods of collaboration and effectively establish professional, family, and community relationships. 10 weeks of teaching is required. Pre-requisite(s): Completion of all special education course work (listed below); Admitted to MAT Special Education Program; Consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. Tests #290 must be passed prior to placement. Student may not have any deficiencies in coursework requirements. SPE 500, SPE 501, SPE 502 or 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE 572, SPE 576, SPE 573, ESP 511, FND 510. Must have grade B or better in methods and practicum, courses: SPE 500, SPE 507, SPE 508, SPE 509, SPE 523, SPE 572, SPE 573, and SPE 576. Co-requisite(s): None.

Credits: 5.

SPE 594 - Independent Study/Special Education

Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. 1-3 semester hours

Credits: 1 TO 3.

SPY - School Psychology

SPY 506 - Interventions in Schools with Multicultural Students

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.

Credits: 3. Prerequisite: None. Corequisite: None.

SPY 508 - Practices and Principles of School Psychology

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.

Credits: 2. Prerequisite: Admission to the Ed.S. or Ed.D. School Psychology Program. Corequisite: None.

SPY 510 - Family, School, Community Partnerships

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.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 514 - Tests and Measurement

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 (PNRT's) will be analyzed. Administration and scoring of various PNRT’s will be taught and practiced as part of the course. 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.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Undergraduate introduction to statistics course recommended. Corequisite: None.

SPY 515 - Introduction to Tests and Measurement

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.

Credits: 3. Prerequisite: Admission to the Ed. S. School Psychology Program or permission of program director. Undergraduate introduction to statistics course recommended. Corequisite: None.

SPY 518 - Universal Promotion of Social, Emotional, and Behavioral Skills

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.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 519 - Schoolwide Data-Based Decision-Making

This course focuses on examining, implementing and evaluating effective school wide practices with an eye to improving district, school, and student outcomes. The course addresses the analysis of district and schoolwide data for student learning, demographics, and of school climate. It also examines the school processes for curriculum decision-making and intervention. Students will learn assessments and related differentiated instruction techniques to ensure equitable outcomes for all students. The course includes focused instruction on identifying and addressing educational needs of English learners.

Credits: 3. Prerequisite: Acceptance into the School Psychology Graduate program and/or approval from program chair. Corequisite: None.

SPY 520 - Educational Assessment

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. This course includes a practicum component, which requires a minimum of seven hours per week in a school.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program; and SPY 514 or equivalent or permission of program coordinator. If not admitted to the School Psychology Program, permission of the School program coordinator. Corequisite: None.

SPY 524 - Methods of Research-Based Instruction for All Students

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.

Credits: 3. Prerequisite: Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 525 - Methods of Research-Based Intervention for Tiered Services

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.

Credits: 3. Prerequisite: Admission to the Ed.S. or Ed.D. School Psychology Program; SPY 541 or permission of program coordinator. Corequisite: None.

SPY 528 - Linking Students to Mental Health and Behavioral Supports

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.

Credits: 3. Prerequisite: Admission to the Ed.S. or Ed.D. School Psychology Program; and SPY 508 and SPY 518 or equivalent or permission of program coordinator. Corequisite: None.

SPY 529 - Assessment & Intervention for Complex Educational Needs

This course focuses on providing specialized and targeted assessment and intervention planning for students who have complex educational needs from birth to age 22. The course addresses specialized assessment techniques and programming practices to identify and address unique learning and behavior needs. The needs of specialized populations include students with autism spectrum disorder, hearing/vision impairments, low incidence disabilities, and multiple disabilities. Developmentally appropriate practices to identify educational needs and interventions from age birth through kindergarten and transition to post-secondary are highlighted.

Credits: 3. Prerequisite: Acceptance to School Psychology graduate program or approval from program chair. Corequisite: None.

SPY 530 - Applied Research Methods for School Psychologists

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.

Credits: 2. Prerequisite: SPY 524 or equivalent course consent of program coordinator. Corequisite: None.

SPY 534 - Cognitive Assessment in Contemporary School Practice

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.

Credits: 3. Prerequisite: SPY 524 or equivalent. Admission to the School Psychology Program. Corequisite: None.

SPY 538 - Applied Behavioral Analysis

This course is an introduction to the conceptual and empirical issues underlying the science of behavior and allows students to practice interpreting articles from the behavior analytic literature. Students will learn basic concepts in science and behavior, selecting, defining and measuring behavior, evaluating and analyzing behavior change. This course includes a practicum experience component, which requires a minimum of seven hours per week a school setting to apply the basic concepts of science.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 540 - Ethics and Law in School Psychology

The Ethical, Legal, and Professional Issues in School Psychology (SPY 540) course enables candidates to learn about ethical standards from the National Association of School Psychologists (NASP, 2020), educational law with emphasis on special education, and current professional issues. Candidates will use the NASP ethical problem-solving model for

responding to ethical-legal challenges in schools and case studies. Candidates will identify social justice issues in the schools, advocate for the rights of students and families, and promote systems level change for diversity, equity, and inclusion.

Credits: 3. Prerequisite: Admission to the School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 544 - Theory and Practice of Consultation

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.

Credits: 3. Prerequisite: Admission to the Ed.S. or Ed. D. School Psychology Program. Corequisite: This course must be taken concurrently with SPY 565.

SPY 548 - Social-Emotional and Behavioral Assessment

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.

Credits: 3. Prerequisite: 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. Corequisite: None.

SPY 550 - Social-Emotional, Behavioral, and Mental Health Interventions in Schools

The Social-Emotional, Behavioral, and Mental Health Interventions in Schools (SPY 550) course enables candidates to learn about evidence-based group interventions for supporting students' social-emotional, behavioral, and mental health needs in schools. Candidates will utilize a data-based problem solving approach to select, implement, and evaluate the effectiveness of these group interventions for students in the schools. Candidates will explore and practice implementing a variety of evidence-based social-emotional, behavioral, and mental health group interventions during role-plays. Candidates will monitor their development of culturally responsive counseling skills.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPY 551 - Social-Emotional, Behavioral, and Mental Health Interventions II

The Social-Emotional, Behavioral, and Mental Health Interventions in Schools II course enables candidates to learn about evidence-based individualized interventions for supporting students' social-emotional, behavioral, and mental health needs in schools. Candidates will utilize a data-based problem solving approach to implement and evaluate the effectiveness of these individualized interventions for students in the schools. Candidates will explore and practice implementing a variety of evidence-based social-emotional, behavioral, and mental health individualized interventions during role-plays. Candidates will engage in risk assessment role-plays including suicidal ideation, threat to others, and harm from others (i.e., DCFS reporting) with safety planning. Candidates will monitor their continued development of culturally responsive counseling skills.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program and SPY 550 or equivalent or permission of program coordinator. Corequisite: None.

SPY 554 - System Level Consultation and Collaboration

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.

Credits: 3. Prerequisite: Admission to the Ed. S. or Ed. D. School Psychology Program. Additionally; SPY

544. Corequisite: This course must be taken concurrently with SPY 565.

SPY 560 - School Psychology Practices and Principles Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S or Ed. D School Psychology Program. Corequisite: None.

SPY 561 - Educational Assessment for Tiered Services Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S or Ed.D. School Psychology Program; SPY 508. Corequisite: SPY 520.

SPY 562 - Applied Behavior Analysis Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S. or Ed.D. School Psychology Program or permission of program coordinator. Corequisite: SPY 538.

SPY 565 - School Psychology Practicum

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.

Credits: 1 TO 3. Prerequisite: Admission to the Ed.S School Psychology Program; SPY 520, SPY 534, SPY 508, SPY 524, SPY 538, SPY560. Corequisite: None.

SPY 590 - Internship in School Psychology

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).

Credits: 2. Prerequisite: 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. Corequisite: None.

SPYA - School Psychology

SPYA 699X - Dissertation IV Extension

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.

Credits: 0. Prerequisite: None. Corequisite: None. Distribution: Argosy Courses.

SPYF - School Psychology Florida

SPYF 506 - Interventions in Schools Considering Contextual Factors for all Students

This course prepares future school psychologists to work effectively with students and families from a wide range of backgrounds. Emphasis is placed on the impact of language, traditions, values, family systems, and lived experiences on learning, behavior, and development. Students will explore how these factors influence educational access, assessment practices, and mental health support. Through case studies, research, and reflective practice, participants will develop the skills needed to provide respectful, inclusive, and responsive services in school settings.

Credits: 3. Prerequisite: None. Corequisite: None.

SPYF 508 - Practices and Principles of School Psychology

This course provides School Psychology students with an introduction to experiential learning from historical and contemporary perspectives. The class explores topics/issues seminal to experiential learning, including the role of school psychologists in

promoting positive development and early intervention using research-based practices and the interaction of law, ethics, and context in assessment and decision making and intervention. Students take this course concurrently with SPYF 565, School Psychology Practicum (1 credit) to link class topics to real-life practice in schools. This course has an experiential learning component in the schools.

Credits: 2. Prerequisite: None. Corequisite: SPYF 565.

SPYF 510 - School-Family-Community Partnerships

School psychology candidates will engage in readings, discussions, 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. Engaging families of various contextual and linguistics are explored. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program. Corequisite: None.

SPYF 515 - Introduction to Tests and Measurement

This course provides an in-depth exploration of standardized instruments, including questionnaires, inventories, and scales, used to assess cognitive, social-emotional, and adaptive functioning in students. 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 the psychometrics of various published norm-referenced tests will be analyzed. Topics include measurement concepts, test standardization, formal vs. informal assessments, and scoring methods. Students will become familiar with different types of standardized assessments, like cognitive, non-verbal, social-emotional, adaptive, and early childhood assessments, including ASD and twice-exceptional evaluations. Emphasis is placed on ethical considerations, contextual and linguistic factors, and the challenges posed by test publisher access restrictions. Effective report writing and evidence-based assessment practices will also be covered to support student needs. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed. S. School Psychology Program or permission of program director. Undergraduate introduction to statistics course recommended. Corequisite: None.

