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## **National-Louis University Undergraduate Catalog, 2002-04**

National-Louis University

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*On the Cover*

*In stained glass and ornamental iron, architect Daniel Burnham and the Tiffany Studios created a skylight for the historic building that is our new Chicago home. The Skylight, partially restored, now serves as the ceiling of our grand atrium.*

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# National-Louis University

## 2002-2004 Undergraduate Catalog

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College of Management and Business  
National College of Education

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## Illinois Campuses

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1-800/443-5522  
FAX 847/256-1057

### Chicago Campus

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

### Wheaton Campus

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

### Wheeling Campus

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

### Elgin Campus

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

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## Campuses in Other Locations

### Atlanta Campus

Koger Center  
3355 Northeast Expressway, Suite 100  
Atlanta, GA 30341-4000  
770/986-7474  
FAX 770/986-7473

### Heidelberg International Campus

Rohrbacher Strasse 47  
69115 Heidelberg  
Germany  
011-49-6221-29025  
FAX 011-49-6221-163851

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

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

### Washington, D.C. Site

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

### Milwaukee/Beloit Campus

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

### Beloit Site

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

### St. Louis Campus

12800 Corporate Hill Drive, Suite 200  
St. Louis, MO 63131-1834  
314/822-2110  
FAX 314/822-2334

### Florida Regional Campus

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

### Orlando Site

604 Courtland Street, Suite 150  
Orlando, FL 32804-1313  
407/629-1000  
FAX:407/629-2915



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



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

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



(Above) Elizabeth Harrison brought the concept of kindergarten to the Midwest and trained its teachers. This is one of those early kindergarten classes.

# Our University: The History of National-Louis University

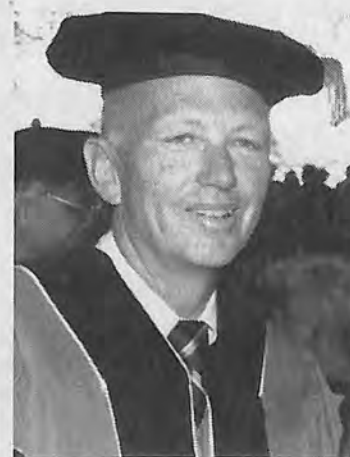
“The real end of education is individual growth, and the right use of that growth is in the service of humanity.”  
– National Louis University founder, Elizabeth Harrison, in Sketches Along Life's Road



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



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



(Left) Michael W. Louis of Wilmette, Illinois, is the largest benefactor in the university's history. His \$33 million gift, announced in June of 1989, was the catalyst for the institution to become National-Louis University. The university was renamed National-Louis in 1990 in honor of Louis. Today, National College of Education, the College of Management & Business, and the College of Arts & Sciences comprise National-Louis University.



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



(Left) In 1999 National-Louis relocated its flagship campus to a historic building in downtown Chicago at 122 S. Michigan Ave.



## President's Welcome



OFFICE OF THE PRESIDENT

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## NATIONAL-LOUIS UNIVERSITY

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### Fundamentals of Freedom

Dear National-Louis Student:

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

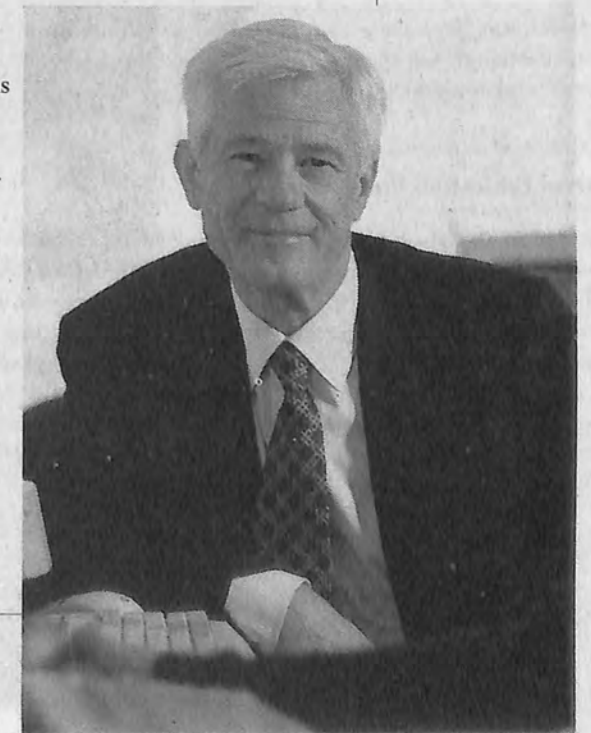
In our democratic society, it is more important than ever for citizens to have the ability to think critically and clearly about the issues that face us. In today's rapidly changing economy, knowledge has become the single most important commodity for all of us. Thus, the most important skill becomes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

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

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

Sincerely,

Curtis L. McCray  
President





## Statement of Mission

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

### Purposes

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

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

### General Education Philosophy

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

## National-Louis University: A Brief History

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

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

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

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

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

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

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

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

## Accreditation

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

## State Approvals

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

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

Georgia: The University is approved to operate in Georgia by the Nonpublic Postsecondary Education Commission.

Missouri: The University is certified to operate by the Missouri Coordinating Board for Higher Education.

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

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

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

Indiana: This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room E201, Indianapolis, IN 46204-2726. Toll Free Number: 1-800/227-5695 or 317/232-1320.

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

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

The M.Ed. in Interdisciplinary Studies in Curriculum and Instruction does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification.

Germany: The University is authorized to operate by the German Ministry of Education. The U. S. Department of Defense Educational Activities (DoDEA) has approved the University for offering programs throughout the European theater as the need arises.

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

## Membership List

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

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- American Library Association
- Association of College and Research Libraries
- Association of Governing Boards
- Association of Physical Plant Administrators
- Association for Institutional Research
- Association for Supervision and Curriculum Development
- Chicago Chamber of Commerce
- College and University Personnel Administrators
- Council for the Advancement of Experiential Learning
- Evanston (Illinois) Chamber of Commerce
- Experiential Learning Assessment Network
- Fairfax County Virginia Chamber of Commerce
- Federation of Independent Illinois Colleges and Universities
- Fox Valley Educational Alliance
- Illinois Association of College Admissions Counselors
- Illinois Association of Colleges for Teacher Education
- Illinois Association of Collegiate Registrars and Admissions Officers
- Illinois Library Association
- Illinois Library Computer Systems Organization
- Institute of Educational Research
- National Association of College and University Business Officers
- National Association of Foreign Student Advisers: Association of International Educators
- National Association of Independent Colleges and Universities
- National Association of International Educators
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Education Association
- National University Continuing Education Association
- North Central Association of Colleges and Schools
- Northern Illinois Business Association
- North Suburban Higher Education Consortium
- North Suburban Library System
- Society for College and University Planning
- The College Board
- Virginia Association of Collegiate Registrars and Admissions Officers
- Virginia Association of Student Financial Aid Administrators
- Washington, DC Chamber of Commerce
- Washington Educational Coalition for Adults Returning to Education
- West Suburban Higher Education Consortium
- Wheeling (Illinois) Chamber of Commerce
- Wilmette (Illinois) Chamber of Commerce





Chicago, Illinois



Wheaton, Illinois



McLean, Virginia



Elgin, Illinois



Wheeling, Illinois



Milwaukee/Beloit, Wisconsin



Atlanta, Georgia



Washington, DC



Evanston, Illinois



Heidelberg, Germany



Nowy Sacz, Poland



Tampa, Florida



Orlando, Florida

## Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact the Associate Registrar (312/621-9650, ext. 3190).

## Facilities

### Chicago Campus

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

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

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

### Evanston Campus

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

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

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

## Wheaton Campus

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

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

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

## Wheeling Campus

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

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

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

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

## Elgin Campus

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

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



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

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

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

## St. Louis Campus

National-Louis University has a strong emotional attachment to the region surrounding the St. Louis Campus. Founded in 1984, it is the oldest of the out-of-state Campuses. During its operations, the campus offered programs from the College of Arts and Sciences, the College of Management and Business, and National College of Education. Following an exhaustive, year-long review of our position in all our locations, the decision was made as part of our long term strategic plan to close the campus. All currently enrolled students will be able to complete their degrees at National-Louis University. If they choose not to, we will help arrange placement in comparable programs at other area colleges and universities.

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

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

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

commitments of the adult student population.

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

## Florida Regional Campus

The mission of National-Louis University's Florida Regional Campus is to assist adult learners in the realization of their higher educational goals and aspirations through high-quality, innovative degree programs and services. Serving a diverse Florida population, the campus supports class groups throughout the state with offices in Tampa (4950 West Kennedy Boulevard, Suite 300) and Orlando (604 Courtland Street, Suite 150).

In April 2000, the Florida Commission For Independent Education approved new locations at Edison Community College Campuses in Florida for NLU to deliver its programming.

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

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

## Milwaukee/Beloit Campus

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

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

Currently, the Interdisciplinary Studies Program offers the Master of Education Degree in Curriculum and Instruction, and the Educational Leadership Program offers the Master of Education Degree and the Certificate of Advanced Study in

Administration and Supervision at many locations in southeastern Wisconsin.

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

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

Both the Master of Education degrees in Curriculum and Instruction and in Administration and Supervision as well as the Certificate of Advanced Study in Administration are offered out of the Beloit office. In addition, extension classes and workshops are offered at other locations throughout southern Wisconsin. The Milwaukee/Beloit Campus currently serves more than 500 graduate students.

## Atlanta Campus

The Atlanta Campus is located at 3355 Northeast Expressway, Suite 100, in the city of Atlanta on the Northeast Expressway (I-85) less than twenty minutes from Atlanta's downtown business district. Housed in the Koger Center, its facilities include administrative offices, classrooms, an electronic library, and faculty offices. The location and facilities of the campus make it an ideal setting for offering day, evening and weekend degree programs to working adults in the metropolitan area.

Academic programs offered through the campus include the Bachelor of Arts in Applied Behavioral Science, the Bachelor of Science in Management, the Master of Business Administration, Master of Managerial Leadership, and the Master of Science in Human Resource Management and Development as well as a general education program.

The Atlanta Campus, which opened in the spring of 1990, has an enrollment of more than 400 students. Full-time faculty, professional staff and a library assistant work harmoniously to further National-Louis University's mission of expanding educational opportunities to nontraditional students. A full range of university services including enrollment counseling, financial services, information and library assistance, and academic development are available to students at the Atlanta Campus.

## Heidelberg International Campus

In response to the educational needs of Americans abroad, National-Louis University opened an international campus in Germany in 1989. Currently situated in Heidelberg, the campus offers advanced degree programs in Germany, Italy, and England to professionals serving under the Department of Defense Educational Activities (DoDEA) as well as the military community. Occupying two floors of a centrally-located building on Rohrbacherstrasse, the University offers a complete range of support services for its students and faculty. The international campus has approximately 1,300 graduates in Germany alone,

and anticipates further expansions in Europe as need arises.

Students holding baccalaureate degrees can currently pursue an international Master of Education (M.Ed.) or Education Specialist (Ed.S.), a post-master's degree in teacher leadership at designated sites in Europe. The administrative staff at the Heidelberg International Campus coordinate all activities for classes meeting in Europe and they respond to any requests or inquiries from students, faculty, and/or administrators in the field.

## Academic Programs in Indiana

National-Louis University is approved to offer selected academic programs in the State of Indiana. Currently, it has approval to offer the Master of Science in Managerial Leadership and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. These programs may be offered at various locations.

In Indiana, National-Louis University is regulated by the Indiana Commission on Proprietary Education, 302 West Washington Street, Room E201, Indianapolis, IN 46204-2726. Toll free number: 800/227-5695 or 317/232-1320.

## Alumni Statement

National-Louis University has more than 30,000 alumni living across the country and around the world whose lives have been enriched and enhanced by their National-Louis University experience. The quality education received at National-Louis University prepared them for careers in education, health care, counseling, business, social services, and fine arts.

The National-Louis University Alumni Association was established in 1994. Membership in the Association is automatic to anyone who graduates from any degree or certification program offered by the University. The Association President is the leader of the Association and the Alumni Executive Board which represents all Colleges and geographic areas. During the term of office, the Association President serves on the Board of Trustees for the University.

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

The Director for Alumni Relations is the liaison between the University and the alumni, serving on the Alumni Executive Board and coordinating events and projects that keep alumni in touch with the National-Louis University we are today. The Director also is the editor for the alumni magazine, *National View*, which is our primary vehicle for communication with alumni. Any questions concerning alumni events or benefits should be directed to the Office of Alumni Relations at 800-443-5522, extension 3158. National-Louis University alumni link our rich traditions to our vital present and into our exciting future.



## 2002-2003 Academic Calendar

### 2002 Fall Quarter

#### August

5 Monday Graduate Fall Registration begins  
31 Saturday August Diploma Date

#### September

2 Monday Labor Day Holiday (University Closed)  
3-5 Tuesday-Thursday Fall University Connection (tentative)  
6 Friday Rosh Hashanah (begins at sundown)\*  
9-13 Monday-Friday Fall Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
15 Sunday Yom Kippur (begins at sundown)\*  
17 Tuesday Fall Quarter on-campus classes begin; 10-week and 11-week - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

#### October

21 Monday Undergraduate Winter Registration begins

#### November

18 Monday Graduate Winter Registration begins  
25 Monday Fall 10 week classes end\*\* - Chicago/Evanston/Evanston/Wheaton/Wheeling/Elgin Campuses  
No regularly scheduled classes  
26-27 Monday-Tuesday Thanksgiving Holiday (University Closed)  
28-29 Thursday-Friday Hanukkah\*  
30 Saturday

#### December

2-8 Monday-Sunday 10-week classes make-up week\*\*/end of 11-week classes \*\*\*  
8 Sunday December Diploma Date  
11-13 Wednesday-Thursday Winter University Connection (tentative)  
24 Tuesday Christmas Eve\* (University Closed)  
25 Wednesday Christmas\* (University Closed)  
31 Tuesday New Year's Eve (University Closed)

### 2003 Winter Quarter

#### January

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

#### February

17 Monday Undergraduate and Graduate Spring Registration begins

#### March

23 Sunday Winter 10-week classes end\*\* - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
24-30 Monday-Sunday 10-week classes make-up week\*\*/end of 11-week classes\*\*\*  
31 Monday March Diploma Date

### 2003 Spring Quarter

#### March

31- Monday Spring Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
April 4 Friday

#### April

7 Monday Spring Quarter on-campus classes begin; 10-week and 11-week - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
17 Thursday Passover\*  
18 Friday Good Friday\*  
20 Sunday Easter\*

#### May

5 Monday Graduate Summer Registration begins  
12 Monday Undergraduate Summer & Fall registration begins  
26 Monday Memorial Day Holiday (University Closed)

#### June

14 Saturday Commencement/June Diploma Date  
15 Sunday 10-week Spring classes end\*\* - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
16-22 Monday-Sunday 10-week make-up week\*\*/end of 11-week classes\*\*\*

\* Religious holidays included for informational purposes.

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

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

### 2003 Summer Quarter

#### June

23-27 Monday-Friday Summer Undergraduate orientation & final registration including Fall Undergraduate registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
30 Monday Summer Quarter on-campus classes begin; Session I, I & II, and III \* - graduate and undergraduate - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

#### July

4 Friday Independence Day Holiday (University Closed)  
20 Sunday Summer Session I classes end \*  
21 Monday Summer Session II classes begin \*

#### August

4 Monday Graduate Fall registration begins  
10 Sunday Summer Session II & III classes end \*  
24 Sunday Summer 8-week classes end - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
31 Sunday August Diploma Date

## 2003-2004 Academic Calendar

### 2003 Fall Quarter

#### September

1 Monday Labor Day Holiday (University Closed)  
3-5 Wednesday-Friday Fall University Connection (tentative)  
8-12 Monday-Friday Fall Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
15 Monday Fall Quarter on-campus classes begin; 10-week and 11-week - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
26 Friday Rosh Hashanah (begins at sundown)\*

#### October

5 Sunday Yom Kippur (begins at sundown)\*  
20 Monday Undergraduate Winter registration begins

### November

17 Monday Graduate Winter registration begins  
23 Sunday Fall 10-week classes end\*\* - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
No regularly scheduled classes  
24-26 Monday-Wednesday  
27-28 Thursday-Friday Thanksgiving Holiday (University Closed)

### December

1-7 Monday-Sunday 10-week make-up week\*\*/end of 11-week classes \*\*\*  
7 Sunday December Diploma Date  
10-12 Wednesday-Friday Winter University Connection (tentative)  
20 Saturday Hanukkah\*  
24 Wednesday Christmas Eve\* (University Closed)  
25 Thursday Christmas\* (University Closed)  
31 Wednesday New Year's Eve (University Closed)

### 2004 Winter Quarter

#### January

1 Thursday New Year's Day (University Closed)  
5-9 Monday-Friday Winter Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
12 Monday Winter Quarter on-campus classes begin; 10-week and 11-week - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
19 Monday Martin Luther King Jr. Holiday (University Closed)

#### February

16 Monday Spring Undergraduate and Graduate registration begins

#### March

21 Sunday Winter 10-week classes end\*\* - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
22-28 Monday-Sunday 10-week make-up week\*\*/end of 11-week classes\*\*\*  
29- Monday-Sunday Spring Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses  
April 2 Friday  
31 Wednesday March Diploma Date

\* Religious holidays included for informational purposes.