SPYF 518 - School-Wide Behavioral Health

This 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 social programs, mental health assistance plans, and positive behavioral interventions and supports from a developmental-ecological perspective. The course includes the promotion of mental health and the development of safe, supportive, and school climates for all students. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPYF 519 - Schoolwide Data-Based Decision-Making

This course focuses on examining, implementing, and evaluating effective school-wide practices with an eye to improving district, school, and student outcomes. The course addresses the analysis of district and school-wide data for student learning, demographics, and perception of school climate. It also examines the school processes for curriculum decision-making and intervention. Students will learn lesson planning according to Florida State Statutes and Standards and related differentiated instruction techniques to ensure meaningful outcomes for all students. The course includes focused instruction on identifying and addressing the educational needs of English Language Learners. **NOTE:** *This course is for non-certified students only.*

Credits: 3. Prerequisite: Acceptance into the School Psychology Graduate program and/or approval from program chair.. Corequisite: None.

SPYF 520 - Educational Assessment for Tiered Services

Students will be introduced to the assessment of academic and learning problems experienced by children and adolescents. Students will learn an ecological assessment approach designed to prevent and remediate learning problems in a multi-tiered service of supports (MTSS) framework and Response to Intervention (RtI) process. Building on a foundation of measurement basics, students will address the use of academic standardized assessment instruments. The course includes a review of a wide range of assessment tools, as well as an introduction to the assessment and diagnosis of various contexts of students' experience. Each student will master the administration of one individually administered, standardized academic assessment. **This course will be offered during either the summer or fall term and includes a three-day in-person**

residency component. Students are expected to plan accordingly to attend the full residency, as it is a required part of the course experience. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed. S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPYF 524 - Methods of Research-Based Instruction for All Students

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.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program or permission of program coordinator. Corequisite: None.

SPYF 525 - Methods of Research-Based Academic Intervention for Tiered Services

Candidates will learn research-based reading, math, and writing interventions across grades, along with lesson planning in accordance with Florida State Standards. Analysis of intervention materials used as part of the tiered service will be conducted. Additionally, candidates will learn about academic tiered services with all students. Additionally, the course also emphasizes the delivery of tiered services for all students, with explicit attention to the needs of English Language Learners (ELLs), students with disabilities, and those from various backgrounds. Candidates will learn strategies for scaffolding instruction, incorporating students' linguistic strengths, and addressing common academic challenges while maintaining access to grade-level content.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program. Corequisite: None.

SPYF 528 - Child Psychopathology, Mental Health, and Eligibility

This course explores various forms of psychopathology that emerge during childhood and adolescence, emphasizing how these conditions affect cognitive, social-emotional, and behavioral functioning across school, family, and community environments via eligibility criteria and the DSM-V. Candidates will critically analyze evidence-based knowledge related to the etiology, core characteristics, and treatment of childhood psychopathologies through a comprehensive lens that integrates cultural diversity, genetics, neurophysiology, and social context. The course examines multiple models of prevention and intervention, including medical, psychosocial, and Multi-Tiered Systems of Support (MTSS). This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program. Corequisite: None.

SPYF 529 - Assessment and Intervention for Complex Educational Needs

This advanced-level course prepares candidates to conduct comprehensive psychoeducational evaluations for complex and specialized cases. Emphasis is placed on advanced assessment techniques for identifying and supporting students with twice-exceptional profiles, rare or low-incidence disorders, and those presenting with overlapping or atypical characteristics. Candidates will deepen their skills in conducting area-specific evaluations (e.g., executive functioning, social-emotional functioning, adaptive behavior), integrating multiple data sources, and applying clinical judgment to formulate nuanced interpretations. Special attention is given to ethical considerations, differential diagnosis, and collaborative communication with multidisciplinary teams, including parents. Through case-based learning and simulated practice, students will develop expertise in tailoring assessment approaches for diverse and diagnostically complex learners, with a strong focus on actionable recommendations that align with school-based intervention frameworks such as Multi-Tiered Systems of Support (MTSS) and Individualized Education Programs (IEPs).

Credits: 3. Prerequisite: SPYF 515, SPYF 534, SPYF 548, SPYF 520. Corequisite: None.

SPYF 530 - Applied Research Methods for School Psychologists

This course will introduce the concept of inquiry and various research methods used in education and psychology. The primary focus of this course is to critically analyze information, whether it is presented as a report or the analysis of data. examine how to be a good consumer of research, a good consumer of instructional materials and tests. In addition, learn and use methods to evaluate Single Case Data. also develop skills to become critical consumers of instructional materials, standardized tests, and assessment tools. This includes evaluating alignment with standards, examining cultural responsiveness,

reviewing psychometric properties (e.g., validity, reliability, fairness), and assessing the appropriateness of materials for diverse learners.

Credits: 2. Prerequisite: None. Corequisite: None.

SPYF 534 - Cognitive Assessment in Contemporary School Practice

Candidates examine different models and methods of assessing cognitive abilities in children and adolescents. Emphasis is placed upon practicing the administration and scoring procedures of measures commonly used to assess individual cognitive ability and processing in educational settings. Candidates develop an understanding of the questions these measures address and the integration of these measures with other tools. Candidates critically examine the nondiscriminatory use of these tools with all student populations. The candidate will become proficient in administering an individually administered cognitive evaluation. **This course will be offered during either the summer or fall term and includes a three-day in-person residency component. Students are expected to plan accordingly to attend the full residency, as it is a required part of the course experience.** This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: SPYF 506 and SPFY 515. Corequisite: None.

SPYF 538 - Applied Behavior Analysis

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 become familiar with Functional Behavioral Assessments and Behavior Intervention Plans utilized in school settings. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S. Florida School Psychology Program, SPYF 515, SPYF 518 and SPYF 519 or SPYF 528. Corequisite: None.

SPYF 540 - Ethics and Legal Concepts in School Psychology

The Ethical, Legal, and Professional Issues in School Psychology course enables candidates to learn about ethical standards from the National Association of School Psychologists (NASP, 2020), educational law with emphasis on special education, and current professional issues. Candidates will use the NASP ethical problem-solving model for responding to ethical-legal challenges in schools and case studies. Candidates will identify issues in the schools, advocate for the rights of students and families, and promote systems-level processes and procedures for meaningful change for all children.

Credits: 1. Prerequisite: Admission to the School Psychology Program; SPYF 515, SPYF 518, SPYF 520, SPYF 534, SPYF 538, SECF 540 or ELEF 550. Corequisite: Is taken in conjunction with Practicum, SPYF 565..

SPYF 544 - Theory and Practice of Consultation

This course examines theories and practices of school-based consultation. Through the course, candidates will explore school-based consultation models, the role of consultation in prevention, intervention, and problem-solving. Through lectures and experiential learning activities, candidates will acquire and practice consultation skills in a school setting. The focus will be on collaborative problem identification and analysis, 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. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S. School Psychology Program. Corequisite: None.

SPYF 548 - Social-Emotional and Behavioral Assessment

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. This course focuses on learning behavior observations, classroom and individual observation techniques, Interview techniques, rating scales, and assessment techniques to address unique social and behavioral issues in children. **This course will be offered during either the summer or fall term and includes a three-day in-person residency component. Students are expected to plan accordingly to attend the full residency, as it is a required part of the course experience.** This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: SPYF 518, SPYF 519 or SPYF 528, and SPYF 534. Corequisite: None.

SPYF 550 - Counseling and Therapy with Children and Adolescents I

This is the first of a two-course series. This course provides an introduction to the theories and practices of counseling and therapy with children and adolescents in school settings. Emphasis is placed on

building foundational counseling skills, understanding developmental and contextual influences, and applying evidence-based approaches to address common social-emotional and behavioral concerns. Students will learn about practicing basic techniques such as active listening, rapport-building, play-based strategies, and solution-focused interventions. Attention will also be given to consultation and collaboration with families, teachers, and other school personnel to support the mental health and well-being of students. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: SPYF 544. Corequisite: None.

SPYF 551 - Counseling and Therapy with Children and Adolescents II

Building upon the foundations established in Counseling and Therapy with Children and Adolescents I, this advanced course emphasizes the application of therapeutic models and interventions for complex clinical presentations in school psychology. Students will gain experience integrating cognitive-behavioral, trauma-informed, and strengths-based approaches to address issues such as anxiety, depression, trauma, and social skill deficits. The course will focus on treatment planning, progress monitoring, and adapting interventions for all student populations. Case conceptualization, role-play, and supervised practice will allow students to refine their clinical decision-making skills and deepen their competence as school-based mental health providers. This course has an experiential learning component in the schools.

Credits: 3. Prerequisite: Admission to the Ed.S.School School Psychology Program and SPYF 550 or equivalent or permission of the program chair. Corequisite: None.

SPYF 554 - System Level Consultation and Collaboration

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.

Credits: 3. Prerequisite: Admission to the Ed. S. School School Psychology Program. Additionally; SPYF 544. Corequisite: This course must be taken concurrently with SPYF 565.

SPYF 560 - School Psychology Practices and Principles Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S School Psychology Program. Corequisite: None.

SPYF 561 - Educational Assessment for Tiered Services Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S School Psychology Program; SPYF 508. Corequisite: SPYF 520.

SPYF 562 - Applied Behavior Analysis Practicum

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.

Credits: 1. Prerequisite: Admission to the Ed.S. Psychology Program or permission of program coordinator.. Corequisite: SPYF 538.

SPYF 565 - School Psychology Practicum

The practicum is a series of four terms of Practicum Class for a full school year, beginning in July. It is designed for students seeking state certification in school psychology. Over the course of a school year, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role. An emphasis is placed upon promoting evidence-based practices in a preventive approach, including early intervention for at-risk students. In addition to supervision, students participate weekly in the virtual classroom under faculty supervision for additional understanding, feedback, and targeted

applied learning. Case conceptualizations highlight legal and ethical decisions that may occur during Practicum through virtual class meetings.. Over the course of a school year, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role.

Credits: 1 TO 3. Prerequisite: SPYF 515, SPYF 518, SPYF 520, SPYF 534, SPYF 538, SECF 540 OR ELEF 550..

SPYF 590 - Internship in School Psychology

The School Psychology internship is a 10- to 12-month (1200-hour) full-time experience in broad areas of school psychology, under the supervision of university, experiential learning, and peer-group supervisors. Consistent with NASP best practice guidelines for internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and the FLDOE. Interns are expected to achieve competency in at least one domain upon completion of the internship. Upon successful completion of SPY 590 and the experiential learning via internship experience, students will be eligible to apply for state certification as a school psychologist. There are three terms of the internship course during the year for a total of 6 credits. A monthly internship seminar at the university level will be conducted during the candidate's internship year. The primary purpose of the internship seminar is to provide an additional opportunity for interns to firm up and expand their developing knowledge base and skills with feedback and support from University faculty and fellow interns from other settings. Additional internship information is available in the *Florida School Psychology Internship Handbook*.

Credits: 2. Prerequisite: RLP 540, RLP 550, SPYF 506, SPYF 508, SPYF 510, SPYF 515, SPYF 518, SPYF 520, SPYF 525, SPYF 528, SPYF 529, SPYF 530, SPYF 534, SPYF 538, SPYF 540, SPYF 544, SPYF 548, SPYF 550, SPYF 551 and SPYF 565. Approval from Program Director, and completion of program courses. SPYF 519 is for non-certified students only. Corequisite: None.

STEM-Sci-Technlg-Engr-Math

STEM 300 - Inquiry and Thinking in STEM for Teachers

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.

Credits: 5. Prerequisite: MTH 105, MTH 115, SCI 101 and SCI 105. Corequisite: None.

STEM 415 - Inquiry-Based STEM Topics in Secondary Math Education

This course will center Culturally Sustaining Pedagogy (CSP) and Intersectional Anti Racist Education (IARE) framework as it explores various models and examples of STEM teaching (e.g. makers spaces, tinker labs, design thinking, robotics etc). Additionally, the course will explore the role of Artificial Intelligence (AI) in STEM Education. Students will decolonize their own thinking and practice by 1) integrating how families and communities engage in (in)formal STEM education 2) interrogating their own identity, power and privilege in relation to marginalized communities they will serve. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Credits: 5.

SWK - Social Work

SWK 200 - Introduction to Social Work and Social Justice

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.

Credits: 5. Prerequisite: None. Corequisite: None.

SWK 301 - Human Behavior in the Social Environment I

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 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.

Credits: 5. Prerequisite: None. Corequisite: SWK 200.

SWK 302 - Human Behavior in the Social Environment II

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.

Credits: 5. Prerequisite: SWK 200. Corequisite: None.

SWK 303 - Cultural Diversity and Social Justice

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.

Credits: 5. Prerequisite: None. Corequisite: SWK 200.

SWK 304 - Social Work Practice I: Individuals and Families

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 roles are applied to understanding individuals and families and engaging in processes of change.

Credits: 5. Prerequisite: SWK 200 and SWK 301. Corequisite: SWK 302.

SWK 305 - Social Work Practice II: Groups

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.

Credits: 5. Prerequisite: SWK 200 and SWK 301. Corequisite: None.

SWK 306 - Social Work Practice III: Organizations and Communities

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.

Credits: 5. Prerequisite: SWK 200 and SWK 301. Corequisite: None.

SWK 310 - Trauma Prevention, Intervention and Recovery Practices

This course provides an introduction to the systemic nature of trauma and violence, and the knowledge, skills, and values necessary for working in the area of trauma, advocacy, crisis counseling, and violence prevention with diverse populations. Theoretical evidence-based and culturally grounded concepts will include the following topics: crisis models and specific traumatic crises, tiered violence prevention-education, crisis response, self-care practices, cultural competency, grief and loss, post-traumatic growth, and recovery approaches. Individual, group and large-scale traumatic crises will be addressed with attention to marginalized populations and social determinants of well-being. Generalist practice skills of assessment and intervention appropriate for working within interdisciplinary settings will be integrated. Sociopolitical and psychological impacts of specific traumatic crises and services pathways will be addressed.

Credits: 5. Prerequisite: SWK 200 for Social Work students, PSY 315 for Psychology students or Department Chair permission, HSM 201 for Human Services students or Chair permission, CSJ 107 for Criminal Justice students or Department Chair permission. Corequisite: None.

SWK 311 - Gender-Based and Intimate Violence Crisis Response

This course provides foundational knowledge of the areas of Intimate Partner Violence and Sexual Violence through a feminist and anti-oppressive theoretical perspective. Indicators of intimate violence or abuse, culturally responsive crisis response strategies and effects of intimate trauma are addressed to build students' capacity for participation in prevention-education, crisis intervention, advocacy and other generalist practice roles. In addition to engagement with industry-recognized learning sources, presentations, media and relevant organizations, students will participate in role plays to demonstrate competency in advocacy, mandated reporting, crisis intervention and supportive counseling roles. Generalist practice roles and service settings for working with survivors of intimate violence in social services, criminal justice, behavioral health and health care settings are discussed. The course concludes with an emphasis on vicarious trauma and self-care as an ethical responsibility for practitioners. This course consists of the equivalent of the two mandatory 40-hour trainings, required prior to working with sexual assault or intimate partner violence service settings Upon completion of this course, students will be able to earn certifications toward volunteering or working in the Sexual Violence, Domestic Violence, and related fields--Illinois Certified Domestic Violence Professional (ICDVP) and Illinois Coalition Against Sexual Assault Certification (ICASA). This course is intended for students and practitioners in any field, and community members.

Credits: 5. Prerequisite: SWK 310 or Social Work Department Chair. Corequisite: None.

SWK 312 - Fundamentals for Safeguarding Children

This undergraduate course offers vital knowledge and skills for the protection of children within the framework of Illinois' child welfare services. Students will acquire a comprehensive understanding of the policies, procedures, ethical considerations, and practices established by the Illinois Department of Children and Family Services (DCFS). The course emphasizes the understanding of factors that affect childhood trauma and the preparations needed for effective child welfare practice. Focusing on best practices, students will learn how child safety, permanency, and well-being are essential elements of the interventions and services provided to children, their families, and the community at large. A critical aspect of this course is the careful balance between ensuring child safety and acknowledging the emotional security and family ties crucial for a child's well-being. Through case studies, simulations, and interactive discussions, students will learn to navigate complex situations while protecting the rights and safety of vulnerable children.

Credits: 5. Prerequisite: Note: Introductory course in students' major is required for students in Criminal Justice, Psychology, Early Childhood Education, Applied Education Studies, Human Services, and Social Work. For students in Applied Behavioral Sciences major, no pre-requisite is needed. Corequisite: None.

SWK 313 - Child Welfare Systems and Services

This course explores child welfare policy, practice, and system responses, emphasizing children's rights, risk and protective factors, and trauma. Students examine child abuse, neglect, and conflicts in child, parent, and societal rights. The course builds skills for working with families in interdisciplinary settings, including juvenile justice and substance misuse services. Historical and current policies are analyzed, integrating evidence-based approaches to advocacy and intervention. Through interprofessional collaboration, students learn strategies to support vulnerable children and families. Key topics include child welfare services, system functions, and critical issues shaping practice.

Credits: 5. Prerequisite: SWK 312 for Child Welfare concentration and certificate earning students. CSJ 107 or HSM 101 or PSY 101 or SWK 200 or Program

Chair approval is required for elective. Corequisite: None.

SWK 401 - Introduction to Social Work Research

This course introduces students to basic research concepts and methods with particular emphasis on the role and application of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge and evaluating practice. The course addresses the strengths and limitations of common research designs, the use of statistical data, skills for critical review of research literature, and the significance of a multi-disciplinary approach to inform and improve practice, policy and service delivery. The issue of research-informed practice and practice-informed research is explored as it pertains to the values and ethics of Social Work and related disciplines.

Credits: 5. Prerequisite: MTH 102, SWK200, or permission of Program Chair or designate. Corequisite: None.

SWK 402 - Policy and Advocacy Practice

This course provides an in-depth examination of the development and implementation of social policies at local, state, and federal levels. Students will analyze how factors such as economics, politics, ideology, claims-makers, social movements, and systems of oppression shape the identification of social problems and influence policy development. Through an anti-racist and anti-oppressive lens, students will analyze the effectiveness of social policies in addressing contemporary social issues. The course emphasizes the role of social workers in policy creation, implementation, and evaluation across micro, mezzo, and macro practice, guided by social work values and ethics. The course also equips students with advocacy skills to actively promote policies that advance human rights, social, economic, racial, and environmental justice across system levels.

Credits: 5. Prerequisite: SWK 304. Corequisite: None.

SWK 405 - Social Justice Perspectives on Trauma and Resilience

This interdisciplinary course examines trauma-informed resiliency practices in social services, mental health, and legal settings for enhancing individual and community well-being. Students explore the intersection of trauma with race, identity, and social justice, emphasizing cultural competence and affirming practices. Protective factors and evidence-based strategies, like strengths-based approaches and trauma-informed care, are covered, with a focus on marginalized populations. Restorative justice principles are studied for their potential in healing and accountability. Through case studies, exposure to community organizations, and interactive discussions, students gain skills and knowledge for serving trauma-affected individuals and communities. Additionally, the course addresses trauma stewardship, compassion fatigue prevention, and self-care for personal resilience. Ethical considerations in trauma work are examined through reflective exercises.

Credits: 5. Prerequisite: SWK 311 or Department Chair Permission. Corequisite: None.

SWK 406 - Child Protection Practices Seminar

Child Protection Practices Seminar is the capstone course of the Child Welfare Concentration, designed to prepare undergraduate social work students for professional roles in Illinois child welfare agencies. Through a seminar format, students engage with expert practitioners, complete DCFS-developed online modules, and participate in professional readiness activities aligned with state competencies. Topics include safety and risk assessment, CERAP application, paramour and caregiver considerations, integrated assessments, service planning, case monitoring, and permanency-focused interventions. Students also prepare for the CERAP and Placement Specialty Exams. Completion of this two-part sequence enables students to expedite the CWEL process upon post-graduation employment.