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

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

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



**2004 Spring Quarter**

<b>April</b>		
5	Monday	Spring Quarter on-campus classes begin; 10-week and 11-week - Chicago/Evanston/Evanston/Wheaton/Wheeling/Elgin Campuses
6	Tuesday	Passover*
9	Friday	Good Friday*
11	Sunday	Easter*
<b>May</b>		
3	Monday	Graduate Summer registration begins
10	Monday	Undergraduate Summer & Fall registration begins
31	Monday	Memorial Day Holiday (University Closed)
<b>June</b>		
12	Saturday	Commencement/June Diploma Date
13	Sunday	Spring 10-week classes end** - Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
14-20	Monday-Sunday	10-week make-up week**/end of 11-week classes***

**2004 Summer Quarter**

<b>June</b>		
21-25	Monday-Friday	Summer Undergraduate orientation and final registration; including Fall registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
28	Monday	Summer Quarter on-campus classes begin; Session I, I & II and III courses * - undergraduate & graduate; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
<b>July</b>		
4	Sunday	Independence Day Holiday (University Closed)
18	Sunday	Summer Session I classes end *
19	Monday	Summer Session II classes begin *
<b>August</b>		
2	Monday	Fall Graduate registration begins
8	Sunday	Summer Session II and I & II classes end *
22	Sunday	Summer Session III classes end *- Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
31	Tuesday	August Diploma Date

\* Religious holidays included for informational purposes.  
 \*\* Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.  
 \*\*\* Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.  
 \* Session I - 1st three weeks, Session II - 2nd three weeks, Session I & II - 6 weeks, Session III - 8 weeks. As there is no make-up week in Summer Quarter, classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement.  
 † Please note that there may be regional differences in the tuition rates for campuses outside Illinois. Please contact your local

**University Expenses**

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

Registration and tuition fees are established by the Board of Trustees. These fees are subject to change without notice. The applicable 2002-2003 credit hour fee schedule is as follows:

**Tuition and Fee Schedule 2002-2003**

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

**Undergraduate Tuition and Fees 2002-2003**

**On-Campus Programs**

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

Tuition:†

Summer (2002)	327.00/QH
Fall, Winter, Spring (FWS)	327.00/QH
Full-time/(FWS); @ 15QH/term	14,715.00
Full-time/term @ 15 QH	4,905.00

Fees:

Course audit fee (not for credit)	Same as credit fees
Credit by proficiency	120.00
Fees for private applied music lessons for academic credit - in addition to regular tuition	20.00/QH
Fees for studio art class materials vary by course	20.00 - 60.00

**Off-Campus Degree Programs**

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

Tuition:†

College of Arts & Sciences	339.00/QH*
College of Management & Business	366.00/QH*

Credit by Portfolio Fees:

Application fee	120.00
Per Essay Assessed	120.00

FOCUS Terms: .....175.00/QH

**Graduate Tuition and Fees 2002-2003**

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

Tuition:†

National College of Education (On-Campus Programs)	484.00/SH
National College of Education (Field-based Degree Programs)	484.00/SH*
National College of Education (Workshop)	235.00/SH
College of Arts & Sciences (On-Campus Programs)	484.00/SH
College of Management & Business (Online Program)	484.00/SH**
College of Management & Business (Off-Campus Programs)	558.00/SH*

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

**General Fees**

Miller Analogies Test fee	\$ 60.00
Watson-Glaser Critical Thinking Appraisal	25.00
Transcript of records, per copy	8.00
Rush transcript service	12.00
Transcript with completion statement	12.00
Special letters	15.00

Course descriptions	10.00
Graduation fee	50.00
Certificate fee	50.00
Diploma re-order (each time)	35.00
Student fee (part-time) per quarter	20.00
Student fee (full-time) per quarter	40.00
Student I.D. Replacement fee	10.00
Deferred Payment Plan fee	35.00
Tuition Reimbursement Plan fee	35.00
Late Payment fee	10.00
Payment Plan finance charge: 1-1/2% per month on outstanding balances	
Returned check/credit card rejection fee	25.00
Late Registration fee	30.00

**Room and Board 2002-2003**

Per Quarter	Room			Board*			Room & Board		
	A	B	C	A	B	C	A	B	C
Double room	960	960	1,011	1,188	1,920	1,971	2,148		
Single room	1,188	960	1,011	1,188	2,148	2,199	2,376		
Double-as-single	1,431	960	1,011	1,188	2,391	2,442	2,619		
Three Quarters (Fall, Winter, Spring)									
Double room	2,880	2,880	3,033	3,564	5,760	5,913	6,444		
Single room	3,564	2,880	3,033	3,564	6,444	6,597	7,128		
Double-as-single	4,293	2,880	3,033	3,564	7,173	7,326	7,857		

\* Point Plans: (A) 16,000; (B) 20,000; (C) 31,000.

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

Room deposit fee/damage fee (non-refundable) .....50.00

Non-National-Louis University students .....100.00

Guest rates: Overnight rooms—All rooms \$25.00 per person per night





(Above) Representative Jesse Jackson, Jr. of Illinois' 2nd Congressional District speaks at a commencement ceremony in Chicago.

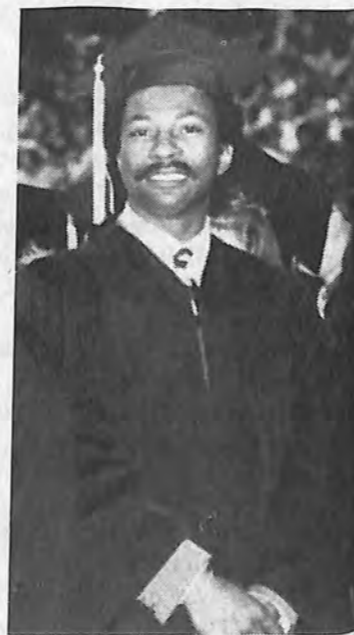
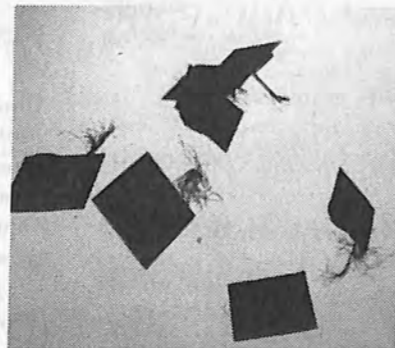
# General Information

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

(Below) The historic daisy chain lives on at graduation with 50-year graduates—part of the "Half Century Club."



(Left) Dr. Curtis L. McCray, president of National-Louis University, presents diplomas at commencement.



(Left) Heidelberg, Germany Commencement



## Admission

The admission process at National-Louis University is designed to insure that students' needs are properly identified and matched to appropriate degree programs. The admission process seeks to consider individual students through a personalized review which takes into account prior academic record, personal and professional achievement, and student goals and objectives.

National-Louis University enrolls a diverse student population. Through academic and other support services, every effort is made to create environments which promote student success and achievement and reflect the diversity of the student population.

There is no specific deadline by which applicants must apply. However, on-campus students must officially register for courses in the current quarter/term at the current tuition rate before they sit or participate in class; field students must officially register in the current term with the cohort group that begins in that term. For individuals seeking financial assistance, it is to their advantage to apply early. Financial assistance cannot be awarded prior to admission. Once an application for admission is received, it is acted upon promptly. Applicants can usually expect a reply to their application within two weeks of receipt of all admission documents.

### Program Admission

Many programs have specific admission requirements. **Admission to the University does not guarantee admission to the program of your choice.** Please consult the appropriate program section of this catalog for admission criteria and specific procedures for application.

### Freshman Admission

Freshman students are high school graduates who are first-time college attendees. Applicants should be high school graduates in the top half of their graduating class. Applicants must submit results of a college entrance examination, either the ACT or SAT, and should have achieved a minimum composite score of 19 on the ACT or combined verbal and mathematics score of 750 on the SAT. Some students who do not meet these criteria may be admitted on a provisional basis (see High Potential Students). Precollege entrance examinations may be waived for freshmen applicants age 21 and older.

The following list outlines specific application requirements:

1. Completed application.
2. Application fee (nonrefundable).
3. Scores from the ACT or SAT.
4. Official high school transcript showing graduation date and rank in class. Applicants who have received a high school graduation certificate as a result of having taken the General Educational Development Test (GED) may also be considered for admission. Admission for GED recipients will be on a provisional basis.
5. Applicants to Human Services programs must submit two letters of recommendation, preferably including one from the applicant's high school counselor (used for the

admission decision and then destroyed). Check with your enrollment representative about this requirement.

Personal interviews, though not required for regular admission, are strongly encouraged.

### Transfer Admission

Entering students who have earned 15 quarter hours or more of credit at another accredited college or university are considered transfer students. Transfer students are required to have a 2.0 grade point average 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 average may be considered for provisional admission—see High Potential Students.

Transfer applicants are asked to submit the following application materials to the Office of Admission.

1. Completed application form.
2. Application fee (nonrefundable).
3. Official transcripts from all colleges and universities attended.
4. Proof of high school graduation is required of transfer students entering with fewer than 15 quarter hours of transferable credit.
5. Applicants to Human Services programs are required to submit two letters of recommendation. Letters of recommendation should address the applicant's academic and professional promise. Check with your enrollment representative about this requirement.

Personal interviews, though not required for regular admission, are strongly encouraged.

All new undergraduate students at National-Louis University are required to complete skills assessment prior to registration. These assessments are specifically designed to help place students in the appropriate courses to ensure academic success. Testing is ongoing throughout the year and is administered by the Center for Academic Development (CAD).

Testing of non-native speakers of English is administered by the Department of Applied Language/Language Institute.

### Dual Admissions and Articulation Agreements

NLU is the first private institution in Illinois to have a Dual Admissions agreement with the Chicago City Colleges System, signed in March 2000.

In addition, to aid students in transferring credit toward undergraduate CAS and CMB programs, National-Louis University has created articulation agreements with over 70 community colleges and other institutions. These agreements allow students who have earned an Associate's Degree from an institution with which NLU has a current and verified articulation agreement to transfer all credits earned as part of their degree to NLU. Accepted credits include all courses, even those transferred from other institutions and approved by the institution with which NLU has articulation agreement. A list of current articulation agreements may be obtained from the Provost's Office.



24 **High Potential Students**

It has been the experience at National-Louis University that a change in a student's learning environment may make a change in his or her academic performance. Therefore, applications are considered from students who do not meet the admission criteria described above. Such students may be admitted on a provisional basis and referred for appropriate assistance to the Center for Academic Development or other academic and student support services.

Criteria used in determining admissibility could include work experience, demonstrated leadership in community or extracurricular activities, motivation and attitude toward learning, and career objectives. In addition, letters of support reflecting the applicant's academic work or ability may be required. A personal interview may also be required. Some students may be asked to sit for the University's Skills Assessment prior to admission and the results of these tests will be used as a basis for the admission decision.

**Unclassified Students**

Students who, for valid reasons, cannot complete the application file before registration may be allowed to enroll as Unclassified Students. In all cases, the student must have on file a completed Application for Admission. Permission to enroll in the Unclassified Status is given by the Director of Admissions. Students may attend in the Unclassified Status for one term only. It is the applicant's responsibility to make certain that the admission requirements are completed well before the end of the first term of enrollment. While enrolled in the unclassified status, students are not eligible for financial assistance.

**Non-degree Status (Visiting Students)**

Students may apply for enrollment in Non-degree Status if they do not wish to pursue a degree or credential. Students in Non-degree Status may have credits received from National-Louis University transferred elsewhere or take courses for personal enrichment only. Course work taken as a non-degree student is not generally applied to degree programs at the University. Students in this status may not register in advance. No amount of course work taken while on Non-degree Status will assure a student of admission. Requests for permission to enroll in this status should be addressed to the University Registrar. Students enrolled in the Non-degree Status are not eligible for financial assistance.

**Students Whose Previous Academic Work Was Not in the United States**

U.S. citizens or resident aliens whose previous academic work was not in the United States must present proof of grades and secondary school completion or scores on a federally approved standardized test.

The University may require a certified English translation of such documents as well as an evaluation by one of several approved foreign credentials evaluation services listed on page 25 of the Undergraduate Catalog.

**Admission of Veterans**

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

**International Student Admission**

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

1. Application for admission accompanied by
2. Application fee (nonrefundable).
3. Official transcripts from all secondary schools, colleges and universities attended (English translation and official educational credential evaluation of such documents must be provided).
4. TOEFL score.
5. Financial affidavits showing ability to meet all financial responsibilities, including transportation costs, round-trip and summer costs, and certification that return fares are on deposit.

**Readmission**

Applicants who have previously been granted admission to National-Louis University, but have been away from the University for one term or more, excluding the summer session or an approved leave of absence, must reapply. The following is required:

1. Application for Readmission (no fee)
2. Official transcripts of any college work taken since leaving the University, as well as a statement by the applicant concerning work, educational activities and any other information relevant to readmission must be submitted.

Students who are eligible for readmission may return with the same academic status as when they left. Students who were dismissed for reasons of academic ineligibility may apply for readmission and reinstatement after 2 quarters of nonenrollment. Petition for reinstatement should be directed to the University Registrar who will forward the petition to the governance unit designated by the respective college to deal with student appeals.

Students are subject to degree requirements in effect at the time of readmission.

Course enrollment may be limited if the student is required to complete "In-Progress" courses from a previous term or the student is on warning or probation.

**Enrollment Requirements**

Students who are accepted will receive a letter of acceptance.

Upon receipt of the letter, the following are required from the accepted student:

1. A tuition deposit of \$75 reserves a place in the university, confirming the student's intention to enroll at National-Louis University. This deposit is applied directly to the student's first term of enrollment.

The tuition deposit is nonrefundable, except under 3-day right of cancellation in those states which have a consumer right of rescission law. However, should a student decide to postpone enrollment, the tuition deposit remains on account and may be used for later terms.

2. Housing/board contracts are mailed to applicants who indicate interest in living in the residence hall. To be assured of a room reservation, the contract should be returned with a nonrefundable \$50.00 room deposit by July 30 for Fall Term enrollment.

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

4. Applicants with coursework in progress at another college or university must submit an official transcript of the completed coursework before enrollment.

Students seeking transfer from an Illinois community college have available in their counseling offices information concerning transfer credit for the general education requirements and for certain degree programs where individual specific articulation agreements have been defined. Transfer advising is also available through the University Office of Student Enrollment to assist in community college course planning. All students intending to transfer after registration at another college or university are advised to contact an Enrollment Counselor for assistance in schedule planning prior to enrollment at National-Louis University.

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

Information related to "The Student Right-To-Know and Campus Security Act" is available to all prospective students and their parents on request through the Office of Student Affairs.

**Types of Credit**

**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 courses are normally applicable to a baccalaureate program; if courses were taken at a regionally accredited college; and if the student received a "C" grade or better.

Evaluation of transfer coursework toward specific degree program requirements is done by the Registrar's Office in consultation with the departments. There may be limits to the acceptance of lower level credit, technical credit, prior learning credit, etc., according to the specific degree program.

Provisional admission may be granted to students who desire to transfer credit from institutions without regional accreditation but with a recognized accreditation by the Council on Recognition of Postsecondary Accreditation (CORPA). Upon successful completion of one term enrollment as a full-time student (minimum of 12 quarter hours) with grades of "C" or better or "P" for all courses attended at National-Louis University, such students may be granted full admission. 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.

U.S. citizens or resident aliens whose previous academic work was not in the United States are asked to obtain official transcripts documenting their work. Certified English translations of such documents must be furnished. In addition, students must submit their foreign credentials to one of several approved foreign credentials evaluation services. Credit will be awarded only after official documents and the foreign credential evaluation service report have been received.

The approved foreign credential evaluation services are listed below:

Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203  
Tel. 414/289-3400

World Education Services, Inc.  
P.O. Box 11623  
Chicago, IL 60611-0623  
Tel. 312/222-0882

International Educational Research Foundation, Inc.  
P.O. Box 66940  
Los Angeles, CA 90066

Credit may also be granted for credit recommendations made by the American Council on Education. This includes the council's military evaluations program and Program on Noncollegiate Sponsored Instruction (PONSI).

**Military Experience and Training Credit Acceptance Policy**

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

**Graduate Credit**

Recommendations for graduate credit are not acceptable at the undergraduate level. It may be possible to transfer graduate credit into a graduate program. Students must fill out a petition for graduate transfer credit. The program director will review the content of the training and determine whether it is equivalent to a program course and recommend that it be accepted or denied for transfer.

**Undergraduate Credit**

Recommendations for lower and upper level baccalaureate credit are acceptable for transfer at the undergraduate level. Vocational credit is not acceptable. It is not possible to use credits earned through military training for the required program coursework, but these credits can be used for elective credit or to fulfill general education requirements.