Credits: 5. Prerequisite: SWK 312, SWK 313 or Department Chair Permission. Corequisite: None.

SWK 491 - Field Education and Seminar I

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.

Credits: 5. Prerequisite: SWK 304 and SWK 305. Corequisite: SWK 306.

SWK 492 - Field Education and Seminar II

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.

Credits: 5. Prerequisite: SWK 304, SWK 305, SWK 491. Corequisite: None.

SWK 493 - Field Education and Seminar III

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.

Credits: 5. Prerequisite: SWK 304, SWK 305, SWK 491, and SWK 492. Corequisite: None.

WP- Wine Pro

WP 097 - Special Topics in WinePro 1

This foundational course navigates the learner through an intriguing journey of the vast world of wine while examining its history, sensory analysis, methods of viticulture and vinification, wine styles, pairing, and service techniques. It explores the essential technical aspects of wine while providing the necessary knowledge and skill required for operating in various service capacities. Wine Apprentice I is designed for the serious beverage enthusiast and those in entry-level food and beverage positions within the larger scope of the hospitality industry.

Credits: 0. Prerequisite: None. Corequisite: None.

WP 098 - Special Topics in WinePro 2

This intermediate course builds upon the students' introductory knowledge and skill of wine through applying greater depth and critical thinking skills as it relates to sensory analysis, wine and advanced food pairing, sparkling and fortified wine while being immersed into the most significant wine producing locations.This course explores the New World and Old World wine regions by looking at the impact of geological events, the importance of topographical markers and the influence of climatic factors and vinification techniques on the grapes and ultimately the wine in the glass. This class is designed for those who have successfully fulfilled all requirements from the Wine Professional (WP) Wine Apprentice Level I.

Credits: 0. Prerequisite: WP 097.

WP 099 - Special Topics in WinePro 3

This advanced course is an intensive study that builds upon the students' introductory and intermediate wine knowledge and skill through applying greater depth and critical thinking skills as it relates to the significant New and Old World wine producing locations, sensory analysis, and traditional cuisines and ingredients of famous wine regions, along with immersion into other beverages (beer, spirits, cider and sake). Professional wine service (decanting, still wine and sparkling wine) will also be emphasized along with performing detailed table-side recommendations. The student will also gain critical information in procuring, purchasing, receiving, storing and promoting beverages. Additionally, they will create a restaurant/wine bar concept along with both food and beverage menu(s) that support the target market and location.

Credits: 0. Prerequisite: WP 098. Corequisite: None.

DIRECTORY

Board of Trustees

National Louis University's Board of Trustees is a group of business and civic leaders who help guide and advance the mission of the University.

Officers

Ian G. Ross, Board Chair

Kathleen P. Nixon, Board Vice Chair

Marty J. Mickey, Treasurer

Courtney S. Jones, Secretary

Trustees

Penny Brown

Julie Chavez

Michelle L. Collins

James A. Floyd, Jr.

Jack D. Furst

Natasha Galavotti

Bruce E. Hampton

Justin Marquardt

Oliver R. Merrill

Louise L. Perrin

Eddie J. Phillips. Jr., Ed.D., ex officio

Celena R. Sarillo

Andrea Sáenz

John Turney

Life Trustees

Lynn B. Donaldson

Beverly Shaw Hayford

John A. Jeffries, Esq.

Joseph M. Kunze

John Jeffrey Louis III

Margaret L. Moreland

Diana Mendley Rauner, Ph.D.

Richard M. Ross, Jr.

Peter P. Rusin

Scott C. Smith

Robin M. Steans

University Officers

President

Eddie J. Phillips, Jr., President and Acting Provost, Ed.D., Northern Illinois University

Academic Leadership

Ryan Bartelmay, Vice Provost for Faculty Support, Ed.D., University of Illinois

Alexis Carscadden, Executive Director, Library & Learning Support, M.L.I.S., Dominican University

Patrick Gipson, Vice Provost and Chief of Staff to the Provost, M.P.A., University of Illinois Chicago

Kelli Johnson, Dean, College of Psychology and Behavioral Sciences, Ph.D., University of Miami

Sarah Lukas, Dean, Florida Programs, Ed.D., National Louis University

Janice Nilsen, Dean, Graduate School of Business and Leadership and Online Education, Ph.D., Benedictine University

Tracy Templin, Vice Provost of Academic Programs and Accreditation, M.S.W., Washington University in St. Louis, M.A.T., John Hopkins University

Carolyn Theard-Griggs, Dean, National College of Education, Ed.D., Loyola University Chicago

Leigh Uhlir, Dean, Kendall College, M.Ed., American Intercontinental University

Administrative Leadership

Aidé Acosta, Vice President of Student Affairs and Dean of Students, Ph.D., University of Illinois at Urbana-Champaign

Thomas R. Bergmann, Vice President of Human Resources, M.A., Roosevelt University

Christopher Chantson, Vice President of Institutional Advancement, M.A. McGill University, M.A. DePaul University

Traci Dziatkowicz, Vice President of Online Education, M.A. School of the Art Institute of Chicago

Andi Koritari, Vice President of Strategy and Innovation, Ed.D., National Louis University

Thackston Lundy, Vice President of Workforce Pathways, MPP, Harvard University

John Mazariegos, CIO and Vice President, LITS, MBA, National Louis University

Marty J. Mickey, CFO and Senior Vice President of Finance, B.S., University of Illinois

Anthony Spano, Area Vice President, Florida Campus, Masters of Adult Education, University of Central Oklahoma

Richard Yaconis, CMO and Senior Vice President of Enrollment and Marketing, MBA, Keller Graduate School of Management

Accelerate U

Administration

Thackston Lundy, M.P.P., Harvard University

Administrative Faculty

Mary Aboutar, MBA, Westwood College

College of Psychology and Behavioral Sciences: Graduate

Administration

Kelli Johnson, Dean, College of Psychology and Behavioral Sciences, Ph.D., University of Miami

Administrative Faculty

Crystal Collier, Psy.D., Wright State University School of Professional Psychology

Christina Brown, Ph.D., Nova Southeastern University

Leah Horvath, Ph.D., University of Kentucky

Gary Howell, Psy.D., Adler School of Professional Psychology

Lucia Lopez, Psy.D., Chicago School of Professional Psychology

Linsey Sabielny, Ph.D., The Ohio State University

Janani Vaidya, M.S., The Chicago School of Professional Psychology

Faculty

Queenie Adeboyejo, Ph.D., Adler University, L.C.P.C.

John Beckenbach, Ed.D., Northern Illinois University

Christina Biedermann, Psy.D., Massachusetts School of Professional Psychology

Tara Bryant-Edwards, Ph.D., Governor State University, L.C.P.C.

Lisa Costas, Ph.D., University of North Texas

Sharie Fabregas, Psy.D., Florida School of Professional Psychology at Argosy University

Suzette Fromm Reed, Ph.D., North Carolina State University

Michael Guglielmo, Psy.D., Southern California University, L.C.P.C., N.C.C.

Rodney Ho, Ph.D., National Louis University

Imeuntiyan Igbinosun, Psy.D., Adler University

Tiffeny Jimenez, Ph.D, Michigan State University

Mary Kelly, M.A., National Louis University

Kanae Kura, Psy.D., Chicago School of Professional Psychology

Elizabeth Lane, Ph.D., University of Missouri

Kristin Lee, MS., National Louis University, LPC (IL), N.C.C.

Raymond Legler, Ph.D., Michigan State University

Tremaine Leslie, Ph.D., University of Arkansas

Robert Lima, Ph.D., National Louis University

Misty Mann, Psy.D., Illinois School of Professional Psychology at Argosy University

Craig Mealman, Ed.D., Northern Illinois University

Ericka Mingo, Ph.D., National Louis University

Doc Murdock, Ph.D., Adler University

Bradley Olson, Ph.D., University of Iowa

Elisa Pellegrino, M.A., (ABD), University of the Cumberlands

Giscard Petion, Ph.D., Georgia State University

Julie Williams, Psy.D., National Louis University Erica Pinney, Ph.D., Loyola University Chicago

Erica Pinney, Ph.D., Loyola University Chicago

Marcia Pita, Ph.D., George Washington University

Claudia Pitts, Ph.D., Northern Illinois University

Wytress Richardson, Ed.D., Argosy University

Anissa Rivers, Psy.D., Adler University

Breon Rose, Ph.D., University of Missouri-Saint Louis, L.C.P.C.

Laura Schmuldt, Ph.D., University of Central Florida, LMHA, NCC

Yemilei Schroeder, Ed.D., National Louis University, L.C.P.C.

Carla Stewart, Ed.D., Argosy University

Michelle Tan, Psy.D., Adler University

Eric Thompson, Ph.D., University of Florida

Judah J. Viola, Ph.D., DePaul University

Emese Vitalis, Ph.D., Radboud University Nijmegen

Christopher “Ward” Ward, Ph.D., University of Northern Colorado, LPC, ACS, NCC

Margaret Warner, Ph.D., University of Chicago

Martin Wesley, Ph.D., Walden University

Julie Williams, Psy.D., National Louis University

Sandra Zakowski, Ph.D., Uniformed Services University of Health Sciences

Professor Emeriti

Geraldine Becker, Ph.D., Northern Illinois University

Marie Bracki, Psy.D., Illinois School of Professional Psychology, N.C.S.P., L.C.P.C., N.C.C., A.C.S.

Janice Guerriero, Ph.D., Wayne State University, L.C.P.C., N.C.C., N.C.C.C., C.S.W.

Judith Kent, Ph.D., National Louis University

Nancy Nordmann, Ph.D., University of Chicago

Gale Stam, Ph.D., University of Chicago

Eileen F. Tarnoff, M.S.W., University of Chicago, A.C.S.W., B.C.D., L.C.S.W.

Susan L. Thorne-Devin, M.S.W., University of Chicago, L.C.S.W., A.C.S.W.