**Coursework**

In order to give credit for evaluated coursework, documentation for the course must match the entry in the ACE Guide exactly with regard to course title, location(s), length of course (length of time spent at a training center may be longer than actual length of course), date(s), and course number, if any. It is not necessary to have served in the military to receive credit for military courses. If a civilian has attended an evaluated course and documents it as stated above, s/he can be awarded credit. A service member who attended an evaluated course given by another branch of service can also receive credit for the courses if s/he documents it as stated above.

**Military Occupational Specialties, Navy Enlisted Ratings or Classifications, Warrant Officer and Limited Duty Officer Ratings**

In order to receive credit for an Army or Marine Military Occupational Specialty (MOS) at the enlisted or warrant officer level, it is necessary that the service member document 12 consecutive months of active service in a Duty MOS or passed the qualification exam for the MOS and level.

In order to receive credit for more than one duty or secondary MOS, a service member must provide documentation that s/he successfully held it for at least one year or passed the qualification exam.

In order to receive credit for a Navy Enlisted Rating (NER), Coast Guard Enlisted Rating (CGR), Navy or Coast Guard Warrant Officer (NWO or CGW) or Limited Duty Officer (LDO) Rating, it is necessary that the service member document that s/he has advanced to the rating of Passed But Not Advanced (PNA).

Sailors are also eligible for credit for the following initial NER's: Fireman, Hospitalman, Constructionman, Airman, Seaman, Dentalman if held within the evaluation periods.

In order to receive credit for a Navy Enlisted Classification (NEC), the sailor must document the requirements listed in the ACE Guide for each NEC. Persons holding NER's and evaluated NEC's are eligible for credit for both.

A service member who reaches the Warrant rating or LDO rank is eligible for credit for the enlisted specialty as well as that of the officer rank.

**Air Force Credit**

The Air Force awards lower level credit for coursework and occupational specialties through the Community College of the Air Force (CCAF). Service members or civilians with Air Force training must submit their documentation to CCAF. CCAF transcripts will be evaluated like those from any accredited school. However, most CCAF coursework is technical or professional in nature, and is not always listed on the transcript by departments that reflect that. Therefore, courses will not be evaluated according to departments, but, instead, according to course content.

**Basic Training Credit**

The American Council on Education first evaluated Army Recruit Basic Training in 1979, the Coast Guard in 1978, the Marine Corps in 1976, the Navy in 1979, and the Air Force in 1973 (on CCAF transcript). Any service member who served prior to these dates will receive credit for basic training as follows:

Health	2 SH
Hygiene	2 SH
Physical Education	2 SH

**Evaluation of Military Documentation for College Credit**

The American Council on Education (ACE) publishes the Guide to the Evaluation of Educational Experience in the Armed Services (the ACE Guide). National-Louis University accepts credit recommendations for military experience and training (see policy statement for specific information). In order to complete an evaluation, several documents may be necessary. The following are the approved forms of documentation for military credit:

1. ARMY/AMERICAN COUNCIL OF EDUCATION REGISTRY TRANSCRIPT (AARTS) - this is the only acceptable documentation for army service Military Occupation Specialty (MOS), MOS level, and Army Service School credit.
2. The DD214 is acceptable documentation for those who are retired from the military and whose service predates the AARTS transcript system (1981).
3. The Army Retirement Points Accounts Statement (ARPAS) is the acceptable documentation for credit for army reservists who have one consecutive year of active duty service in the highest MOS level. (The one year of service may need to be verified through additional documentation, including the DD214 or DD295.)
4. All Air Force military course and school transfer credit will be accepted through the Community College of the Air Force (CCAF) only. (CCAF transcripts credit for non Air Force members who attend Air Force courses.)
5. The Navy Enlisted Ratings and Marine Corps Enlisted MOSs will be documented with the SAILOR/MARINE REGISTRY TRANSCRIPT (SMART).

**Procurement of Documentation**

1. It will be the responsibility of the student to obtain course documentation:
2. Students can request AARTS transcripts from:

Manager/AARTS  
AARTS Operation Center  
451 McPherson Ave.  
Ft. Leavenworth KS 66027-1373

All updates of army military education and/or MOS and MOS level will be validated through the AARTS transcript. (Update requests to AARTS must include completion certificate as documentation of course completion.)

3. Students can request Air Force course documentation through the Community College of the Air Force from:

CCAF/RRRA  
Office of the Registrar  
Maxwell AFB AL 36112-6655

Student name, SSN, and course completion certificate must be included.

- a. CCAF will transcript Air Force courses for Air Force retirees whose service predates CCAF. The retirees should send their retirement papers and all completion certificates to CCAF and a transcript will be issued for accredited courses.

b. CCAF will transcript post associate degree Air Force course work.

c. CCAF will transcript Air Force courses for all non Air Force members who attend Air Force courses.

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

Transfer course(s) with "pass" or "satisfactory" grades will be accepted by National-Louis University, providing the institution issuing the grade has verified the level of competence required of the student to be equivalent to a "C" or better.

**Prior Learning Assessment Credit**

**Credit by Portfolio**

Credit by portfolio is possible at National-Louis University in some programs. Portfolios are prepared by students to demonstrate their prior or extrainstitutional learning. Student learning outcomes are assessed and credit granted by content-area experts in accordance with policies established by the faculty and guidelines for the evaluation of prior or extrainstitutional learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). Fees are charged to cover the cost of evaluations. A maximum of 60 quarter hours of credit by portfolio may be applied toward the baccalaureate degree. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the ABS, BSM, BSMIS and HCL programs.

**Credit by Examination**

National-Louis University awards credit to students who have achieved acceptable scores on the Advanced Placement (AP), the American College Testing Program (ACT-PEP), the College Board's College Level Examination Program (CLEP), and the DANTES Subject Standardized Tests (DSSTs). The University has adopted the American Council on Education's (ACE) recommendations for acceptable score requirements and credit awards except for CLEP General Exams. CLEP and DANTES exams may be taken at NLU and are scheduled on a regular basis. Fees are charged to cover the costs of tests and administration.

**Credit by Proficiency**

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



## Financial Aid

Through its extensive financial aid program, National-Louis University offers financial aid to qualified students who wish to defray part of their total educational expenses. *The University offers financial aid to students who have been admitted to the University.* Types of aid include grants, scholarships, loans, and student employment. A student must be enrolled as at least a half-time (6 quarter hour minimum) degree-seeking student, and meet all federal, state, and institutional requirements to be eligible for financial aid. All information on financial aid contained in this catalog is subject to changes or deletions without notification. For further details, please consult the Office of Student Finance on any Student Services Center located at each Chicago area campus, or any academic center. The program in which one enrolls may dictate the sources of aid for which an applicant is eligible.

The majority of aid sources begin with a need analysis document. This document performs several functions: it acts as an application for federal, state and institutional aid and is designed to evaluate the family's ability to contribute toward the student's educational expenses. Many factors are taken into consideration, the income and assets of the student and/or parent(s) being the most important. The University requires applicants to file the Free Application for Federal Student Aid (FAFSA). These forms are available from secondary schools, the Student Enrollment Office, the Office of Student Finance, the Student Services Centers located on each campus and at each Academic center. The applicant may also apply online at [www.fafsa.gov](http://www.fafsa.gov). Applicants will receive a Student Aid Report four to six weeks after filing a need analysis document.

Once the expected family contribution has been established, it is subtracted from the cost of attending the institution; the difference represents the applicant's "need." It is the task of the Office of Student Finance to assist in meeting that need, using a number of different programs. These programs can be divided into two broad categories: gift aid and self help.

### I. Gift Aid (Need-Based): Scholarships or grants that do not have to be repaid and are based upon financial need.

- A. Federal Pell Grant: The largest of the federal student aid programs with awards ranging from \$400 to \$3750 for three quarters within an academic year.
- B. State Grant: Illinois residents attending National-Louis University will be considered for the Monetary Award Program (MAP). Awards may range from \$150 to \$4968 for three quarters within an academic year. Again, the need analysis document will act as the application. In addition to being based on financial need, the Illinois Student Assistance Commission will determine eligibility for the award based upon when the applicant plans to enroll at the University and when the need analysis document is filed. Applicants outside Illinois should check with their state agencies to determine if their state offers awards to students wishing to attend out-of-state colleges or universities.

- C. National-Louis University Grant: Funded by the University to assist students in meeting financial need. The University has developed criteria to determine eligibility and amounts, which may vary annually.
- D. Federal Supplemental Educational Opportunity Grant (FSEOG): Funded by the federal government, these monies are administered to exceptionally needy students by the Office of Student Finance.

### II. Self Help—Work and Loan Programs (Need Based)

- A. Federal College Work-Study Program (FWS). This federal program provides on-campus and off-campus community service jobs and jobs through the American Reads Program for students demonstrating financial need. Jobs are available in many departments. Wages are paid directly to the student and can be used to pay tuition and fees.
- B. Federal Perkins Loans (formerly National Direct Student Loans). This federal program provides need-based low interest (currently 5%) educational loans for students attending postsecondary institutions. The loan funds are credited directly to the student's account each academic term. Repayment begins nine months after the student graduates, leaves school, or drops below half-time status.
- C. Federal Subsidized Stafford Student Loans. A low interest loan offered by a lender such as a bank, credit union or savings and loan association. You must demonstrate a NEED for assistance. Repayment begins six months after the student graduates, leaves school or drops below half-time status.

**Special Note: You must first be accepted for admission to the University to have a loan application certified by the Office of Student Finance.** Students enrolled in post-baccalaureate programs will only be eligible for consideration for loan assistance.

In addition to need-based aid, there are financial resources unrelated to financial need. Again these can be divided into gift aid and self help aid.

### III. Gift Aid (Non Need-Based)

- A. Academic Scholarships: Full or partial tuition scholarships are available to freshman and transfer students based on previous academic work. Details of the application process and eligibility criteria are available from the Student Enrollment Office.
- B. Private Scholarships: Over the years many individuals and special-interest groups have provided monies to establish a number of private scholarships. To be eligible to apply, students must have attended National-Louis University for at least three quarters. Some of the awards have specific criteria, but in general, recipients must demonstrate academic achievement and involvement in on- and off-campus activities. Further details are available from the Office of Student Finance.

### IV. Self Help—Work and Loan Programs (Non Need-Based)

- A. University Employment: The University offers an on-campus work program for those students who do not demonstrate financial need.
- B. Federal Unsubsidized Stafford Student Loan: This loan is not based on financial need. For dependent undergraduate students, this loan can be awarded in combination with the Federal Subsidized Loan to the following annual loan limits:

- 1st year \$2,625
- 2nd year \$3,500
- 3rd and remaining years \$5,500

Independent undergraduate students may be awarded the following annual loan limits each academic year:

- 1st year \$6,625 (at least \$4,000 in an Unsubsidized loan)
- 2nd year \$7,500 (at least \$4,000 in an Unsubsidized loan)
- 3rd year and remaining years \$10,500 (at least \$5,000 in an Unsubsidized loan)

Repayment of interest begins 30 days after the first disbursement and can be capitalized by the lender. Repayment of the principal follows a six-month grace period after the student drops below half-time enrollment.

- C. Parent Loan to Undergraduate Students (PLUS): This federal program was created to provide loan assistance to parents of dependent undergraduate students. The interest rate is variable and subject to change every July 1. As in the Stafford Student Loan Program, these loans are made by a lender such as a bank, credit union or savings and loan association. Parents may borrow up to the student's cost of education. (For more detailed information, contact the Office of Student Finance.)

In addition to the federal, state and institutional programs listed above, there are a number of other possibilities. Places of employment and labor unions may have programs to help pay educational expenses. Foundations, religious organizations, community organizations and civic groups are all potential sources. Veterans should check with the local Veterans Administration Office for benefit information.

The federal and state government and National-Louis University all require applicants to submit various documents. Applicants should ensure that such requests are quickly and accurately answered to prevent a delay in processing. For a complete description of the required financial aid application forms, please contact the Office of Student Finance, Student Services Center, or the Academic center you wish to attend.

Once all required application forms have been received, the Office of Student Finance will send an award letter detailing the awards and dollar amounts for which the student is eligible. This award letter will include the information and forms required for the student to apply for the Federal Stafford Loan program and the Federal Perkins Loan program. *A change in number of hours enrolled may result in a change to the Financial Aid Award letter.* The Pell Grant is the **only** program available to eligible students who are enrolled for less than 6-quarter hours per quarter.

All financial aid recipients are required to reapply for financial assistance each year. Every effort will be made to maintain assistance commensurate with the student's need and consideration will be given to changes in family circumstances.

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

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

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

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

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

## Deferments

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

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

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

These standards of satisfactory academic progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University. The standards apply for all financial assistance programs including Federal Pell Grant, Federal Perkins Loan, Federal Work Study (FWS) Federal Supplemental Educational Opportunity Grant (FSEOG) the Federal Family Education Loans (Stafford and PLUS), assistance from the State of Illinois and National-Louis University.

To remain eligible for financial aid, students must adhere to the standards established by National-Louis University. These standards stipulate, but are not limited to, maintaining acceptable grades, earning a percentage of credit hours per term, and completing the degree within a time limit. While the University will consider mitigating circumstances in evaluating these three criteria, the student must continue to demonstrate satisfactory progress within this policy. Adherence to the following standards will be necessary for continued financial aid eligibility:

### A. MAXIMUM TIME FRAME

The maximum time frame is the time allowed for a student to complete a course of study during which the student may be eligible for financial aid. The maximum time frame is one and a half times the program length. A student enrolled in a 180-hour program is allowed 270 hours to

complete the program. All registered hours, at the end of the add/drop period, will be counted in the maximum time frame determination. In addition, all transfer credit hours accepted from other institutions will be counted in the maximum time frame. ESOL students should be aware that Levels I and II are not used to calculate maximum time frame of 270 hours.

### B. QUANTITATIVE MEASUREMENT (credit hours)

Undergraduate students, including students in the non-traditional (accelerated programs) and certificate programs must receive passing grades of A, B, C, D, P, or X grades in at least 67% of courses attempted. "Courses attempted" include withdrawals (WW, WS, WU, or WN, in-progress evaluation (I) and N and U grades."

### C. QUALITATIVE MEASUREMENT (GPA)

Each financial aid recipient must be an admitted student enrolled in a degree or certificate program at National-Louis University and maintain a minimum grade point average of 2.0.

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

### WITHDRAWAL, INCOMPLETE, OR REPEAT COURSES

Courses with withdrawal (W) grades are included in the hours attempted, but not hours earned.

Students who receive in-progress evaluation (I) grades will be considered in good standing as long as their grade point average is 2.0 and at least 67% of courses attempted are completed.

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

### FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

At National-Louis University an academic year is defined as three-quarters for students pursuing a baccalaureate degree. "Academic year" is defined as four quarters for students pursuing a one-year certificate. ALL students receiving financial aid will be reviewed at the end of each academic year of enrollment. If a student does not meet all of the satisfactory academic progress criteria the student will be placed on "financial aid probation" for the next term of enrollment. The student will be notified in writing of the "financial aid probation". The student may continue to receive financial aid while on probation.

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

### APPEAL PROCEDURE

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

### REINSTATEMENT

To regain eligibility once financial aid is suspended, the student must enroll and utilize resources other than federal, state or institutional funds to pay for the cost. Financial aid will be reinstated once the student has completed 67% of all courses attempted at National-Louis University and has attained a cumulative grade point average of 2.0.

Students who have been suspended from financial aid after having earned a total of 270 credit hours can not be reinstated.

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

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

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

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

## Information Required to Provide Borrowers

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

This policy becomes effective with all terms of enrollment beginning on or after April 15, 2000.

## Payment Information

### Flexible Financing Options

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

NLU payment plans are calculated on a term basis.

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

Students enrolled in a field or cluster program can receive an 8% discount on the cost of their program if they pay for the entire program prior to the first class meeting date. Financial aid cannot be used for this option. This option does not apply to the FOCUS program or On Campus program. This discount is not allowed on previously discounted classes.

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

Payment for each term is made at registration.

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

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

#### Option #4: Financial Aid

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



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

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

**Option #6: Tuition Reimbursement:**

Under this plan, a student can defer tuition paid directly to them by their employer through tuition reimbursement. The student is responsible for a minimum of 25% of the term's tuition at the beginning of the term. This 25% can be paid through Options 2, 3, or 4. The remaining 75% of the term's tuition is due 30 days after the posting of the term's grades. There is a handling fee of \$35.00 per term to participate in the plan. **A copy of the employer's reimbursement policy and the student's eligibility for reimbursement must accompany the student's registration and promissory note.**

**National-Louis University Refund Policy**

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

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

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

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

\*An administrative fee of \$100.00 or 5% of total institutional charges, whichever is less, will be assessed on all withdrawals.