Anne Marie Yates, Ph.D., Northwestern University

Kendall College of Culinary Arts and Hospitality Management

Administration

Leigh Uhlir, Dean, M.Ed., American Intercontinental University

Wook Kang, Associate Dean and Executive Director of Partnerships, M.S., National Louis University

Tim Hundrieser, Director of Culinary and Catering Operations, B.S., DePaul University

Christine Duke, Coordinator of Student Engagement, Communications and Continuing Education, B.F.A. School of the Art Institute of Chicago

Faculty

Marianne Albovias, M.S., Northwestern University

Susan Beard, B.A. Northern Illinois University

John Campbell, MBA, National Louis University

Pierre Checchi, Brevet d'Etudes Professionnelles, Hotellene - Collectivites, Cuisine, Ministere de I'Education Nationale

Jeffrey Crittenden, A.A.S., Kendall College at National Louis University

Heidi Hedeker, M.A., University of Chicago

Michael Krause, M.Ed., Walden University

John Laloganes, M.Ed., University of Minnesota

Thomas Meyer, B.S., Walden University

Eurico Palasigue, B.S., Colegio De San Juan De Letran, Manilla Philippines

Christopher Quirk, B.A., University of Wisconsin

Michael Salzinski, B.A., University of Illinois

Rob Shaner, B.A., Sarah Lawrence College

National College of Education

Administration

Carolyn Theard-Griggs, Dean, Ed.D., Loyola University Chicago

Kristi Stricker, Senior Associate Dean, Ph.D., Loyola University Chicago

Administrative Faculty

Elizabeth Covay-Minor, Ph.D., University of Notre Dame

Christopher Lilly, Ph.D., Concordia University Chicago

Vishodana Thamotharan, Ed.D., University of Southern California

Kavita Venkatesh, Ph.D., Boston College

Faculty

Matthew Adams, Ph.D., Michigan State University

Valerie Buckley, Psy.D., Argosy University

Molly Buren, Ph.D., University of Illinois at Chicago

Amanda Byrd, Ph.D., University of Texas at Austin

Jimmy R. Caldwell, Jr, Ph.D., University of South Florida

Stuart I. Carrier, Ph.D., University of South Florida

Bilge Cerezci, Ph.D., Loyola University Chicago

Xiaoning Chen, Ph.D., Purdue University

Geralyn A. Chesner, Ph.D., University of Wisconsin-Milwaukee

Alexandra Cruz English, Ph.D., DePaul University

Stephen K. Curda, Ph.D., University of Oklahoma

Sophie C. Degener, Ed.D., Harvard University

Lisa Kay Dickey, M.Ed., National Louis University

Bobby Dillard, Ed.D., National Louis University

Timothy A. Dohrer, Ph.D., Pennsylvania State University

Angela Elkordy, Ph.D., Eastern Michigan University

Jennifer L. Engelland-Schultz, Ph.D., Illinois State University

Tracee Farmer, Ph.D., University of Arkansas at Little Rock

James Fitzpatrick, Ph.D., University of Wisconsin-Madison

Carla Foord, Ed.D., National Louis University

Blanca Gamez-Djokic, Ph.D., University of California at Berkeley

Harrington V. Gibson, Ed.D., Harvard University

Sandra Gonzalez-Adamski, Ed.D., National Louis University

Hannah H. Graham, Ph.D., University of Wisconsin-Madison

Renee L. Gugel, Ed.D., Concordia University Chicago

Dana Hagerman, Ph.D., University of Wisconsin-Madison

Colleen Hamilton, Ph.D., University of Wisconsin-Madison

Shannon Hammond, Ph.D., The Ohio State University

Hyeju Han, Ph.D., University of Pittsburgh

Xue Han, Ph.D., Michigan State University

Kelli Henson, Ph.D., University of South Florida

Mary Hoch, Ed.D., National Louis University

Emily Hoffman, Ph.D., University of Illinois at Chicago

Seema A. Imam, Ed.D., National Louis University

Pamela Jessee, Ed.D. Northern Illinois University

Leslie E. Katch, Ph.D., Loyola University Chicago

Ayn Keneman, Ed.D., National Louis University

Eun Kyung Ko, Ph.D., Illinois Institute of Technology

Kathleen A. Kotel, Ed.D., National Louis University

Nicholas Kryczka, Ph.D., University of Chicago

Benjamin N. Lathrop, Ph.D., Purdue University

Kristin Lems, Ed.D., National Louis University

Antonina Lukenchuk, Ed.D., Northern Illinois University

Andrew Martin, Ed.D., Loyola University Chicago

Gloria McDaniel-Hall, Ed.D., Concordia University Chicago

Mitchell Michalik, Ed.D., National Louis University

Nina Nusbaum, Ed.D., National Louis University

Courtney Plotts, Ph.D., Northcentral University

Todd Price, Ph.D., University of Wisconsin-Madison

Mary Quest, Ph.D., Erikson Institute/Loyola University

Ruth Quiroa, Ph.D., University of Illinois at Urbana-Champaign

Julie Sidarous, Ed.D., National Louis University

Terry Smith, Ph.D., University of South Florida

Carla Sparks, Ed.D., National Louis University

W. Jason Stegemoller, Ph.D., University of Illinois at Urbana-Champaign

Karen Tardrew, Ed.D., National Louis University

Lee Tate, Ed.D., National Louis University

Sadia Warsi, Ph.D., University of Illinois at Chicago

Xiaoli Wen, Ph.D., Purdue University

Xiuwen Wu, Ph.D., Michigan State University

Virginia M. Zeitlin, Ed.D., National Louis University

Professor Emeriti

Carlos Azcoitia, Ed.D., Northern Illinois University

E. Anne Bennison, Ph.D., University of Wisconsin-Madison

Shani Beth-Halachmy, Ph.D., University of California at Berkeley

Eleanor Binstock, Ph.D., University of Illinois at Chicago

Marilyn Bizar, Ed.D., National Louis University

Camille Blachowicz, Ph.D., Northwestern University

Darrell Bloom, Ph.D., Michigan State University

Arlene Borthwick, Ph.D., Kent State University

Sherri Bressman, Ed.D., National Louis University

Gail Bush, Ph.D., Loyola University Chicago

Judy Christensen, Ed.D., Northern Illinois University

Vito Dipinto, Ed.D., National Louis University

Efrat Sara Efron, Ed.D., National Louis University

Joseph Fischer, Ph.D., University of Chicago

Peter Fisher, Ph.D., State University of New York at Buffalo

G. Thomas Fox, Ph.D., University of Wisconsin-Madison

Ruth Ann Freedman, Ed.D., National Louis University

Teri Talan, Ed.D., National Louis University

Diane German, Ph.D. Northwestern University

Virginia M. Jagla, Ph.D., University of Illinois at Chicago

Marjorie Roth Leon, Ph.D., Northwestern University

George Litman, Ed.D., Northern Illinois University

Janet Lorch, C.A.S., National Louis University

Jerry Ligon, Ph.D., Arizona State University

Cynthia Mee, Ph.D., Miami University

Carol R. Melnick, Ph.D., University of Illinois at Chicago

Linell Monson-Lasswell, Ed.D., National Louis University

Jane Moore, Ed.D., National Louis University

Marie Nelson, Ed.D., University of Georgia

Mark Newman, Ph.D., University of California, Los Angeles

W. Nikola-Lisa, Ed.D., Montana State University

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

Mary Ann Poparad, Ph.D., University of Nebraska

Ruth Ravid, Ph.D., Northwestern University

Harry Ross, 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

Teri Talan, Ed.D., National Louis University

Betty Jane Wagner, Ph.D., University of Illinois at Chicago

Donna Wakefield, Ph.D., University of Illinois at Chicago

Norm Weston, Ph.D., University of Illinois at Chicago

Jeffrey Winter, Ph.D., Iowa State University

Junko Yokota, Ph.D., University of North Texas

Kate Zilla, Ph.D., Loyola University Chicago

Graduate School of Business and Leadership

Administration

Janice Nilsen, Dean, Ph.D., Benedictine 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

Jennifer Rothrock, Clinical Coordinator, M.A., Union Institute and University

Administrative Faculty

Jacqueline Callery, Ed.D, National Louis University

Diane Dean, Ed.D., Columbia University, Teachers College

Jacqueline Samuel, Ph.D., National Louis University

Mary Miller, M.A., Union Institute & University, IBCLC, RLC

David SanFilippo, Ph.D., Saybrook Institute

Duncan Sattler, M.B.A., DePaul University

Elizabeth Schaefer, Ed.D., National Louis University

Faculty

Autym Henderson, Ed.D., National Louis University

James W. Nowotarski, M.B.A., University of Illinois at Urbana-Champaign

David Ross, Ph.D., Walden University

Marlene Suvada, M.H.P.E., University of Illinois at Chicago, R.R.T.

Professor Emeriti

Robert Benway, Ed.D., National Louis University

Bonnie Flynn, Ed.D., National Louis University

Catherine Honig, Ph.D., Bowling Green State University

Paula Jordan, Ph.D., University of Notre Dame

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

Erin Neubert, Associate Dean, M.A., University of Chicago

Martin Caver, Director of Academic Quality, Ph.D., University of North Carolina at Chapel Hill

Natasha Kohl, Director of University Writing Initiative and Undergraduate Honors Program, Ph.D., Fordham University

Uzoma Obidike, Director and Assistant Professor of Career Development, Ed.D., Indiana State University

Laura Robbins-Frank, Founding Executive Director of Nursing, Ph.D., Loyola University Chicago

Tatiana Roberts, Director and Assistant Professor, Undergraduate Career Development, M.S., DePaul University

Phuong Thai-Garcia, Director of Academic Data and Strategic Partnerships, M.A., University of California, Los Angeles

Sasha Villagrana-Frost, Associate Dean, M.A., Northeastern Illinois University

Veronica Wilson, Executive Director of Undergraduate Student Success, Ed.S., National Louis University

Urvi Thanki, Assistant Dean of Operations, Ed.D., National Louis University

Faculty Leadership

Jennifer Budruweit, M.A., Illinois School of Professional Psychology

Orinna Clark, M.A.T., University of South Carolina

Jennifer Davis, M.S., Northern Illinois University

Gina DiMartino, M.A., Governors State University

John Frech, M.B.A., Loyola University

Ruben Gerena, M.S., Spertus College

Joao Goebel, M.Ed., Arizona State University; M.Ed., National Louis University

Neal Green, Ph.D., Capella University

Hadea Hummeid, M.S., Indiana University-Purdue University Indianapolis

Shawntay King, M.S., Erikson Institute

Wendy Mendez, Ed.S, National Louis University

Alicia Meno, M.A., Columbia College

Robyn Moncrief, M.S., DePaul University

Shawn Reddy, MAT, University of Chicago

Elizabeth Schaefer, Ed.D., National Louis University

Margeaux S. Temeltas, M.A.T., National Louis University

Thera Tilmon, MA, University of Phoenix

Valerie Vistain, M.A., University of Iowa

Valerie Walker, MSW, University of Illinois Chicago, Jane Addams College of Social Work

Ebony Wilkins, Ph.D., University of Illinois at Chicago

Faculty

Abdullah Alshboul, DBA, Argosy University

Lauren Anderson, M.A., University of Minnesota

Benjamin Aschenbrenner, M.Ed., University of Alaska Fairbanks

Theodore Barnes, Ph.D., Loyola University

Willie Burnside, MBA, University of Illinois Urbana-Champaign

Anthony Cappetta, M.Ed,. University of Illinois at Chicago

Sara Chears-Martinez, M.A., University of Illinois at Chicago, Jane Addams College of Social Work

Gary A. DeLeonardis, M.A., LCPC, The Chicago School of Professional Psychology

Mylo Emerson, M.A., Loyola University

Laura Fittano-Vande Vusse, MSA, DePaul University

Michael Fontaine, Ph.D., Union Institute and University

Noelle Garcia, M.F.A., University of Nevada

Diane Gillette, M.A., University of Chicago

Magda Giurcanu, Ph.D., University of Florida

Kimberlee Hendricks, M.A.T., Howard University

Shanese Hibbler, M.A., Roosevelt University

Toni Holden-Mcgee, Ph.D., Capella University

Neal Jack, M.S., Lewis University

Roy Kaelin, M.B.A., Iowa State University

Zainab Karim, M.A., M.S., National Louis University

Poonam Kesarwan, Ph.D., IIT Kanpur

Jordan Lucas, M.S., Eastern Illinois University

Bryan Manalo, M.B.A., National Louis University

Douglas McCoy, Ph.D., Northern Illinois University

Ian Moncrief, Ph.D., Oklahoma State University

Hubart Aaron Moring, M.S., University of Texas Rio Grande Valley

Nathalis Mosqueda, M.Ed., Northcentral University

Keisha Rembert, M.A.T., Chicago State University

Sarah Rice, M.A., Wheelock College

Jacalyn Rubio, Ed.D., University of Illinois Urbana-Champaign

Duncan Sattler, M.B.A., DePaul University

Richard Schak, M.S., Lewis University

Susan Schulhof, M.A., National Louis University

Connor See, Ed.D., Southern Illinois University

Karin Steinbrueck, Ph.D., Northwestern University

Jolene Taylor, M.Ed., National Louis University

Elizabeth Teahan, M.A., DePaul University

Tracy Templin, Ph. D., University of Illinois at Chicago

Antonio Tovar, Ph.D., University of Phoenix

Jamie Turner, M.A., Lewis University

Eric VanDemark, M.F.A., The School of the Art Institute of Chicago

Robert Watson, MBA Florida A&M University

Rachel Waymel, M.A., Ohio State University

Michael Williams, Ed.D., Concordia University

Kamilah Wilson, M.S., Erikson Institute

Lucas Yong, M.A., University of Oklahoma

University Library

Administration

Alexis Carscadden, Executive Director, Library & Learning Support, M.L.I.S. Dominican University

Faculty

Frances Brady, M.S.L.I.S., University of Illinois at Urbana-Champaign

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

Sara Rizzo, M.L.I.S., Rutgers University

Meghan Ryan, M.L.I.S., University of Illinois at Urbana-Champaign

Katherine Villa, Ph.D., University of Miami

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

Index

2026 Fall Quarter 8
2026–2027 Academic Calendar 8
2026-2027 Undergraduate and Graduate Catalog 3
2027 Spring Quarter 9
2027 Summer Quarter 10
2027 Winter Quarter 9
A Brief History 4
A Note from the President 4
ABA - Applied Behavior Analysis 412
About National Louis University 4
About the University Course Catalog 8
ABS - Applied Behavioral Sciences 415
Academic Achievement Policy 37
Academic Appeals 37
Academic Centers 136
Academic Credit Load Policy 50
Academic Dismissal 59
Academic Dismissal Appeal Procedures 60
Academic Honesty 41
Academic Leadership 679
Academic Policies 71, 82, 104, 116, 120, 138, 251
Academic Policies and Procedures 37
Academic Policies Committee 138
Academic Probation 59
Academic Program Review 44
Academic Review Criteria 59
Academic Standards 68, 98, 289
Academic Suspension 59
Academic Warning 59
ACC - Accounting 417
Accelerate U 14, 401, 680
Accelerated Pathways 58
Accreditation 134
Accreditation and Approvals 6
ACL - Adult Continuing Literacy Education 418
ADA/Section 504 Exception 58
Administration 680, 681, 683, 684, 685
Administrative Faculty 680, 681, 683
Administrative Leadership 679
Admission Criteria 82, 251
Admission Policies 136
Admission Requirements 68, 70, 98, 103, 115, 120, 289
Admissions 20
Admissions Pending Students 20
Advanced PACE Certificate 411
Advanced Standing Coursework 57
AES - Applied Educational Studies 418
Aging Studies Concentration 385
All Baccalaureate Degree Programs 46
Allergy Policy 120
Analytics Concentration 383
Appeal Procedures 60
Application and Software Development Concentration 383
Application for Degree 47
Application of Advanced Standing coursework toward Masters and Certificate Programs 139
Application of NLU Credits to Subsequent Degrees (Applicable to M.Ed., Ed.S. and Ed.D. degrees)139, 252
Application of Non-NLU Credit toward Ed.S. and Ed.D. Degrees 140, 252
Applied and Collaborative 66
Applied Behavior Analysis Ed.S. 73
Applied Behavior Analysis M.S. 71
Applied Behavior Analysis Programs 71
Applied Behavioral Sciences, B.A. 68
Applied Educational Studies, B.A. 291
ART - Art 418
Articulation Agreements 26
Artificial Intelligence Concentration 386
Artificial Intelligence Fundamentals and Applications Concentration 386
Associate Degrees 62
Attendance and Participation 120
Audit 50
Baccalaureate Certificates 64
Baccalaureate Degrees 62
Baking and Pastry AAS 122
Baking and Pastry, Baccalaureate Certificate 124
Basic PACE Certificate 411
BDA Business Data Analytics 419
Bilingual Education Endorsement 273
Bilingual Special Education Approval 274
Board of Trustees 679
Broad, Integrative Knowledge 66
BRV - Braven Career Development 420
BUS - Business and Management 421
Business Administration Minor 372
Business Administration, B.S. 339
Business Data Analytics, M.S. 105
Business Management, B.S. 408
CAI - Cybersecurity and Artificial Intelligence 423
Calculation 53
CAP - Curriculum-Advocacy-Policy 424
CAPK - Capstone 425
CAR - Career Development 425
Catalog of Entrance 48
CCD - Doctoral Core 427
CCNA - Cisco Certified Network Asc 432
Certificates 64
CES - Counselor Ed and Supervision 433
Child and Adolescent Development Concentration386
Child Welfare Concentration 387
CIC - Curriculum and Instruction, Core 436

CIL - ESL Bilingual Education 438
CIS - Social Studies Education 440
Cisco Certified Network Associate, Baccalaureate Certificate 401
Civic and Global Learning 66
Classifications 49
Clinical Psychology, Psy.D. - Florida School of Professional Psychology 83
Clinical Psychology, Psy.D. - Illinois School of Professional Psychology 89
Coaching and Mentoring, Graduate Certificate 140
Collection of Student Artifacts for Assessment Purposes 44
College of Psychology and Behavioral Sciences 16
Graduate 68, 680
Undergraduate 68
College of Psychology and Behavioral Sciences Doctoral 82
College of Psychology and Behavioral Sciences Graduate 70
COM-Communications 441
Communication and Media, B.A. 341
Communication Minor 371
Community Psychology, Ph.D. 94
Comprehensive Exams 122
Comprehensive Qualifying Examinations 253
Computer Science and Information Systems Minor 373
Computer Science and Information Systems, B.S. 343
Concentrations 383
Core and Program Course Substitutions 140
Could Computing Concentration (offered beginning Fall 2027 term) 383
Counseling Concentration (Accelerated Pathway) 393
Counseling, M.S. 74
Counseling, M.S. - Clinical Mental Health Counseling 76
Counseling, M.S. - Florida 76
Counseling, M.S. - Illinois 74
Counseling, M.S. - School Counseling 78
Counselor Education and Supervision, Ph.D. 95
Course by Arrangement/Independent Study 51, 140
Course Descriptions 412
Course Fees 2026-2027 17
Course Load Limitations 140
Course Repeat and GPA Recalculation Policy 54
CPL - Credit for Prior Learning 442
Credit by Credentials 29
Credit by Examination 28
Credit by Portfolio 28
Credit for Prior Learning 16
Credit for Prior Learning (CPL) 27
Credit Hour Compliance Policy 44
Criminal Justice Administration Concentration 388
Criminal Justice Minor 373
Criminology and Criminal Justice, B.A. 346
Cross-listed Courses 51
CSJ - Criminal & Social Justice 442
CSS-Computer-Science-Info-Systems 445
CUL - Culinary 449
Culinary Arts AAS 124
Culinary Arts Minor 371
Culinary Management, B.A. 126
Curriculum and Instruction with Advanced Professional Specializations 141
Curriculum and Instruction with Advanced Professional Specializations, Ed.S. 147
Curriculum and Instruction with Advanced Professional Specializations, M.Ed. 141
Curriculum and Instruction, Ed.S. 148
Curriculum and Instruction, M.Ed. 142
Curriculum, Advocacy and Policy, Ed.D. 264
Curriculum, Advocacy and Policy, Ed.S. 245
Cybersecurity Analyst, Baccalaureate Certificate 402
Cybersecurity and Artificial Intelligence, B.S. 349
Cybersecurity Concentration 383
CYBR - Cybersecurity 451
DBA - Doctorate in Business Administration 451
DEE - Disability and Equity in Education 454
Definitions 42
Definitions and Concepts 38
Degree Requirements 46, 71, 82, 104, 116
Degree Types 138
Degrees Offered 62
Degree-Seeking Students 49
Director of Special Education Endorsement 275
Directory 679
Disability and Equity in Education, Ed.D. 266
Disability and Equity in Education, Ed.S. 246
Dissertation Completion 83, 254
Dissertation Requirements 253
DOC - Doctoral Research Courses 455
Doctoral Core, Research and Dissertation 253
Doctoral Degrees 63
Doctoral Handbook 254
Doctorate in Business Administration, D.B.A. 116
Dropping a Course 51
DTE-Design-Thinking-Entreprneship 456
Dual Credit 25
EAL - English Additional Language 457
Early Care and Education Administration Concentration 384
Early Childhood Administration and Leadership, M.Ed. 154
Early Childhood and Elementary Education, B.A. 296
Early Childhood Education 142, 149
Early Childhood Education BA 299
Early Childhood Education MAT Accelerated Track 158
Early Childhood Education Subsequent Teaching Endorsement 276
Early Childhood Education, B.A. 300