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

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

**For students taking courses on the traditional quarter calendar, previously awarded financial aid, excluding loan funds, is credited to charges during the third week of classes. From that point forward, financial aid is posted on a rolling basis as financial aid awards are processed. Loan funds are posted to student accounts within three business days of receipt from the lender. Lenders do not forward funds prior to the first day of the third week.**

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

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

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

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

**Student Finance Office Locations**

<b>Chicago Campus</b> 122 S. Michigan Ave. 2nd Floor 800/443-5522, Ext. 3202	<b>Evanston Campus</b> 2840 Sheridan Rd. 1st Floor 800/443-5522, Ext. 2528
<b>Wheaton Campus</b> 200 S. Naperville Rd Enrollment Building 800/443-5522, Ext. 4505	<b>Wheeling Campus</b> 1000 Capitol Dr 3rd Floor 800/443-5522, Ext. 5770

**Payment Plan Promissory Note**

**Terms and Conditions**

- In signing the NLU payment plan application, I agree to pay the tuition/fees/room and board assessed or other charges incurred and charged to my account in accordance with my chosen Plan.
- I understand that if I choose the Full Payment Option, payment in full, less an 8% discount, is due prior to the first class meeting date. If payment is not received my account will automatically default to the term-by-term option, which will require the first term's tuition/fees/room and board, and other charges incurred to be paid immediately.

- Term-by-Term option requires payment of a term's tuition/fees/room and board and other charges at registration. My failure to pay the term charges before the first day of class will result in a late fee of not more than \$10.00.
- The Deferred Payment option requires a \$35.00 handling fee per term. If I choose this option, my tuition/fee/room and board and other charges incurred for the term will be divided into three equal installments requiring payments of one-third plus \$35.00 at registration, one-third on the 30th day following the first class and the final one-third on the 60th day following the first class. Payment more than 30 days past due will be subject to a late fee of not more than \$10.00 per month.
- I understand the Financial Aid option requires a completed financial aid application at the time of registration. I understand that if aid has not been awarded at the time of registration, monthly payments of a minimum of \$300.00 are required until the aid has been awarded. I understand that financial aid must be applied to my account for my unpaid charges before a refund check can be issued.
- I understand that I must be fully admitted to the university to receive financial aid.
- I understand that under the Direct Billing to Employer option, NLU will bill the employer at the beginning of the term for all tuition/fees/room and board and other charges incurred. NLU will expect payment in full within 30 days of billing. I understand that if payment is not forthcoming, I am responsible for the bill and will be subject to monthly late fees of not more than \$10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration in order to be eligible for this option.
- I understand that under the Tuition Reimbursement option, I am responsible for a minimum of 25% of the term's tuition/fees/room and board and other charges by the first day of class. If my employer is reimbursing at less than 75% of the term's charges, I am responsible for the percentage difference by the first day of class. I understand that I may choose any other option to pay my percentage of responsibility and that portion of my account will be governed by the rules and regulations of that option. I understand that there is a \$35.00 handling fee per term for this option and will be incorporated in my first payment. I understand that payment in full for the terms tuition is due 30 days after the posting of my grades for that term, regardless of the grades. I understand that if my employer does not pay for these classes, I am required to pay in full immediately. Payments more than 30 days past due are subject to late fees of not more than \$10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration to be eligible for tuition reimbursement.
- I agree that demand of payment, presentment for payment, notice of dishonor, notice of non-payment, and all other notices except those required by law are

hereby expressly and severally waived by the student, and is understood that NLU may, without notice, and without affecting liability of such student, renew and/or extend this agreement, accept partial payment thereon, or settle or compromise the amount due or owing.

- Notice is given that NLU may at its option, report and access good and bad credit information (i.e., credit ratings, etc.) to/from Credit Bureaus and other appropriate non-campus organizations.
- If I fail to comply with the terms and conditions of this agreement, NLU may: a) refer the account to a collection agent for further collection efforts, b) initiate legal proceedings, c) withhold institutional services, such as transcripts or diplomas, and d) assess all costs of collection.
- Notice is given that NLU, in the usual conduct of its credit granting and collection activity, may release the student's Social Security Number to non-campus organizations.
- In order to register for subsequent terms, or receive transcripts, accounts must be current by the due date.
- If I fail to make any payment when due, NLU may declare my entire balance due and payable 15 days after giving me written notice of default and after my failure to cure such default.
- I am aware that I cannot register for classes without the permission of the Student Finance Office while owing any part of the prior terms tuition/fees/room and board and other charges. Furthermore, I agree/am aware that a Hold may be placed on my records to prevent such a registration.
- I agree to pay all tuition/fees/room and board and other charges in full, this agreement notwithstanding, before any financial aid will be disbursed/refunded to me.

The Promissory Note must accompany all registrations.

**Skills Assessment**

National-Louis University recognizes the importance of competence in English language, reading, writing and quantitative reasoning. All students admitted to on-campus undergraduate programs take skills assessment tests prior to advising and registration. Faculty of the departments of English, Math, Developmental Studies, and Applied Language work cooperatively to assess the skills of newly admitted students. Students who need further development in these areas in order to succeed at the collegiate level are required to enroll in the appropriate English for Speakers of Other Languages or developmental courses designed by the faculty. Test results are used in academic advising to identify students' strengths and weaknesses, to help students select the appropriate courses, and to ensure that they possess or develop the requisite skills needed for academic success. With the exception of English language proficiency, all testing is conducted through the Center for Academic Development (CAD). Testing of non-native speakers of English is administered by the Department of Applied Language/Language Institute.

## Guidelines

**English for Speakers of Other Languages:** Students who need to develop English language skills enroll in ESOL courses based upon assessment (ESL100A, ESL100B, ESL200, ESL201, ESL202, ESL203).

**Mathematics:** Students who need to develop skills in computation and basic mathematics must enroll in developmental courses (LAM100A, LAM100B).

**Writing:** Students who need to develop skills in writing are required to complete one or more developmental courses (LAE100, DVS200, DVS205A, DVS205B, ESL203) according to their level of proficiency. Some students will be required or recommended to receive tutoring in addition to their coursework.

**Reading:** Students who need to develop skills in critical thinking and reading comprehension are required to complete two developmental courses (DVS210A, DVS210B).

Developmental course credit toward graduation requirements is limited to 5 quarter hours.

## Registration

### 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), sophomores (at least 45 but fewer than 90 quarter hours); juniors (at least 90, but fewer than 135 quarter hours); seniors (at least 135 quarter hours).

### Academic Credit Load Policy

A student in good academic standing (not on warning or probation) who has no outstanding In-progress courses is permitted to register for up to 21 quarter hours without special approval in any terms except in certain professional sequence terms. Any student who wishes to register for more than 21 quarter hours must submit a written petition to the appropriate department/program administrator for approval. The approved petition should be directed to the University Registrar the term before the student wishes to register for the overload. A student on academic probation may not carry more than 16 quarter hours. A student completing "I" grades from previous terms may have his/her credit hours limited to allow time for successful completion of the In-progress courses. The student will be notified by the Registrar's Office, if the credit hours are to be limited.

## Regulations

1. Registration cannot be processed without the signatures of the appropriate academic adviser and student accounts representative.
2. Registration is not complete until financial arrangements have been made.
3. A late fee is charged for registration processed on or after the first day of a term.
4. A student will receive credit for only the courses for which he/she is registered.
5. Enrollment in courses is not permitted after the last registration date published in the "University On-Campus Class Schedule."

## Audit

**Auditing a course:** A student may audit a particular course. The student may participate 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.

## Undergraduate Registration in Graduate Courses

Graduate courses are offered for semester hours of credit. When taken for undergraduate credit, the semester hours are converted to quarter hours.

A graduate course taken by an undergraduate student and applied toward a baccalaureate degree must be taken for undergraduate credit (quarter hours) and undergraduate tuition will be charged. These hours will be included in the student's undergraduate load, and if the student's current load limit is exceeded as a result, the student will need to petition the appropriate department/program administrator for overload approval prior to registration.

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

A graduate course may be taken for graduate credit if a student is a junior or senior in good standing. It cannot apply toward the baccalaureate degree requirements and graduate tuition will be charged.

## On-Campus Student Withdrawals

To withdraw from a course or from the University, undergraduate students fill out a withdrawal form in the Registrar's Office or notify the Registrar's Office in writing. Students may withdraw from a course before the end of the fifth week of classes without academic assessment, and this is recorded WW on the academic record. After the fifth week of classes, withdrawal from a course will be recorded WS, WU or

WN on the academic record to indicate that no credit was earned and to indicate the performance of the student at the time of withdrawal.

Exceptions to the policies of withdrawal (when withdrawal is necessary because of illness or accident and "in-progress" is not a possibility) may be possible after verification of the facts.

Please see page 32 for information about the Refund Policy. The official date of withdrawal is the date when the student signs the withdrawal form in the Registrar's Office or the postmark on the withdrawal letter sent to the Registrar's Office, except in Wisconsin and Georgia where the last date of attendance is the basis for refund calculation.

## Field Student Withdrawals

A written withdrawal should be mailed to the Wheaton Registrar, for Chicago area students, or to the Director of Academic Services at the out-of-state campuses. (See Refund Policy on page 32.) A student who withdraws after the third class session of any term will be assigned a "WW" grade, if no other grade has been assigned by the instructor. For students in Wisconsin and Georgia, the last date of attendance will determine refund calculation.

## Evaluation of Student Progress

### Grades

The National-Louis University student evaluation system emphasizes individual achievement and performance. 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
U	Unsatisfactory performance
WU	Voluntary withdrawal within last half of the term/unsatisfactory progress at time of withdrawal
P*	Pass ("C" Level or better)
N*	No credit
I*	Course in-progress
IE*	"I" grade extended beyond the time normally allowed for completion
IU	Lapsed "I"/Unsatisfactory performance
IN*	Lapsed "I"/No Credit
X	Deferred course designed to extend over a longer period than one term
WW*	Voluntary withdrawal within first half of the term/indicating no academic assessment
WS*	Voluntary withdrawal last half of the term/indicating satisfactory progress at time of withdrawal
WN*	Voluntary withdrawal within last half of term for a pass/noncredit course/indicating unsatisfactory progress at time of withdrawal

IR*	Lapsed "I"/Repeated
UR	Unsatisfactory/Repeated
NR*	No credit/Repeated
CR	Satisfactory Performance/Repeated
DR	Marginal performance/Repeated
AU	Audit

\* These grades may be assigned to Skill Development, English for Speakers of Other Languages courses up to ESOL Level 4, and all zero credit courses.

## "In-Progress" Grade Policy

In-Progress "I" may be assigned at the discretion of the instructor if the student has successfully completed half (50%) or more of the course requirements at a satisfactory level or better. The In-Progress course is completed by the fulfillment of specific written arrangements between the student and the instructor.

No student automatically qualifies for an "I" grade; the decision is made by the instructor on an individual basis.

Unless otherwise specified, the student is expected to complete the work for the In-Progress course by the end of the quarter following the student's enrollment in the In-Progress course. For students not enrolled in the subsequent term, the course may be completed within one calendar year immediately following the term of original enrollment. If the student re-enrolls prior to the expiration of that year, the one quarter completion rule applies.

All "I" grades will be lapsed to "U" or "N" grades if the course work is not completed by the specified time. The "I" grade may be extended at the discretion of the faculty, for a period of up to one year from the time the grade was originally assigned. At the time an "I" grade is issued, an "In-Progress" contract should be initiated between the faculty and student to document the details for completion of the course requirements. Copies should be filed with the appropriate departments as indicated on the contract form.

\*College and program policies vary about the use and time limits for "I" grades. Check with your program adviser before requesting an "I" grade contract. Some programs prohibit the use of "I" grades in Term I for students on provisional admission status.

## Standards for Academic Review

All students not in the Language Institute will be monitored on the basis of a cumulative grade point average (GPA) and a term completion ratio. A student is expected to maintain the cumulative GPA of 2.00 required for graduation. Some programs require a higher GPA. Please refer to the individual program for specific program information. Financial Aid eligibility also requires certain satisfactory progress. Please see page 28.



### On-Campus Students

**Academic Warning:** A student will be placed on Academic Warning under the following conditions:

1. The cumulative GPA falls below 2.0.
2. The student fails to have a completion ratio of at least .50 for the term just completed.

**Academic Probation:** A student on Academic Warning will be placed on Academic Probation under the following conditions:

1. The student has less than a .50 completion ratio for the second consecutive term.
2. The student has less than a 2.0 cumulative GPA for the second consecutive term.
3. The student fails to fulfill any other special conditions of Warning\*.
4. If an "I" grade from a previous quarter lapses to a "U" or "N" grade.

**Good Standing:** A student on Academic Warning or Academic Probation will regain Good Standing by fulfilling the following conditions:

1. The student must have a .50 completion ratio for the term just completed with no failing grades, including no "I" grade from a previous term lapsed to a "U" or "N" grade.
2. The student must have a cumulative GPA of at least 2.0.

**Dismissal:** A student on Academic Probation may become Academically Ineligible for further enrollment under any of the following conditions:

1. The student has less than a .50 completion ratio for the third consecutive term.
2. The student has less than a 2.0 cumulative GPA for the third consecutive term.
3. The student fails to complete a required course after two separate enrollments.
4. The student fails to fulfill any other special conditions\* of probation.
5. The student fails a class.

### Field Program Students

Because of the unique nature of their programs, Field Program Students are monitored under a separate policy.

1. Students with less than a 2.00 term GPA will be placed on automatic probation. The student must attain a "C" or better for all courses in the following term.
2. To remain in good standing they are expected to maintain at least a 60% completion ratio for any given term and a cumulative GPA of at least 2.00.

3. Students who miss three class meetings in one course (unless special arrangements were made beforehand) will be given a "U" in that course and are expected to retake the course.
4. Students who miss three consecutive class meetings in a term are dropped at the end of the term and must apply for readmission if they wish to complete the program.
5. Certain programs prohibit the use of "I" grades in Term I by students who are on a provisional admission status. Consult your program adviser before requesting an "I" grade if you are on provisional status.
6. Students who receive "I" or "U" grades for two or more courses in any term will be dropped at the end of the term. If such students wish to complete the program they must first complete any In-progress courses and then apply for readmission to another group.
7. Students have one year after the final class meeting of the group to complete any "I" grades before such grades are converted to "U" grades.
8. Any course for which a "U" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.
9. If provisional admission has been granted, completion of all courses in Term I with grades of "C" or better will give the student full admission and eligibility to continue into Term II.

### All Undergraduate Students

**Student Appeal:** A student dismissed for reasons of academic ineligibility may direct his/her written appeal to the University Registrar. The appeal should be submitted within eight days of the date of the ineligible letter and should provide documentation of any exceptional circumstances that would have caused the faculty governance unit to extend the probation. The University Registrar will forward the petition to the governance unit designated by the respective college to deal with student appeals.

**Readmission:** A student is eligible to apply for readmission after two quarters, including summer session. A student may begin the application for readmission during the second quarter of non-enrollment. If approved, the student will be readmitted at the Academic Warning level. The petition for readmission should be directed to the University Registrar. It will be presented to the appropriate department/program administrator for approval.

**Forgiveness Policy:** A student dismissed from the University who applies for readmission after three years have elapsed shall, by petition to the appropriate department/program administrator, be forgiven their cumulative GPA at the point of dismissal. Their cumulative GPA, then, is based only on National-Louis University courses taken after readmission. This policy is permitted only one time per student.

### \* Special Conditions

A student may be required to seek assistance from the Center for Academic Development and/or meet with a program/academic adviser or counselor in the Office of Student Affairs.

### Program Standards

The information given here is the general policy of the University. In addition to these rules, individual programs have their own specific requirements regarding grade point averages and acceptable grades. Some have a limit on the number of "D" grades a student in a specific program may have. In the case of a required course, a student may be asked to repeat a course in which she/he has previously received a grade of "D." Please see the Repeat Course Policy (page 38).

### Academic Review Policy

#### • Limited English Proficient Students

Students enrolled in the ESOL program will be monitored under a separate policy until they have completed ESOL Level 5. After that they will be monitored according to the general college policies. While in the ESOL program, they will be reviewed as follows:

**Good Standing:** Completion of the ESOL courses attempted during the preceding term.

**Academic Warning:** After one grade of "N" or "U" in an ESOL course. Restrictions and requirements: student must seek assistance from departmental resources (open laboratories) and the Center for Academic Development (CAD). A student may not register for more than 13 quarter hours.

**Academic Probation:** After the second consecutive grade of "N" or "U" in an ESOL course. Restrictions and requirements: student is required to seek assistance as stated above. Student may not register for more than 13 quarter hours.

**Dismissal:** After the third consecutive grade of "N" or "U" in the ESOL courses.

**Readmission:** A student is eligible for readmission after one full quarter out and will have academic warning status. After two quarters out, the readmitted student must be reassessed for placement into the appropriate level language course.

**Forgiveness Policy:** Students dismissed from the college who apply for readmission after three years or more have elapsed shall, by petition to the appropriate department/program administrator, be forgiven their completion ratio at the point of dismissal. Their completion ratio is thenceforth based only on National-Louis University courses taken after readmission. This policy is permitted only one time per student.