Early Childhood Education, B.A. (Competency Based) 303
Early Childhood Education, B.A. (Teacher Residency Program) 308
Early Childhood Education, M.A.T. 155
Early Childhood Education, M.A.T. (Alternative Teacher Licensure Program) 155
Early Childhood Education, M.A.T. (Teacher Resident Program) 157
Early Childhood Education, M.A.T. (Traditional Program) 159
Early Childhood Education, M.Ed. 161
Early Childhood Special Education 143, 149
Early Childhood Special Education Approval 277
Early Exit/ Late Arrival 120
ECE - Early Childhood Education 460
ECO - Economics 471
EDL - Educational Leadership 471
EDLF - Educational Leadership Florida 477
EDU - Education 482
Education Minor (Advanced Standing) 381
Education Programs 289
Education Specialist Degrees 62
Educational Leadership & Administration, Ed.D. (Non-Endorsement Track, IL) 258
Educational Leadership & Administration, Ed.D. (State Credential Track, FL) 259
Educational Leadership & Administration, Ed.S. (Non-Endorsement Track, IL) 173
Educational Leadership & Administration, Ed.S. (State Credential Track, FL) 174
Educational Leadership Programs 162
Educational Leadership, Ed.D. 254
Educational Leadership, Ed.S. (District Level Educational Leadership Track) 171
Educational Leadership, Ed.S. (General Education Leadership) 170
Educational Leadership, Ed.S. (State Credential Track, Florida) 167
Educational Leadership, Ed.S. (State Credential Track, Illinois) 166
Educational Leadership, M.Ed. (General Education Leadership) 169
Educational Leadership, M.Ed. (State Credential Track, Florida) 164
Educational Leadership, M.Ed. (State Credential Track, Illinois) 163
Educational Studies, M.Ed. 175
Educator Preparation English Minor 371
Educator Preparation Mathematics Minor 371
EDUF - Educator Preparation Florida 489
ELE - Elementary Education 491
ELEF - Elementary Education Florida 494
Elementary Education 143, 149
Elementary Education Subsequent Teaching Endorsement 277
Elementary Education, B.A. 311
Elementary Education, M.A.T. 177
Elementary Education, M.A.T. (Alternative Florida Program) 181
Elementary Education, M.A.T. (Alternative Teacher Licensure) 177
Elementary Education, M.A.T. (Teacher Residency Program) 179
Elementary Education, M.A.T. (Traditional Program) 180
Elementary Mathematics Specialist Endorsement 143, 150, 278
ENG - English 494
English as a Second Language 144, 150
English as a Second Language Endorsement 279
English as a Second Language Special Education Approval 280
English as a Second Language/ Bilingual Endorsements 279
English Minor 374
Enrollment and Registration 48
Enrollment Reporting and Loan Deferments 50
Enrollment Requirements and Leave of Absence 252
ENT - Entrepreneurship 497
Entrepreneurship Concentration (Advanced Standing) 394
Entrepreneurship Minor 375
EPS - Educational Psychology 497
ESL/ Bilingual Education 145, 151
ESL/Bilingual Education Concentration 384
ESR - Educational Statistics and Research 498
Exceptions 16
Expanding Knowledge of Human Behavior Concentration 388
Faculty 680, 681, 682, 684, 685
Faculty Leadership 684
Failure to Meet Academic Standards 59
Failure to Meet Satisfactory Academic Progress for Financial Aid Eligibility 32
Fees 17
Field Experience Requirements (Field Hours, Practicum & Student Teaching) 290
Field Experience Requirements (Field Hours, Practicum, Internships, Student Teaching) 135
Fields of Knowledge 67
FIN - Finance 499
Financial Aid 30, 251
Financial Aid Appeal Procedures 60
Financial Aid Policies 30
Financial and Physical Hardship Policy 32
Financial Assistance 138
Foreign Credit 29
Freshman Admissions 22
Full-, Three-Quarter- and Half- Time Status 49
GEN - General Education 499
General Education Core 66

General Education Philosophy 66
General Psychology Concentration 389
General Psychology, Graduate Certificate 79
General Special Education, M.Ed. 183
General Studies, A.A. 351
Good Standing 33
Grade Point Average 53
Grade Policies/Credits 253
Grade Report 55
Grading 53
Graduate 53
Graduate Admissions 22
Graduate Certificates 64
Graduate Rates by College 14
Graduate School of Business and Leadership 15, 98, 683
Doctoral 115
Graduate 103
Undergraduate 98
HCL - Health Care Leadership 500
Health Care Leadership, B.S. 98
Health Science, B.S. 353
Health Services Administration, M.H.A. 106
HED - Higher Education Leadership 502
Higher Education and Student Affairs Concentration (Advanced Standing) 395
Higher Education and Student Affairs, M.Ed. 107
Higher Education Leadership, Ed.D. 118
HIS - History 507
HOS - Hospitality Management 508
Hospitality Management, B.A. 129
HRM - Human Resource Management 515
HSC - Human Services Core/Counseling 517
HSCF - Human Services Counseling Florida 521
HSM - Human Services Multiple Program 525
HSS - Human Services Substance Abuse 529
HTH - Health Science 530
HUM - Humanities 530
Human Lactation Studies, M.A. 108
Human Resource Management and Development, M.S. 109
Human Resource Management Concentration (Advanced Standing) 396
Human Services Minor 376
Human Services, B.A. 356
Humanities Concentration 389
Humanities Minor 376
IACBE Accreditation 104, 289
Illinois Locations 5
Illinois Teacher Licensure by Entitlement 289
Industrial and Organizational Psychology M.S. 110
Industrial/Organizational Psychology and Human Resource Management and Development Dual Degree Option 111
Infant and Toddler Studies Concentration 384
Infant-Toddler Studies, B.A. 314
Information Technology Support Specialist Concentration 390
Innovation, Influence, and Insight Concentration (Advanced Standing) 397
In-Progress (Incomplete) Grade Policy 55
Institutional Accreditation 6
Integrated Competencies 66
Intellectual Skills 66
Interdisciplinary Studies, B.A. 358
Intermediate PACE Certificate 411
International Students 23
IT Support Specialist, Baccalaureate Certificate 403
ITSS - IT Support Specialist 532
KBPA - Baking and Pastry 533
KCUL - Culinary 535
Kendall College of Culinary Arts and Hospitality Management 12, 120, 681
LACT- Human Lactation 538
LAP - Psychology/Behavioral Science 540
LDE-Linguistic-Diversity-Equity 547
LDR - Teacher Leadership 548
Leadership Concentration 390
Leadership Foundations Concentration 390
Learn and Earn in 3 408
Learning Behavior Specialist I 145, 151
Learning Behavior Specialist I (LBS I) Endorsement 281
Learning Behavior Specialist II - Curriculum Adaptation Specialist 145, 152
Learning Behavior Specialist II - Transition Specialist 146, 152
Learning Behavior Specialist II (LBS II) Endorsement 281
Learning Sciences Education 146, 152
Leave of Absence for Graduate and Doctoral Students 56
Legal Technology Minor 377
LGT - Legal Technology 550
Life Trustees 679
Linguistic Diversity and Equity Ed.S. 247
Linguistic Diversity and Equity EdD 268
Locations 5
LSE - Learning Sciences in Education 551
Marketing and Communication, M.S. 111
Marketing Concentration (Advanced Standing) 397
Marketing Minor 377
Marketing, B.A. 360
Marketing, B.A.- Accelerated Major Pathway 362
Master of Business Administration, M.B.A. 112
Master's Degrees 62
Maternal Child Health, B.S. 100
Mathematics Education 146, 152
Mathematics Minor 378
MBA - Master of Business Administration 555
MCH - Maternal Child Health 557
MEDA - Medical Assistant 561

Medical Assistant, Baccalaureate Certificate 404
Medical Assisting Minor 379
Mental Health Concentration 391
Mental Health Counseling Graduate Certificate 79
MES - Media Communications 562
MGE - Middle Grades Education 563
MGT - Management 565
MHA - Master of Health Services Administration 566
MHE - Mathematics Education 568
Middle Grades Education Subsequent Teaching Endorsement 283
Middle Grades Education, M.A.T. 184
Middle Grades Education, M.A.T. (Teacher Residency Program) 186
Middle Grades Education, M.A.T. (Traditional Program) 184
Middle Grades Education, M.A.T. Alternative Teacher Licensure 187
Military Experience and Professional Training 28
Minors 371
MIS - Management Information Systems 570
Mission Statement 4, 120
MKT - Marketing 571
MTH - Math 575
National College of Education 14, 134, 681
National College of Education—Doctoral 250
National College of Education—Graduate 136
Networking and Information Security Concentration 383
NLU - National Louis University 571
Non-Degree Endorsement Offerings 65, 272
Non-Degree-Seeking Students 49
Nonimmigrant International Students 23
Non-institutional Graduate Transfer Credit 26
NUR - Nursing 577
Nursing (Accelerated Hybrid), B.S. 332
Nursing (Registered Nurse), B.S. 337
Nursing (Traditional), B.S. 328
Nursing Programs 328
OBD- Organizational Behavior, Development & Leadership 582
Officers 679
ORG- Organizational Leadership and Development 584
Organizational Leadership and Development Concentration 391
Organizational Leadership, M.S. 113
Other Appeals 60
Other Locations 6
Other Programs of Study 401
PAC - Pace Program 585
Path to Academics, Community and Employment (PACE) 410
Pathways 289
Pathways to Advanced Degrees 57
Payment Plan Options 33
Personalized Option 147, 153
PFS- Professional Seminar 589
PHI - Philosophy 590
PHLB- Phlebotomy 590
Phlebotomy, Baccalaureate Certification 405
PJM - Project Management 590
Policies 37
Policy for Issuing Cash Refunds to Financial Aid Students 30
Policy on Course Non-Attendance 30
Policy on Online Attendance and Participation 31
Post-Baccalaureate Degrees 47
Posthumous Degrees 47
PPA - Public Policy and Administration 591
Preschool Teaching and Learning 385
Preservice Teacher Education Undergraduate Degree Programs 289
President 679
Procedure 39
Procedure for Handling Incidents of Academic Dishonesty 42
Professional Cookery, Baccalaureate Certificate 132
Professional Practice 66
Professionalism 134
Professor Emeriti 681, 683, 684, 686
Project Management, Graduate Certificate 114
PSY - Psychology 594
Psychology Minor 380
Psychology, B.A. 365
Psychology, M.A. 81
PSYD - Clinical Psychology 598
PTIL-Postsec-Tchng-Instr-Ldrshp 625
Public Administration, M.P.A. 114
Public Policy Concentration (Advanced Standing) 398
Quality Points 53
RBT - Registered Behavior Technician 625
Reading Endorsement (Florida) 283
Reading Programs 189
Reading Specialist Endorsement 283
Reading Teacher 146, 153
Reading Teacher Endorsement 284
Reading, Ed,S, Reading Specialist and LBS1 (K-12) Option 194
Reading, Ed.S. Reading Specialist and ESL (K-12) Option 193
Reading, Ed.S. Reading Specialist Option 191
Reading, Language and Literacy Ed.D. 270
Reading, Language and Literacy Ed.S. 249
Reading, M.Ed. (Reading Specialist) 189
Reading, M.Ed. (Reading Teacher Option) 191
Readmission 21
Recording of Synchronous Classroom Activity 58
Re-entry 21
Registered Behavior Technician Concentration 391
Registered Behavior Technician, Baccalaureate Certificate 406

Registration for Thesis or Dissertation 51
Registration Regulations 50
Remedies 43
Required Certifications 121
Required Course Waiver 71, 83, 105, 116
RES - Research Methods 626
Research Involving Human Participants 59
Residency Requirement 46
Returning to NLU 21
RLD - Reading and Language, Doctorate 629
RLL - Reading and Language, Literacy 629
RLP-Reading-Language-Preservice 633
RLR - Reading and Language, Reading 634
Safety and Driver's Education Endorsement 285
SCE - Science Education 636
School Counseling Endorsement 286
School Level Leadership, Ed.D. (State Credential Track IL) 254
School Psychology, Ed.S. 195
School Psychology, Ed.S. - Florida 197
School Psychology, Ed.S. - Illinois 195
SCI - Science 637
Science Minor 380
SCIK - Science - KC 640
SDE- Safety and Drivers Education 640
SEC - Secondary Education 641
SECF - Secondary Education Florida 646
Second Baccalaureate Degree Policy 47
Secondary Education BA 316
Secondary Education MAT 200
Secondary Education MAT Alternative Florida Program 219
Secondary Education MAT Alternative Teacher Licensure 213
Secondary Education MAT Biological Science Concentration Alternative Teacher Licensure Program 213
Secondary Education MAT English Language Arts Concentration Alternative Teacher Licensure Program 214
Secondary Education MAT Mathematics Concentration Alternative Florida Program 223
Secondary Education MAT Mathematics Concentration Alternative Teacher Licensure Program 215
Secondary Education MAT Physical Science Concentration Alternative Florida Program 224
Secondary Education MAT Physical Science Concentration Alternative Teacher Licensure Program 217
Secondary Education MAT Social Studies Concentration Alternative Florida Program 225
Secondary Education MAT Social Studies Concentration Alternative Teacher Licensure Program 218
Secondary Education MAT Traditional 200
Secondary Education MAT World Language Concentration Alternative Florida Program 226
Secondary Education Subsequent Teaching Endorsement 286
Secondary Education, M.A.T. Biological Science Concentration (Alternative Florida Program) 219
Secondary Education, M.A.T. English Language Arts Concentration (Alternative Florida Program) 221
Secondary Education, M.A.T., Biological Science Concentration (Traditional Program) 200
Secondary Education, M.A.T., English/Language Arts Concentration (Traditional Program) 202
Secondary Education, M.A.T., Mathematics Concentration (Traditional Program) 206
Secondary Education, M.A.T., Physical Science Concentration (Traditional Program) 209
Secondary Education, M.A.T., Social Studies Concentration (Traditional Program) 211
Secondary Education, M.A.T., World Language Concentration (Traditional Program) 204
Secondary English Major 317
Secondary Mathematics Major 319
SEDL - Strategic Educational Leadership 650
SELL - Technology Sales Professional 653
Sexual Misconduct and Relationship Violence Policy 61
Skills Assessment 50
SOC - Sociology 653
Social Work Minor 380
Social Work, BSW 367
SPAN - Spanish 654
SPE - Special Education 654
Special Education 228
Special Education BA 322
Special Education Concentration 385
Special Education, B.A. (Teacher Residency Program) 325
Special Education, B.A. (Traditional) 322
Special Education, M.A.T. 228
Special Education, M.A.T. (Alternative Teacher Licensure) 228
Special Education, M.A.T. (Resident Teacher Program) 231
Special Education, M.A.T. (Traditional Program) 230
Special Education, M.Ed. 232
Special Education, M.Ed. (Resident Teacher Program) 235
Special Education, M.Ed. (Traditional Program) 232
Special Workshops 140
Specialized and Programmatic Accreditation 6
Specialized Knowledge 66
SPY - School Psychology 665
SPYA - School Psychology 669
SPYF - School Psychology Florida 670
Standards for Academic Review 59

Standards of Satisfactory Academic Progress for Financial Aid Eligibility 32
Standards of Student Conduct 60
State Approvals 6
Status of Admitted Students 70, 104, 115, 137
STEM-Sci-Technlg-Engr-Math 674
Strategic Educational Leadership Programs 236
Strategic Educational Leadership, Ed.D. 261
Strategic Educational Leadership, Ed.S. 240
Strategic Educational Leadership, Graduate Certificate 236
Strategic Educational Leadership, M.Ed. 238
Strategic Leadership and Innovative Thinking in Healthcare Concentration (Advanced Standing) 399
Student Appeal and Academic Plan 33
Student Conduct Process 61
Student Rights and Responsibilities 60
Student Services 35
Student Tuition Recovery Fund (STRF) 34
Student Withdrawal and Return (Loss) of Federal Title IV Funds 31
Students Receiving Dual Baccalaureate Degrees 47
Students Whose Previous Academic Work Was Not in the United States 23
SWK - Social Work 675
Teacher Credentials 135, 290
Teacher Leader 147, 153
Teacher Leader Endorsement 287
Teacher Leadership Programs 242
Teacher Leadership, Ed.S. 244
Teacher Leadership, M.Ed. 243
Teaching and Learning Ed.D. 264
Teaching and Learning, Ed.S. 245
Teaching Methods Concentration 385
Technology Sales Professional, Baccalaureate Certification 407
Technology Specialist 147, 153
Technology Specialist Endorsement 287
The District Level Educational Leadership major 256
Time Limit 251
Time Limitation for Fulfilling Degree Requirements 140
Transfer between Graduate Programs 51, 71, 82, 104, 116, 138
Transfer Credit 25
Transfer Credit Policy 121
Transfer Credit Policy for Satisfactory/No Credit and Pass/Fail Credit 26
Transfer of Credit Completed at another Institution 71, 82, 104, 116, 138, 251
Trauma Informed Practices
Trauma Prevention, Intervention and Recovery Concentration 392
Trustees 679
Tuition and Fees 12
Tuition Refund Appeal 52
Types of Credit 25
Undergraduate 53
Undergraduate Admission Requirements 21
Undergraduate Admissions 21
Undergraduate College 289, 684
Undergraduate Computer Science Concentrations 383
Undergraduate Concentrations 385
Undergraduate Content Testing Requirements for Licensure Programs 291
Undergraduate Education Concentrations 384
Undergraduate Education Minors 371
Undergraduate High Potential Students 22
Undergraduate Major, Minor and Concentration General Policies 46
Undergraduate Minors 371
Undergraduate Rates 12
Undergraduate Registration in Graduate Courses 51
Undergraduate Transfer Admissions 22
Undergraduate Transfer Credit 25
University General Education Requirements 68, 98, 120, 289
University Library 411, 685
University Officers 679
University Policies and Procedures 61
Veteran Education Benefits 34
Veterans 24
Web Development Concentration 383
Withdrawal and In-Progress (Incomplete) Grades 59
Withdrawal from the University and Refund Policy 52
Withdrawal Policy 51
WP- Wine Pro 678