**Student Appeal:** Same as "Student Appeal" on page 36 for on-campus students.

### Grade Point Average

#### Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter 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.
U, WU, IU	No quality points
P, N, I, X,	
WW, WS, WN, UR, DR, NR, IE, IR, IN	Not calculated

Illustration	Grade	Quality Points per Credit Hour	Credit Hours Attempted	Quality Points Merited
A	4	X	4	16
B	3	X	4	12
C	2	X	4	8
D	1	X	4	4
U, WU, IU	0	X	4	0*
P, N, I, X,				
WW, WS, WN, UR, DR, NR, IR, IE, IN				Quality points not assigned

38 **Calculation**

Grade point average will be computed by dividing the total quality points for hours with grades of A, B, C, D, U, and WU by the total hours attempted with grades of A, B, C, D, U, and WU. Courses with grades of P, N, I, X, WW, WS, WN, UR, DR, CR, NR, IR, and IE are excluded.

Only courses from National-Louis University will be included in the computation.

Illustration	Grade	Quality Points Merited	÷	Credit Hours Attempted	=	Grade Point Average
A	16	÷	4	=	4.0	
B	12	÷	4	=	3.0	
C	8	÷	4	=	2.0	
D	4	÷	4	=	1.0	
U, WU	0	÷	4	=	0	

P, N, I, X, WW, WS, WN, UR, DR, CR, NR, IE, and IR not calculated in the grade point average.

**Completion Ratio**

The completion ratio will be computed by dividing the number of hours completed with grades of A, B, C, D, P, or X by the number of hours attempted. (Courses with grades of A, B, C, D, P, X, I, IE, N, U, WU, and WN; courses with grades of WW and WS are excluded.)

\* Students taking only nongraded courses in any quarter are evaluated solely on the basis of their completion ratios.

**Repeat Course Policy**

A student who receives a C, D, U, N, WU or WN in an undergraduate course is permitted to repeat the course. The grade achieved in the repeated course is recorded on the academic record, however, the original grade also remains on the academic record and is converted to a CR, DR, UR, NR, or IR, indicating the course has been repeated. The course with the highest grade is used in determining cumulative credit earned and in computing the GPA.

**Transcripts**

**On-Campus Students**

Official transcripts are available to be sent upon request. All requests must be made in writing to the Registrar's Office at the Wheeling campus. The fee per transcript is \$8 for regular service (5-7 days) and \$12 for rush service. NO SAME DAY SERVICE IS AVAILABLE.

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

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

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

A transcript of a student's record is the property of National-Louis University and is not property of the student. National-Louis University has no obligation to release a transcript to a student, but customarily does so if the student has met all of his/her obligations to National-Louis University.

**Field Students**

Students at the out-of-state campuses should request their transcript directly from the Office of Academic Services at the campus. All other field students should request their transcript from the Registrar's Office in Wheaton, IL. All policies for transcript requests for on-campus students will apply.

**Grade Report**

A report based on the instructor's evaluation of the student's total achievement in every course is sent to the student four to six weeks after the end of each term. This report also includes the student's credit hours completed, quality point term completion ratio and cumulative grade point average.

**Transferability of Credits**

Since National-Louis University is a fully accredited institution of higher learning, most other academic institutions will accept the institution's credit. It is the receiving institution's prerogative to accept and apply the University's credit according to its own programmatic policies and procedures. It is the student's responsibility to ascertain the transfer credit policies of the receiving institution and make direct contact with its office of admission.

**Graduation Requirements—All Baccalaureate Degree Programs**

All students completing baccalaureate degree programs must fulfill the following requirements:

1. The student must have completed a minimum total credit requirement of 180 quarter hours.
2. The student must have a minimum of a 2.0 grade point average. Some programs require a higher grade point average.
3. The student must fulfill the General Education Core Requirements.
4. The student must have satisfied 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.
5. The student must complete the residential requirement of his college and program. (Minimum 45 quarter hours.)
6. The student must have completed concentration requirements of a minimum of 45 quarter hours. Of these, a minimum of 25 quarter hours must be upper level, of which 15 quarter hours must be taken at National-Louis University.

**General Education Core: Requirements**

General education "is not directly related to a student's formal technical, vocational, or professional preparation; it is a part of every student's course of study, regardless of his or her area of emphasis, and it is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess."<sup>1</sup>

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

**Information and Technology Literacy**

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

**Analytical Skills**

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

**Ethics, Values, and Respect for Human Diversity**

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

**Field of Knowledge I: Communications, Humanities, and Fine Arts**

**Communications**

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

Appropriate coursework or experiences: Oral and written communications.

**Humanities**

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

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

**Fine Arts**

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

Appropriate coursework or experiences: Art, music, theatre.

**Field of Knowledge II: Quantitative Reasoning, Physical and Life Sciences**

**Quantitative Reasoning**

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

Appropriate coursework or experiences: Mathematics/statistics, research methods.

**Physical and Life Sciences**

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

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

<sup>1</sup>NCA Handbook of Accreditation, 2nd ed. (1997), 23.



40 **Field of Knowledge III: Social and Behavioral Sciences**

**Social Sciences**

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

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

**Behavioral Science**

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

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

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

**General Education Core: Distribution**

NLU takes pride in its diversity and in making learning accessible to its students. The university currently serves both a large undergraduate student body at its five Illinois campuses and a significant number of adults enrolled in degree-completion programs nationally and internationally. The distinctiveness of these two undergraduate populations necessitates a general education model that is broad enough to accommodate their unique needs. All undergraduate students, whether they are enrolled in on-campus or field-based programs, are expected to develop and strengthen all core skills, knowledge, and abilities and to demonstrate a level of achievement that is appropriate for their program area.

This is accomplished through a general education core requiring a minimum of 60 quarter hours of course work (or the equivalent) distributed across the three fields of knowledge: I: Communications, Humanities, and Fine Arts; II: Quantitative Reasoning and Physical and Life Sciences; and III: Social and Behavioral Sciences. The following sections outline the ways in which these two undergraduate populations may fulfill the general education core requirements.

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

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

Specific academic programs may designate courses that should be taken to meet general education core requirements. Additional general education courses beyond the 60 quarter hour minimum may be required as part of program requirements.

**I. Basic Model for On-Campus, Undergraduate Programs**

Field I: Communications, Humanities, and Fine Arts  
minimum of 6 courses (or 27 quarter hours)

Field II: Quantitative Reasoning and Physical and Life Sciences:  
minimum of 3 courses (or 13.5 quarter hours)

Field III: Social and Behavioral Sciences:  
minimum of 3 courses (or 13.5 quarter hours)

Total: Minimum 60 quarter hours or equivalence

**II. Basic Model for Undergraduate Degree-Completion Programs**

NLU faculty recognize that adult learners often bring a wealth of experiential learning to the university classroom. Typically the adult learner is employed, and comes to NLU to complete the bachelor's degree for career advancement or other professional goals. Adult students will often have completed up to 90 quarter hours of previous college work and documented prior learning through other means. Their classroom environment features active engagement in the learning process as students validate their experiences and relate them to content and theories. A total of 90 quarter hours is generally required for admission into an accelerated degree completion program including 60 quarter hours for the general education core.

Adult learners in degree completion programs are required to complete a minimum general education requirement of 60 quarter hours distributed among the three fields of knowledge (see below). This more flexible path to fulfilling their general education requirements allows adult learners to address their educational goals in a variety of ways that meet their unique needs as adult students.

Field I: Communications, Humanities, and Fine Arts:  
minimum of 2 courses (or 9 quarter hours)

Field II: Quantitative Reasoning and Physical and Life Sciences:  
minimum of 1 course (or 4.5 quarter hours)

Field III: Social and Behavioral Sciences:  
minimum of 2 courses (or 9 quarter hours)

Total: Minimum 60 quarter hours or equivalence.

**Second Baccalaureate Degree Policy**

Students who wish to earn a second bachelor's degree must fulfill all University and program requirements for the degree in a field unrelated\* to the first baccalaureate. A minimum of 45 quarter hours additional credit must be earned in residence after requirements of the first degree have been met.

\* The definition of an unrelated field will be determined by the program in which the second degree is earned.

**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:

1. Have the appropriate graduation audits done and receive a copy of them.
2. Have the official transcript reflect awarding of both degrees upon completion of all requirements for both of them.
3. 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.

**Application for Graduation**

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

Students must apply for a diploma and pay a graduation fee. Each completion date has a final deadline for application. These deadline dates are published each term in the on-campus class schedules. Field program students receive notice of graduate application deadlines in class. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Registrar's Office, 1000 Capitol Drive, Wheeling, IL 60090 to obtain a diploma application or to change the completion date for a previous application. Information concerning application for graduation may also be obtained at the Student Services Office at any local or out-of-state campus or on the university website (www.nlu.edu). There is an additional fee each time a diploma is reordered.

Diplomas will be mailed a few weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee. An official transcript will be available after the graduation date reflecting the degree completion.

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

42 **Student Guidelines and Policies**

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

**Statement on Student Rights and Responsibilities**

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

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

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

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

attacks on personal integrity, and the techniques of harassment and innuendo.

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

**Student Information and Regulations**

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

**Access to Student Records**

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

**Addresses**

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

**Advocacy**

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

**Affirmative Action**

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

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

**Alcoholic Beverages**

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

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

**Bookstore**

Barnes and Noble walk-in bookstores are located on the Chicago and Evanston campuses only. For on-campus students taking classes on these two campuses, textbooks are ordered by instructors and carried in the bookstores. The bookstores also carry school supplies, National-Louis specialty items, cellular phones and snacks.

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

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



## Catalogs

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

## Center for Career Development

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

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

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

## Children on Campus

Children are not allowed in classrooms at any time while classes are in progress. In all other areas of the University, children must be accompanied and supervised by an adult at all times.

## Class Attendance

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

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

## Commencement

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

## Contracts

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

## Counseling

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

## Damage, Liability, Loss, or Theft

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

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

## Disruption

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

## Drugs

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

## Emergency Assistance

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

## Employment

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

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

## Facilities and Property

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

## Faculty Information

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

## Fees

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

## Field Students

Attendance at all class meetings is mandatory, since a large portion of the learning is dependent on class activities. Students are expected to make up a class they miss by completing alternate assignments designated by the instructor. Unless special arrangements are made beforehand, students who miss 50% or more of the class sessions in one course will be given a "U" grade and are expected to retake that course. Students who miss three consecutive class sessions will be dropped at the end of that term and must apply for readmission to another group if they wish to complete the program.

## Financial Obligations

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

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

## Fire Safety

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

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

## Firearms and Explosives

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

## Forgery

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

## Gambling

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

## Health Insurance

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

## Hours

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

## Identification Cards

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

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

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

The Global card is valid only during periods of active registration. The card is the official University identification and entitles students to admission to University buildings, use of the libraries, and use of other University facilities and services. Students are required to carry the ID card when present on one of the campuses, or at a class function sponsored by the University. The card is not transferable and is the property of the University and must be surrendered upon request by a University official.

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

### International Students

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

### Laws

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

### Leave of Absence: Undergraduate Students

Undergraduate students in good academic standing may request a Leave of Absence for up to one calendar year. Students must submit a petition form to the University Registrar, indicating why a leave is necessary. The petition must have the approval of the individual's adviser or program director. Students will be notified of the decision in writing by the University Registrar.

### Medical and Personal Emergencies

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

### Parking

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

### Performing Arts and Events

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

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

### Personal and Physical Safety

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

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

### Programs, Events, and Activities

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

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

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

### Requests by Officials of the University

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

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

### Residence Hall Living

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

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

### Room Reservations

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

### Sales and Soliciting

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

### Smoking

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

### Services for Students with Special Needs

National-Louis University continuously seeks to ensure that its programs and services are fully accessible to students who have special needs. The Director of Diversity, Access and Equity and the Center for Academic Development work with students to help them clarify their needs and assist them in identifying and utilizing appropriate accommodations. They also provide guidelines for documentation of a disability that may require academic accommodation.

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

### Student Services Center

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

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

Each center is staffed with a team of service personnel who are able to assist students with admissions, registration, financial aid and student account needs. Students can drop off completed paperwork to be sent to the appropriate department or campus. Departmental literature and forms are also available for distribution at each center.

### Telephones

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

### University Colors

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

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

### University Health and Wellness Services

#### Evanston Campus

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

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



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

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

**Other Campuses**

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

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

**University Mascot**

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

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

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

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

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

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

The NLU Community Acceptable Use Policy outlines the responsibilities and provides a framework for accountability appropriate use of the university Information systems and services.

**Responsibilities of NLU Community Members**

NLU community members are responsible for the following:

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

The above policy will be implemented according to the Guidelines for Implementation of National-Louis University Community Policy on Acceptable Use of NLU Information Systems.

**Guidelines for Implementation of Policy on Acceptable Use of NLU Information Systems**

**Policy Definitions**

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

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

Deans and vice presidents with the assistance of system administrators will determine who is permitted access to a particular system. System administrators and other designated system users hold responsibility for the maintenance and security of NLU Information Systems as a part of their state responsibilities as academic or non-academic employees. System administrators report directly to the COLLEGIS/NLU technical director. The COLLEGIS/NLU Technical Director directly

reports to the COLLEGIS/NLU Executive Director who reports directly to the university president's designee. The COLLEGIS/NLU Executive Director holds ultimate responsibility for the maintenance and security of NLU Information systems.

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

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

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

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

**2. Authorized Use**

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

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

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

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

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

**3. Privacy**

All access to protected information stored in NLU records systems will be in strict compliance with the provisions of federal and state laws. The Family Educational Rights and Privacy Act (FERPA) or "Buckley Amendment" (34 C.F.R. Part 99, as amended by 61 Fed. Reg. 59291 Nov. 21, 1996) provides for protection against unwarranted disclosure of private information contained in "official" university records. FERPA guarantees all postsecondary students the right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent. See <http://www.edlaw.net>

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

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

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

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

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

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

**5. Enforcement**

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

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

**6. Due Process**

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

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

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

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

**Bibliography**

Software Publishers Association. 1998. SPA's Recommend University Internet Usage Policy. <http://www.spa.org/piracy/highered/univguide.htm>.

The George Washington University. 1999. Code of Conduct for Users of Computer Systems at The George Washington University. <http://www.gwu.edu/~circ/docs/cofc.html>.

Virginia Tech. 1998. Acceptable Use of Information Systems at Virginia Tech. <http://www.vt.edu/vt97/misc/policies/acceptuseguide.html>.

Yale University. 1998. Information Technology Services: Appropriate Use Policy. [http://www.yale.edu/policy/policy\\_doc.html](http://www.yale.edu/policy/policy_doc.html).

**NOTE:**

National-Louis University supports the EDUCAUSE Code of Software and Intellectual Rights. Users should consider the EDUCAUSE Code as a standard to guide their ethical use of electronic resources and information:

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

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

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

**Family Educational Rights and Privacy Act of 1974**

**Basic Policy**

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

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

**Release Policy**

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

The University has designated as directory information the following categories:

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

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

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

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

**Maintenance of Records**

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

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

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

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

Detailed educational records, as defined above, are kept no longer than two years after a student terminates enrollment in one of the University colleges and are then destroyed, with the following exceptions:

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



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

**Student Right to Access**

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

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

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

**Waiver of Right to Access**

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

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

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

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

**Procedure for Access**

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

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

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

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

**Formal Hearing**

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

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

**Record of Hearing**

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

**Additional Notes**

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

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

That information designated by National-Louis University as directory information will be individually released without prior consent unless the student (or parent) requests in writing within the first two weeks of enrollment to withhold release. Any such request to withhold release of directory information will apply to *all* directory information, with one exception. A request may be made to withhold release of address and telephone number *only*.

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

**Policy on Inspection, Search and Seizure**

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

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

**Procedures**

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

**Disciplinary Action**

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

## Policy on Academic Honesty

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

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

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

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

### Procedure for Handling Incidents of Academic Dishonesty

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

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4. The Senior Academic Officer, after determining that the petition falls within the purview of this policy will, within 10 days of receiving the petition, or such other time as may be mutually agreed among the parties, shall convene a hearing committee (hereinafter committee)<sup>2</sup> which shall hear and decide the matter. The petitioner's presence is required. An accused student shall have a right to appear at the hearing with or without an advocate. However, the absence of an advocate shall not abrogate the Committee's responsibility to proceed and reach resolution.
5. The Committee shall evaluate all available evidence and materials, including the direct personal statements of the parties in attendance, and others who have direct knowledge of the matters under review. The Committee shall then, in private session, decide upon the remedy (see below) to be applied. That decision shall be reported within three days to the Senior Academic Officer who shall inform both parties in writing of the decision and place a copy of said notification in the student's file maintained by the Registrar.
6. Either party shall have the right to file a written appeal of the council's decision. Said appeal shall be received in the Senior Academic Officer's office within 14 days of the council's decision.
7. The Senior Academic Officer shall act on said appeal within 21 days of receipt, using whatever means of fact-finding that may be available. All parties shall be notified of his/her decision. This action shall be the final administrative remedy available to resolve matters concerning academic dishonesty. Any remedy requiring further action by the President or Board of Trustees shall be carried out within a reasonable period of time.

### Remedies

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

**Note:** Remedies #7-#10 shall be imposed only by the President.

1. It may be appropriate for the faculty member to have a witness present during the private meeting with the student.
2. The Hearing Committee shall be comprised of a hearing officer appointed by the Senior Academic Officer and two faculty members appointed by the Chair of the Faculty Senate. None of the above individuals may sit on the Committee if he/she is a party in the dispute.

## GENERAL INFORMATION

### Time Lines

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

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

### Definitions and Guidelines

#### Plagiarism

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

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

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

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

"Further down the road and far more frightening is President Reagan's Star Wars program . . . which will cost hundreds of millions of dollars in its final form, place an unprecedented strain on this country's budget and lead to the eventual militarization of space, perhaps the last natural

environment to feel man's violence. Faced with this prospect, American space science as an intellectual endeavor might cease to exist."

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

1. The use of key phrases:

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

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

2. The patch work of borrowed words and phrases:

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

3. The unattributed use of ideas:

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

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

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

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



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

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

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

#### Receiving Improper Assistance

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

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

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

### Policy on Academic Appeals

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

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

#### Introduction

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

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

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

#### Policy Definitions and Concepts

##### Reasonable and Customary Academic Judgment

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

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

#### Academic Policies and Procedures

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

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 the reform of academic policies and procedures outside of the academic appeals process. In such cases, the student should be directed to the individual or academic unit responsible for developing the decision in question.

#### An Academic Unit

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

#### Academic Administrators

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

#### Academic Decisions

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

#### Discriminatory Practices

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

#### Procedure

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

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

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

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

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

### Step II. College Academic Unit Level Review

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

The request for review must state:

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

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

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

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

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

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

### Step III. College Appeals Unit Review

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

The college governance units are:

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

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

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

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

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

### Step IV. University Level Review

If a student is not satisfied with the resolution/remedy of the complaint as determined at the college level, the student may submit a formal written appeal to the Senior Academic Officer within 90 days following notification of the original decision. The formal written appeal must include:

1. The decision that is being appealed;
2. The name(s) of the individual(s) responsible for the decision;
3. The date of notification;
4. The basis for the appeal in relation to the criteria stated above;
5. A summary of the evidence supporting the claim, including written documents and the names of individuals who have first-hand information relating to the appeal;

6. A summary of attempts to reach formal/informal resolution under Steps I, II, and III; and,
7. Any proposed settlements that were rejected by either party.

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

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

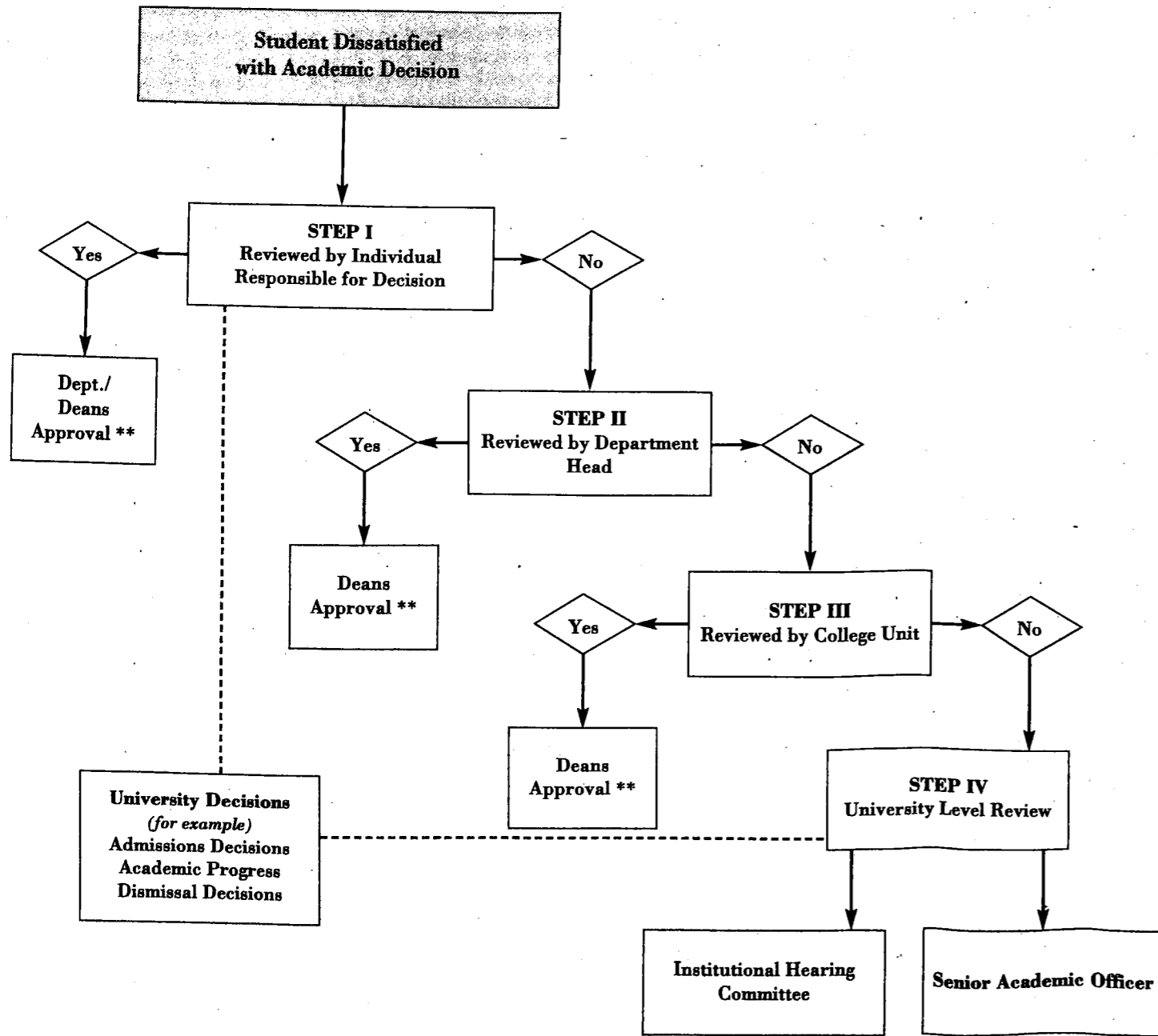
If these conditions are met, the Senior Academic Officer may sustain, mitigate or reverse the action/remedy taken at the college level; or, submit the appeal to a formal hearing. The Senior Academic Officer and/or the appointed hearing committee will not reverse a decision of a college faculty governance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

1. Forward a copy of the petition to the individual whose decision is being appealed.
2. Appoint a hearing officer to conduct a formal hearing. The hearing officer shall be a full-time employee of the institution with appropriate experience in the type of decision under review, but not directly involved in the specific decision.
3. Request that the chair of the faculty senate (or in his/her absence the chair-elect) appoint two faculty members who were not directly involved in the original decision to serve with the hearing officer as members of the hearing committee.
4. The hearing committee procedures are as follows:
  - a) Within 10 days following appointment, the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.
  - b) The hearing officer shall make a good faith effort to schedule the hearing at a time and place that is mutually agreeable to all persons involved.
  - c) The number of meetings shall be determined by the members of the hearing committee as it deems necessary.
  - d) Any and all written materials which a party wishes to submit to the hearing committee shall be submitted at least three days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three days prior to the first hearing date, each party shall also provide the hearing committee with a list of anticipated witnesses.

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



60 Student Appeals Flow Chart



\*\* If warranted

11/1/95

Students with Disabilities  
Grievance Procedures

Informal Complaint Procedure

A student should speak first about the concerns with his or her faculty member, program director or college dean. In these discussions, a satisfactory resolution may be readily found. An applicant who feels he/she has been discriminated against because of a disability should speak first to their enrollment representative regarding the situation. A student or applicant who is uncertain about filing a formal complaint may wish to discuss the question informally with the Director of Diversity, Access and Equity, Wheeling Campus, 1000 Capitol Drive, Wheeling, IL 60090-7201; 847/465-5829 or use the national relay service - fax 847/465-5610. This informal discussion might include the development of an approach enabling the student or applicant to deal with the situation or having the Director of Diversity, Access and Equity take the complaint under formal review.

Formal Grievance Procedure

A student or applicant who decides to file a formal complaint should contact the Director of Diversity, Access and Equity, Wheeling Campus, 1000 Capitol Drive, Wheeling, IL 60090-7201, 847/465-5829 or use the universal relay service. If the grievance concerns the actions of the Director of Diversity, the grievance will be investigated by an impartial university official. All other grievances will be investigated and reviewed by the Director of Diversity.

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

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

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

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

Policy on Disruptive Classroom Behavior

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

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

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

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

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

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

Student Hearing and Appeal System

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

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

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

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

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

### Structure and Jurisdiction

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

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

#### I. Administrative Action

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

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

#### II. Administrative Hearing Committee

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

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

### III. Campus Judicial Board

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

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

### The Judicial Affairs Manual

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

### Due Process

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

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

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

### Format of Hearing

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

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

- f. Any final statements made by the charged student.
  - g. Closing statements made by the Judicial Administrator.
5. All decisions shall be reached only on the basis of evidence and statements presented at the hearing. Decisions of the committee will be by simple majority. Following a determination of guilt, past offenses or other relevant information may be considered for purposes of determining severity of disciplinary sanctions.
  6. The student may have an adviser of his/her choosing present at all hearings. The adviser will not be permitted to participate directly in the hearing and will be available only to respond to questions the student may have during the course of the hearing. Decisions regarding the extent of adviser/student consultation will be determined by the Judicial Administrator.
  7. If the student fails to appear at the hearing, the Judicial Administrator or University Judicial Committee may proceed in his/her absence and assess an appropriate sanction based upon the evidence available.
  8. The Judicial Administrator or University Judicial Committee will inform the student of the decision by hand-delivery or certified mail within ten (10) business days of the hearing.

### Disciplinary Sanction

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

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

### Right of Appeal

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



64 **Administrative Order**

For reasons of disruption or of safety of persons or property, a student may be asked by a member of the faculty, staff or administrator acting in an official capacity, to temporarily leave a University function and/or University property. Notification and due process follow this action. In extreme situations, where temporary suspension is recommended, the decision rests with a Senior Vice President or the University President.

**Records of Disciplinary Matters**

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

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

**Policy on Sexual Harassment**

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

**Policy**

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

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

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, creating an intimidating, hostile, or offensive employment, educational, or living environment for an individual.

2. Such conduct has the purpose or effect of abusing the dignity of an employee or student through insulting or degrading sexual remarks or conduct.
3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or of a student's status in a course, program or activity.
4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual.
5. Such conduct directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against employees/students for complaining about such behavior.

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

**Procedures**

A member of the University community who believes that they have been involved in an incident of sexual harassment or who becomes aware of an incident of sexual harassment as defined above should bring any such matter to the attention of their immediate supervisor, or the Director of Diversity, Access and Equity, Wheeling Campus, 1000 Capitol Drive, Wheeling, Illinois, 60090-7201; 847/465-5829 or use the national relay service - fax 847/465-5610. The individual may initiate the action through the process with mediation or with formal review. The complainant who chooses mediation does not relinquish the option of formal review.

**Option I. Mediation**

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

**Strict confidentiality will be maintained.****Option II. Formal Review**

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

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

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

Additionally, a student or applicant who believes that she/he has been sexually harassed can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. For example, the Illinois and Wisconsin Regional Office is at 111 N. Canal Street, Chicago, Illinois 60606. A student or applicant may also file a Charge of Discrimination at their state Fair Employment Practices agency, such as the Department of Human Rights, 100 W. Randolph Street, James R. Thompson Center, Suite 10-100, Chicago, Illinois 60601.

**Policy on Infectious Disease Issues**

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

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

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

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

The multidisciplinary team shall include:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Safety and Security**

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

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

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

**Incident Reporting**

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

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

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

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

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

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

**Alcohol and Substance Abuse Policy Summary and Educational Guidelines**

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

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

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

**Local Treatment** The National Institute on Drug Abuse Hotline 1-800-662-HELP (An information and referral line that directs callers to treatment centers in the local community).

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

## Criminal Sanctions

Federal Trafficking Penalties

GENERAL INFORMATION

As of November 18, 1988

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

GENERAL INFORMATION

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

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

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

## Federal Trafficking Penalties—Marijuana

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

\* Includes hashish and hashish oil.

(Marijuana is a Schedule I Controlled Substance.)



## Hazing

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

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

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

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

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

## Review of Research Involving Human Participants

National-Louis University meets the requirements of the *Code of Federal Regulations, Title 45, Public Welfare, Part 46, Protection of Human Subjects* through its Provost and Institutional Research Review Board (IRRB). The Provost and IRRB enforce and monitor university-wide processes for the review of research involving human participants by requiring that students and faculty either certify that their studies are "exempt" from review or submit them for expedited or full review by the IRRB. The Provost and IRRB seek the assurance of protection of human participants in research by students for

individual courses from faculty instructors and academic departments. They also provide opportunities for faculty and students to become further informed on ethical research principles and practices through meetings, written materials, and training. Guidance and documents related to review of research with human participants may be obtained from the Provost's Office.

## Academic Support Services

### Academic Advising

The academic advising process at National-Louis University is an important part of the institution's commitment to personal contact with, and interest in, each student's progress. Academic advising actively involves students with faculty, staff, and peers. National-Louis University recognizes and encourages the involvement of the entire University community in a developmental process, which includes:

- selecting a field of study that is consistent with the student's interests, skills, and goals;
- developing a long-range course of study that is compatible with the student's life goals and current commitments;
- providing opportunities to integrate other educational experiences, which are designed to facilitate personal and professional growth;
- developing an understanding of program and institutional requirements and policies;
- educating students about resources available to them; and
- enabling students to identify and assess alternatives and consequences of decisions.

All students should meet with an assigned academic adviser and other members of the University community to:

- develop an appropriate course schedule prior to registration;
- develop long-range plans and goals in light of personal and developmental changes;
- utilize institutional resources such as tutoring and counseling as needed; and
- explore and research career opportunities in the student's field.

### Academic Computing

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

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

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

### Interactive Video Classrooms

National-Louis University operates interactive video classrooms at all five of its Chicago-area campuses. The interactive video facilities are part of a state-wide network capable of linking classrooms throughout Illinois, the US, and around the world. In addition to colleges and universities, the network includes high schools, hospitals and businesses. This video conferencing technology makes it possible to offer classes at two or more locations at the same time, thus creating true distance education with complete interactivity between the instructor and students. Through the interactive network, National-Louis University offers individual classes, conferences and workshops, training sessions, and some full degree/certificate programs. The University's interactive classrooms on the Chicago, Evanston and Wheeling campuses are part of the network of the North Suburban Higher Education Consortium (Oakton, Harper and Lake County community college districts), the Wheaton classroom is located in the West Suburban Higher Education Consortium (DuPage, Triton and Morton districts), and the Elgin Classroom is located in the Fox Valley Educational Alliance (Elgin, Waubensee, Kishwaukee, Rock Valley and McHenry districts). These interactive video classrooms are funded in part by grants from the Illinois Board of Higher Education. Information about the State's interactive video network is available at [www.ilednet.org](http://www.ilednet.org).

### Libraries and Audiovisual

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

The Library serves as an active partner in the teaching and learning processes and activities of the University. Librarians at each campus teach library research skills to classes, small groups, or individuals. The goal of the library instruction program is to promote information literacy and reading, teach students to utilize libraries effectively and encourage lifelong

learning. Faculty may make arrangements for a library instruction, or students are encouraged to make individual appointments with a librarian.

The Illinois campuses of NLU have libraries with collections of more than one million books, journals, electronic databases, curriculum materials, children's literature, ERIC documents on microfiche, audiovisual materials, and computer software in the academic disciplines taught at NLU: education, business and management, health and human services, psychology, and liberal arts. The Baker Demonstration School Library at the Evanston Campus houses an excellent children's literature collection. Special collections include Elizabeth Harrison's personal library, materials on the history of kindergarten and early childhood education, the William S. Gray Reading Research Collection, and the University Archives.

The library collections are decentralized, although the largest book collection and current journal collection is at the Evanston Campus. The Wheeling Campus houses a large retrospective journal collection. The Instructional Media Center at the Evanston Campus houses and circulates the audiovisual collection. The Evanston, Chicago, Wheaton, and Wheeling Campuses maintain fully staffed branch libraries with books, journals, ERIC documents, curriculum materials, and audiovisual equipment to support the instructional programs taught at each campus. An inter-campus shuttle system for the Chicago-area campuses ensures quick delivery of materials between campuses.

The Elgin Campus and the out-of-state campuses in Atlanta, Beloit, McLean, Milwaukee, Orlando, St. Louis, Tampa, and Washington D.C. have an "electronic library". Each campus has a computer workstation(s) with access to the Library's online catalog and electronic databases through the Library's webpage. The electronic databases provide bibliographic citations and abstracts to journal articles. Some databases provide full-text journal articles. Books and journal articles are mailed to out-of-state students and faculty from the Interlibrary Loan Office at the Evanston Campus. Part-time library staff provide library research instruction and assistance. The Evanston Campus Reference Department provides reference assistance through a toll free reference hotline and customized database searches upon request.

In May, 1989, National-Louis University became a member of the Illinois Library Computer System Organization (ILCSO), a consortium of 46 public and private higher education institutions in Illinois with library collections exceeding 25 million volumes. Materials are delivered quickly from the other libraries through a state-wide van delivery system. Membership provides direct borrowing privileges for NLU students and faculty with an NLU identification card at any ILCSO library. The University Library also participates in resource sharing through the OCLC cooperative network and the North Suburban Library System.

The ILCSO libraries share a centralized online catalog (ILLINET Online) with access from home or office through the Library's webpage.

The ILCSO member libraries are:

Aurora University  
 Benedictine University  
 Bradley University  
 Catholic Theological Union  
 Chicago State University  
 Columbia College  
 Concordia University  
 DePaul University  
 Dominican University  
 Eastern Illinois University  
 Elmhurst College  
 Governors State University  
 Greenville College  
 Illinois Institute of Technology  
 Illinois Math & Science Academy  
 Illinois State Library  
 Illinois State University  
 Illinois Valley Community College  
 Illinois Wesleyan University  
 Joliet Junior College  
 Judson College  
 Kankakee Community College  
 Lake Forest College  
 Lewis University  
 Lincoln Christian College & Seminary  
 McKendree College  
 Millikin University  
 National-Louis University  
 North Central College  
 Northeastern Illinois University  
 Northern Illinois University  
 Oakton Community College  
 Roosevelt University  
 St. Xavier University  
 School of the Art Institute  
 Southern Illinois University at Carbondale  
 Southern Illinois University at Edwardsville  
 Southern Illinois University School of Medicine  
 Triton College  
 University of Illinois at Chicago  
 University of Illinois at Chicago -  
 Library of the Health Sciences  
 University of Illinois at Springfield  
 University of Illinois at Urbana/Champaign  
 Western Illinois University

## Student Affairs

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

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

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

The Office of Student Affairs provides programs and services for the benefit of the University's students. These "co-curricular" programs complement the academic programs and are designed to promote student development and learning. Student Affairs professionals also assist students in addressing special needs or difficulties, and seek to provide an environment that is positive and conducive to learning.

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

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

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

## Council on Student Affairs/Student Guidebook

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

## Career Development

Students and alumni are encouraged to avail themselves of the services of the Center for Career Development. Career planning is offered on both an individual and a group basis. In order to assist students and alumni in planning their careers and in designing strategies to carry out successful job searches, a range of materials and computer resources are used.

Workshops, career fairs, and other events are sponsored. Special assistance is also given in the areas of resume writing, interview skills, credential file documentation, and job search strategies. Job opportunities are publicized in a weekly job listing bulletin.

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

## Counseling/Problem Management

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

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

## University Health and Wellness Services

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

## Health Insurance

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

## Immunization (State of Illinois)

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

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

## Physical Examinations (Residence Hall Students)

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

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

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

## Residence Life Programs

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

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

The system of rules and regulations in the residence hall program is based on a charter granted by the trustees and

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

## Student Programs, Events, and Activities

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

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

## Student Councils

Student involvement is both sought and supported by National-Louis University as a means of encouraging student involvement in matters of concern to the student body. Representatives at each campus and the academic centers meet regularly to consider questions about university life, student programs and curriculum.

## Student Clubs and Organizations

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

## Honorary Societies

### Alpha Delta Omega

This Human Services honorary society has a chapter sponsored by the College of Arts and Sciences. It recognizes outstanding undergraduate and graduate students.

### Kappa Delta Pi

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

## Eagles Eye

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





*Bachelor of Science in Management Information Systems*



*Bachelor of Arts in Human Services*



*Bachelor of Arts in Elementary Education*



*Applied Language*

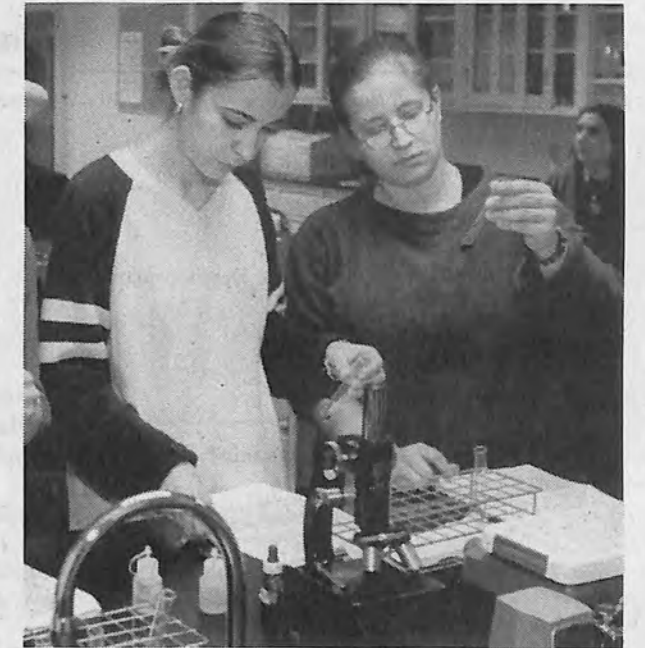


*Bachelor of Arts in Business Administration-International Business Specialization*

# Academic Programs

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

*The most prized quality in our instructors is their teaching ability*



*Bachelor of Arts in Biology*



*Bachelor of Arts in Human Services/ Social and Behavioral Studies*



*Bachelor of Science in Management (also available online)*

# Academic Programs Overview

## Chicago Metropolitan Area

	College of Arts and Sciences	College of Management and Business	National College of Education
<b>Chicago</b>	Applied Behavioral Sciences* Applied Language Biology Center for Academic Development Developmental Studies English Health Care Leadership* Human Services Human Services/Psychology** Human Services/ Social and Behavioral Studies Liberal Arts Studies Mathematics/Quantitative Studies Psychology	Accounting  Business Administration/ Marketing International Business Specialization Computer Information Systems Certificate in Business Education for Career Advancement Management* Management Information Systems*	Early Childhood Education  Elementary Education
<b>Evanston</b>	Applied Behavioral Sciences* Biology Center for Academic Development Developmental Studies English Health Care Leadership* Liberal Arts Studies Mathematics/Quantitative Studies Psychology	Management*   Management Information Systems*	Early Childhood Education  Elementary Education

\* Offered in field-experience program model at locations throughout metropolitan area.  
 \*\* Some required specialty courses may not be offered on each campus every academic year. Consult the University Class Schedule for current information.

	College of Arts and Sciences	College of Management and Business	National College of Education
<b>Wheaton</b>	Applied Behavioral Sciences* Biology Center for Academic Development Health Care Leadership* Human Services/ Social and Behavioral Studies Liberal Arts Studies Mathematics/Quantitative Studies Psychology	Management*   Management Information Systems*	Early Childhood Education  Elementary Education
<b>Wheeling</b>	Applied Behavioral Sciences* Biology Center for Academic Development English Health Care Leadership* Liberal Arts Studies Mathematics/Quantitative Studies Psychology	Management*  Management Information Systems*	Early Childhood Education Elementary Education
<b>Elgin</b>	Applied Behavioral Sciences* Center for Academic Development Psychology	Management*	Elementary Education
<b>Online</b>		Management*	

\* Offered in field-experience program model at locations throughout metropolitan area.  
 \*\* Some required specialty courses may not be offered on each campus every academic year. Consult the University Class Schedule for current information.

**Out-of-State Campuses**

	College of Arts and Sciences	College of Management and Business	National College of Education
<b>Northern, VA/ Washington, D.C.</b>	Center for Academic Development	Management*	
		Management Information Systems	
<b>Florida Regional Campuses: Tampa/Orlando</b>	Applied Behavioral Sciences**	Management*	
	Center for Academic Development		
	Health Care Leadership**		
	Liberal Arts Studies**		
<b>Atlanta, GA</b>	Applied Behavioral Sciences*	Management*	

\* Offered in field-experience program model at locations throughout metropolitan area.  
 \*\* Offered in field-experience program model at locations throughout the State of Florida.





*Bachelor of Arts in Human Services/ Psychology*



*Bachelor of Arts in Psychology*



*Bachelor of Arts in Mathematics/Quantitative Studies*



*Bachelor of Arts in English*



*Online Library Resources*

# College of Arts & Sciences

The College of Arts and Sciences offers programs in arts and sciences and in fields ranging from health care leadership to applied languages to written communication.



*Bachelor of Arts in Liberal Arts Studies/ Applied Economics*



*Bachelor of Arts in Health Care Leadership*



*Bachelor of Arts in Applied Behavioral Sciences*



*ESOL-English for Speakers of Other Languages*

### College of Arts and Sciences Conceptual Framework

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

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

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

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

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

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

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

### Admission to the College of Arts and Sciences

Requirements to be admitted to the College of Arts and Sciences are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program.

## Academic Support Programs

### Center for Academic Development

The Center for Academic Development and the Department of Developmental Studies offer comprehensive academic programs which are designed to enable students to achieve their maximum learning potential at the postsecondary level. These units strongly maintain that access must be accompanied by a total support system and an institutional commitment to student success. Through provision of skills assessment, advising, developmental coursework, tutoring, and seminars which integrate learning strategies with specific discipline coursework, the programs promote academic excellence by guiding students to become efficient, independent learners.

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

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

In its outreach role, the CAD develops educational partnerships with the community at large to provide family literacy programs, to design educational intervention programs for secondary schools, and to provide continuing education opportunities to corporations, educational institutions, and community-based organizations. In its resource role, the CAD

works with the Department of Developmental Studies and other university units to secure grants and contracts from public and private agencies to implement learning assistance and literacy programs.

### Programs Delivered by the Center for Academic Development in Cooperation with the Department of Developmental Studies

#### Learning Assistance Workshops

- Conversation for Speakers of Other Languages
- Math Foundations Workshop
- Review for the Illinois Basic Skills Test
- Grammar review
- Effective Writing and Proofreading
- Critical Reading
- Special-topics

#### Academic Services for College Students with Special Needs

The CAD at National-Louis University provides tutoring assistance to documented learning disabled students and those with other special needs (regularly admitted by the University and enrolled in regular and developmental college courses) so that they may pursue and complete a college education. Additional services are provided to students with special needs in collaboration with the Director of Diversity, Access and Equity.

#### Supplemental Instruction

Supplemental instruction (SI) aims to increase persistence and raise final grades in targeted high risk required courses. Supplemental Instruction Leaders model appropriate student behaviors and conduct study sessions for all interested students from the course. SI Leaders attend all class sessions, take notes, and facilitate study sessions twice weekly. Leaders are taught study and teaching strategies by the SI Supervisor, a Developmental Studies faculty member.

#### Summer Bridge Program

The Summer Bridge Program is designed for new students who have been admitted to National-Louis University. It is held just prior to the start of the fall term. Participants meet daily for four hours over two weeks with facilitators from the CAD and Developmental Studies. During the daily sessions, they become familiar with resources at NLU and learn strategies that will help them adapt to the college environment while acquiring skills needed to meet the academic rigors of the University curricula.



The Passports to College Success program was designed to introduce high school juniors and seniors to the college environment. Participants become familiar with strategies necessary for success in college, visit National-Louis University classes, meet faculty, and go on field trips. The program meets daily on an NLU campus for five hours over one week with a facilitator from the CAD.

**FOCUS**

FOCUS (Focus On Completing Undergraduate Studies) is a series of accelerated courses designed to meet specific academic needs of the adult student, 24 years of age or older enrolled in degree completion programs such as Applied Behavioral Sciences, Management, and Health Care Leadership. No previous college experience is required; however, a high school transcript must be submitted for those without college transfer credit. FOCUS assists students in completing general education requirements, general education electives, and free electives in combination with the portfolio, CLEP/DANTES and credit by proficiency options. FOCUS courses are offered in a six-week format.

FOCUS courses do not appear in the University's schedule. Course schedules can be obtained from the FOCUS Office.

Courses Delivered in FOCUS		QH
DVS105	University Success Seminar	2
DVS300A&B	Strategies for Effective Learning	4
INT100	Information Literacy and Library Research Techniques	2
INT400	Career Assessment and Planning	5
LAA320	African Art	5
LAE120	Content Writing A	5
LAE125	Content Writing B	5
LAE210	Writing in the Workplace	5
LAE309	Minority Voices in American Literature	5
LAE315	The Art of the Film	5
LAM106	Basic Statistics	5
LAM110	College Math	5
LAN106	Introduction to Scientific Thought	5
LAN215	Issues in Biology	5
LAN300	Ecology and Conservation	5
LAP100	General Psychology	5
LAP306	Theories of Personality	5
LAP350	Culture and Self	5
LAP420	Social Psychology	5
LAS105	Introduction to Sociology	5
LAS120	Introduction to American Politics	5
LAS253	Urban Economics	5
LAS300	Contemporary World Cultures	5
LAS405	Social Problems	5
LAT326	Women in Theater	5

**Departments and Academic Programs**

**Applied Behavioral Sciences Program (B.A.)**

(Available only as a field program)

The Applied Behavioral Sciences (ABS) major is designed to prepare adult learners to work with people by combining concepts and themes from a variety of disciplines, such as psychology, sociology, communications, economics, and anthropology. With this behavioral science emphasis, students learn to understand, recognize, predict, and effectively deal with the behavior of individuals and groups. The ABS program also provides opportunities to apply the skills learned from these behavioral course concepts through a process of systematic inquiry and reporting.

This is a baccalaureate degree program for adult learners that encourages them to use their life experiences as they attend an intensive series of courses. Critical skills which are emphasized throughout the program include: oral and written communication, critical thinking, decision making, problem solving, and life-long learning. During the course of the program, learners also undertake independent research projects.

Applicants must have at least 90 quarter hours of transferable credit from accredited colleges or universities to be considered for the program. Of those 90 hours, a maximum of 60 quarter hours of technical credit may be applied to the degree.

ABS courses are drawn from the following departments: Interdisciplinary Studies (INT), Philosophy and Religion (LAH), Psychology (LAP), Social Science (LAS), and Theatre Arts (LAT).

General Education Requirements		69 QH
Field I:	Communications, Humanities, and Fine Arts (2 courses, 9qh minimum)	9
Field II:	Quantitative Reasoning and Physical and Life Sciences (2 courses, 9qh minimum)	9
Field III:	Social and Behavioral Sciences (2 courses, 9qh minimum)	9
Electives		42
Applied Behavioral Science Requirements		51 QH
INT410	Leadership in a Changing World	5
INT430	Methods of Inquiry in the Behavioral Sciences	4
INT490	Independent Study in the Behavioral Sciences	2
LAH305	Philosophy of Values and Ethics	5
LAP300	Adult Development and Learning Assessment	5
LAP340	Effective Interpersonal Relationships	5
LAS331	Dynamics of Group Behavior	4
LAS426	Multicultural Dimensions	5
LAS430	Economic Issues in Global Perspective	5
LAS431	Managerial and Supervisory Behavior	5
LAS435	Senior Seminar: Integrating the Applied Behavioral Sciences	2
LAT440	Professional Communication	4

**Applied Language/Language Institute**

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

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

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

**The ESOL Program**

The ESOL Program is designed to give non-native speakers of English the English language skills necessary to prepare them for success in baccalaureate and graduate degree programs. It consists of five-levels of academic English in which reading, writing, speaking, listening, and grammar are taught through an integrated-skills approach. An intensive writing course for post-ESOL Level 5 students is also offered. Up to 39 hours of coursework in the ESOL Program can apply as free electives toward graduation at National-Louis University.

ESOL		QH
ESL100A	ESOL Level 1	13
ESL100	ESOL Level 2	13
ESL200	ESOL Level 3	13
ESL201	ESOL Level 4	13
ESL202	ESOL Level 5	5
ESL203	Writing Skills Development	

**Minor in Foreign Language in ESOL 31QH**

The foreign language minor in ESOL for non-native English speaking students is designed for students who want to work in an international or bilingual/bicultural context. The minor is a progression of courses that provide students with a sound base in the four language skill areas of reading, writing, speaking, and listening within a grammar-based curriculum. In these courses, students learn to apply the course content to increasingly sophisticated sociocultural and discourse situations and through this enhance their understanding of nuances in the language.

The foreign language minor in ESOL is open to students who have been tested and placed by the Department of Applied Language/Language Institute in ESOL Level 5 or lower. The foreign language minor in ESOL is not open to students majoring in English. To earn the minor, ESOL Level 5 must be completed at NLU.

**Foreign Language Minor in ESOL Requirements 31 QH**

ESL201	ESOL Level 4	13
ESL202	ESOL Level 5	13

One ESL or APL course that has ESOL Level 5 as a prerequisite such as the following:

ESL203	Writing Skills Development	5
APL210	Characteristics of Language in Culture	5
APL490	Independent Study in ESL	5
APL495	Special Topic in ESL	5

For those students not pursuing a minor, but interested in taking a foreign language, foreign language courses may be used as humanities elective credit.

**Minor in Foreign Language**

The foreign language minor is designed for students who plan to work with clients, associates, or students for whom the foreign language is the native language or for students who have an intrinsic interest in the nature and structure of language. To earn the minor, all the coursework must be in the same language, and students must complete at least 50% of the required foreign language coursework at NLU. The specific language(s) offered at any given time will be determined by the need and demand as expressed by students and baccalaureate programs. The foreign language minor fulfills the requirements for the foreign language specialization in the English major.

For those students not pursuing a minor, but interested in taking a foreign language, foreign language courses may be used as humanities elective credit.

**Foreign Language Minor Requirements 30 QH**

APL100	Foreign Language I and	5
APL110	Foreign Language II and	5
APL120	Foreign Language III <b>OR</b>	5
APL130	First-Year Intensive Foreign Language I, II, & III	15
APL220	Intermediate Foreign Language I and	5
APL230	Intermediate Foreign Language II and	5
APL240	Intermediate Foreign Language III <b>OR</b>	5
APL250	Second-Year Intensive Foreign Language I, II, & III	15

90 **Additional Applied Language Courses** **QH**

APL210	Characteristics of Language in Culture	5
APL490	Independent Study	5
APL495	Special Topic	5

In addition to the credit courses and programs the Department of Applied Language offers on-campus, it offers a variety of non-credit courses for specific purposes on and off campus, in the community and the workplace.

- Non-Credit Courses**  
 English for Professional Success, Intermediate  
 English for Professional Success, Advanced  
 Introduction to English  
 Beginning English  
 Beginning English II

**Art**

The Art Department at National-Louis University features studio art, art history and art appreciation. Students may choose to major (or minor) in art in the Liberal Arts program, or to go into Elementary Education with a concentration in art. The Department serves students in all undergraduate degree programs by providing general education as well as upper level courses in the Chicago area and out of state locations through the FOCUS program.

**Art Major Requirements** **45 QH**

LAA110	Introduction to Art	2
LAA301	Design	5
	Art History elective	5
	Art electives	33

**Art Minor Requirements** **30 QH**

LAA110	Introduction to Art	2
LAA301	Design	5
	Art History	5
	Art electives	18

After degree completion and teaching experience, students in the elementary teacher education program may be considered for the art specialist certification BY EVALUATION THROUGH THE ILLINOIS STATE BOARD OF EDUCATION. Students who want to pursue this option must consult with their art department adviser concerning additional art electives, art methods course (CIH481 Theory and Methods of Teaching Art, 3 quarter hours) and preclinical hours requirements.

The following is the recommended program of study for students interested in being considered for the art specialist endorsement through ISBE (Illinois State Board of Education) evaluation.

<b>General Education</b>	<b>2 QH</b>
LAA110 Introduction to Art	2
<b>Standard Teaching Concentration</b>	<b>30 QH</b>
One of the following:	2-5
LAA306 Painting	
LAA495 Special Topic: Graphic Arts	
One of the following:	2-5
LAA301 Design	
LAA302 Drawing	
One of the following:	2-5
LAA300 Ceramics	
LAA305 Modeling and Sculpture	
One of the following:	2-5
LAA303 Fiber Workshop	
LAA304 Mixed Media	
One of the following art history:	2-5
LAA310 Mexican Art	
LAA320 African Art	
LAA321 Sources and Development of American Art	
LAA322 Nineteenth and Twentieth Century Art	
LAA323 History of Far Eastern Art	
LAA495 Art History Special Topics	
Electives from any of the above areas and/OR:	5-20
LAA490 Art Independent Study	
LAA495 Art/Special Topics	
<b>Conventional Concentration</b>	<b>45 QH</b>
Additional upper level electives beyond the 32 QH of General Education and Standard Teaching Concentration	13

**Biology (See Science)**

**Developmental Studies**

The Department of Developmental Studies (DVS) integrates theory/research and practice in a twofold mission. At the undergraduate level, DVS provides support to empower learners to take responsibility for their learning and meet their educational goals. At the graduate level, DVS prepares professionals to facilitate support for adults in a university, workplace or community-based setting. (see graduate course catalog)

The DVS Department designs and delivers both credit and non-credit courses, as well as programs, workshops, and staff development seminars that enhance communication skills, facilitate academic acculturation and promote learning across the curriculum. Developmental Studies faculty regularly assess and update coursework according to the needs of the constantly changing student population.

The faculty hold leadership roles in the profession and actively contribute to the knowledge base of developmental education and related fields through research, publication, consultation, and professional presentations. Faculty also provide leadership to future developmental educators by creating and tailoring opportunities for graduate students concentrating in developmental studies to apply theory to practice. DVS is committed to a partnership with all three colleges to develop programs for students, faculty and staff which fosters student retention. DVS also provides continuing education opportunities for corporations, educational institutions and community-based organizations.

**Developmental Studies Program** **QH**

DVS105	University Success Seminar	0-2
DVS106	Vocabulary Development	2-4
DVS200	Strategies for Effective Writing	0-5
DVS210A	Introduction to Academic Discourse I	4
DVS210B	Introduction to Academic Discourse II	4
DVS205A	Communication Development I	4
DVS205B	Communication Development II	2
DVS300A	Strategies for Effective Learning I	2
DVS300B	Strategies for Effective Learning II	2
DVS301	Perspectives on Prior Learning	2-5
DVS490	Independent Study	2-5
DVS495	Special Topic	

**Economics (see Social Science)**

**English**

The Department of English offers a program of courses leading to the Bachelor of Arts degree with a major in English literature or in English composition. The department also offers a concentration in English for students in the College of Education. The English literature major acquaints students with the major writers and periods of English and American literature, with a variety of genres and literary traditions, and with language and critical theory. The English composition

major supplies a foundation in several varieties of writing, in recent English and American literature, and in language, rhetorical and composition theory.

Both majors are intended to prepare students for graduate study or for a variety of business, professional and teaching careers.

The B.A. program consists of 180 quarter hours of coursework. The Liberal Arts general education requirements make up 69 quarter hours of this total and include 15 quarter hours of courses in English (LAE101, LAE102 and English elective). The major consists of an additional 50 hours (10 courses) in English. Students supplement this work with 30 quarter hours in a minor area such as art, philosophy, mathematics, natural science, psychology, social science, theater or music; or 30 quarter hours of foreign language studies. The remainder of the degree courses (31 quarter hours) may consist of free electives.

**General Education Requirements** **69 QH**

Choice of an English Literature major or an English Composition major:

**English Literature Major** **50 QH**

LAE305	Major British Writers I	5
LAE306	Major British Writers II	5
LAE406	American Writers II	5
LAE405	American Writers I Elective <b>OR</b>	5
LAE407	American Writers III Elective <b>OR</b>	
LAE408	Contemporary American Literature Elective	
LAE308	World Literature <b>OR</b>	5
LAE309	Minority Voices in American Literature <b>OR</b>	
LAE313	Myth and Mythology	
LAE434	Shakespeare and Elizabethan Drama	5
LAE314	History of the English Language <b>OR</b>	
APL210	Characteristics of Languages in Culture	5
LAE425	Literary Criticism and Interpretation	5
	Literature elective (300 or 400 level)	5
	Literature or Composition elective	5

**The English Major in Composition** **50 QH**

LAE301	Advanced Composition	5
LAE302	Introduction to Creative Writing	5
LAE314	History of the English Language <b>OR</b>	
APL210	Characteristics of Languages in Culture	5
LAE406	American Writers II	5
LAE408	Contemporary American Literature	5
LAE410	Modern British Fiction	5
	Composition elective (300 or 400 level)	5
	Composition or Literature elective	10

Choice of a foreign language **OR** a departmental minor:

**Minor** **30QH**

**Free electives** **31QH**

**Total Minimum Hours** **180QH**

**Concentration in English** 45 QH  
(for students majoring in Education)

	General education composition and literature courses*	15
	Literary period course (LAE305, LAE306, LAE405, LAE406, LAE407, LAE408, LAE410)	5
LAE314 APL210	History of the English Language OR Characteristics of Languages in Culture	5
	Literature or Composition electives	20

**Minor in English** 30 QH

Literature or Composition electives in addition to general education requirements.

## Health Studies

The Health Studies Department offers programs for health professionals seeking career advancement. The Health Care Leadership Program assists students in developing skills in health care team building, management, education and leadership. Technical and professional preparation are combined with additional upper level course work to meet degree requirements. The program is designed to meet the needs of working adults.

The Health Studies Department also offers elective courses addressing health promotion, health policy and current issues.

### Health Care Leadership Program (B.S.)

The Bachelor of Science in Health Care Leadership is designed to meet the needs of adult learners whose primary focus is the health care field. The major 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.

The program is delivered in an accelerated format consisting of four terms with classes held typically one night a week. The classes are highly interactive and practical in nature. Carefully structured readings, written assignments, exercises, and applied term projects support the information acquisition and cognitive elements of the program. The four required terms focus on the following themes:

- Health Care Team Building
- Health Care Supervision
- Health Care Education
- Health Care Systems/Leadership

### Program Admission Requirements

Before entering the program, students must attend orientation sessions that introduce the program, assess academic skills and provide a foundation for the use of online instructional resources used in the program. Each student will complete a degree plan.

Formal admission to the Health Care Leadership Major and enrollment in the intensive specialty courses sequence require the following:

1. licensure, registration or certification in a health care profession or employment in a health related field.
2. a minimum of 90 quarter hours (or 60 semester hours) of transferable credit. These credits may be earned through National-Louis University course work, transfer credit, credit by exam and credit by proficiency. A maximum of 60 quarter hours of technical credit may be included.
3. a grade point average of 2.0 or above (on a 4.0 scale) in all postsecondary work.
4. two letters of recommendation from persons qualified to judge academic or professional expertise.
5. completion of academic skills assessment. (Depending on the results of this assessment, the academic plan may include Strategies for Effective Learning, other preparatory courses or provisional status.)

### General Education Requirements 60 QH

Field I:	Communications, Humanities, and Fine Arts (2 courses, 9qh minimum)	9
Field II:	Quantitative Reasoning and Physical and Life Sciences (2 courses, 9qh minimum)	9
Field III:	Social and Behavioral Sciences (2 courses, 9qh minimum)	9
Electives		33

### Health Care Leadership Requirements 48 QH

AHA430	Human Resource Development for Health Care Supervisors	3
AHA431	Principles of Health Care Supervision	5
AHA432	Financial and Physical Resource Administration	4
AHA440	Health Care Systems	5
AHA441	Health Care Planning and Evaluation	4
AHA442	Ethical and Legal Issues in Health Care	3
AHE430	Educational Delivery in Health Care	4
AHE431	Presentations Skills in Health Care	4
AHE432	Educational Assessment in Health Care	4
AHG300	Professional Writing in Health Care	4
AHC400	Overview of Health Care Delivery	4
LAS331	Dynamics of Group Behavior	4

Electives to total 180 quarter hours (including maximum of 60 quarter hours of technical credit). A student in the Health Care Leadership Program may earn elective and general education credit through National-Louis University course work, transfer credit, credit by exam, credit by proficiency and credit by portfolio.

**Total Minimum Hours 180 QH**

## Human Services

Department of Human Services programs are designed to assist students in developing a broad understanding of the issues concerning human services through coursework and practical application. Students work in team efforts with experts to develop professional skills and gain experience.

The Department offers undergraduate level career preparation for the field of human services. The multidisciplinary studies of the baccalaureate program assist the student in establishing a core foundation of common helping skills and knowledge while encouraging studies of unique interest to the student.

The philosophical foundation of the field of human services is reflective of an eclectic model. This blending of theory with specific skills prepares the students to:

1. Respond to the needs of diverse persons or groups with appropriate holistic approaches.
2. Provide direct care to clients.
3. Work in many types of agency and community service settings and programs.
4. Assume decision-making responsibilities at a variety of direct service and programmatic levels.

The Human Services Department uses the cohort model as the principal form of program delivery and the Social and Behavioral Studies Program as the primary major. On the Wheaton Campus, this model is designed to take four quarters to complete and on the Chicago Campus, the model is designed to take six quarters.

It is also possible to major in the Human Services Program (professional studies sequence), but this may require more than the minimum number of quarters to complete. The Human Services and Psychology Program is also available if a cohort can be formed.

Upon completion of the pre-professional requirements, a student may seek admission to the Human Services professional studies sequence.

The Human Services professional studies sequence begins in the junior year of study. It includes course work addressing advanced clinical studies, practicums in clinical affiliates, specialization course work, and electives under advisement. Entrance into the Professional Studies Sequence is dependent upon successful completion of Preprofessional Studies requirements and the recommendation of the Human Services faculty. Additional detail is provided in the Human Services

Department Undergraduate Handbook. Program policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in this catalog. Undergraduate students may, with undergraduate adviser approval, enroll in selected graduate-level course work.

### PreProfessional Requirements

#### A. Human Services Courses

HSC101	Introduction to Human Services	5
HSC102	Introduction to Applied Group Process	5
HSC201	Principles and Dynamics of Interviewing	5
HSC202	Theory and Techniques of Crisis Intervention	5
	Human Service elective	5

B. The student will need to maintain a 3.0 (B) grade point average in the above courses for consideration for acceptance into the Professional Studies Sequence.

If a student has a GPA lower than 3.0 (B), he or she may be accepted provisionally into the Professional Studies Sequence under exceptional circumstances.

C. A grade of "D" or "U" in any Human Services course requires a repeat of the course. If students receive a second "D" or "U", he or she may be dropped from the program.

D. If a student who has declared Human Services as his/her major receives more than one "In Progress" during any academic year (for other than health reasons), the student will automatically be placed on provisional status if accepted into the program. The student will be notified in writing when placed on provisional status. A third such "In Progress" will result in dismissal from the program.

E. Students must complete a minimum of 35 credits of the required 55 credits in General Education Requirements.

F. Students must successfully have passed the English Competency Test or its equivalent as defined by the department, before admittance to the professional sequence.

### Transfer Student Requirements

In addition to the graduation requirements for all baccalaureate degree programs, students transferring into an undergraduate program sponsored by the Human Service Department must include at least one advanced techniques course and one quarter of practicum in the upper division course work taken at National-Louis University. A maximum of five quarter hours of practicum credit from other approved institutions may be applied to practicum requirements; additional credits may be counted as electives. (See the Human Services Department Undergraduate Handbook for additional details.) Students in the Human Services and Psychology Program must complete at least 10 quarter hours of upper division work in each department at National-Louis University. To insure coverage of essential professional requirements, all courses selected to meet the minimum upper division and residence requirements must be approved by the student's academic adviser.



94 **Human Services Practicum**

The specific purposes of the practicum program for the student, agency, and university are:

1. To provide the student with experiences upon which to build his/her professional career.
2. To provide the student with an arena to practice the application of human services theories and techniques in field settings.
3. To provide the student with an opportunity to discover his/her professional strengths and weaknesses.
4. To broaden the student's concept of human services agencies and provide experiences which will expand the student's understanding of human behavior.
5. To provide the college with a practical setting for evaluating student performance.
6. To establish and enhance communication between agencies and college.
7. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of new professionals.

The practicum program in all curriculums besides Human Services/Psychology consists of two separate placement experiences. Each placement consists of a minimum of 15 hours a week for 20 weeks or 2 consecutive quarters (minimum of 300 total hours).

Each student must be covered by malpractice insurance during the time he/she is participating in the practicum program.

(See Human Services Department Undergraduate Handbook for more details.)

**Professional Responsibility in Human Service Work**

In addition to the usual academic expectations, the faculty of the Department of Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing human services study is expected to subscribe to the Human Services code of ethics and to abide by the Department's policy on attitudes and behavior with respect to drug use and confidentiality, as published in the Human Services Department Undergraduate Handbook.

**Human Services Student Minimum Performance Criteria**

It is the responsibility of the Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to meet the minimum criteria at all times. Faculty reserves the right to retain only those students who meet the defined minimum criteria for professional courses and programs. In addition to specific course and program criteria, each Human Services student is expected to:

- follow policies and procedures and supervisory directions of the Human Services program and field placement agencies.
- demonstrate honesty in all matters.
- respect the rights of others.
- maintain a physically clean, neat, and appropriate professional appearance.
- refrain from unprofessional attention getting behavior.
- maintain professional relationships with clients and agency staff and refrains from personal social relationships.
- not come to school, class, or practicum under the influence of alcohol or nonprescription drugs.
- demonstrate an ability in class and practicum to separate his/her own personal issues from professional responsibilities.

**Student Rights and Appeals Processes**

It is a student's obligation to read and become familiar with their rights and obligations as further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook.

**Social and Behavioral Studies Program (B.A.)**

The Social and Behavioral Studies curriculum is an academic program designed for individuals who wish to pursue the Human Services Program without completing the clinical practice requirements. This program is appropriate for individuals who have already completed initial professional certification or for those who seek general academic preparation for nonclinical employment or entry into professional study at the graduate level. The program does not provide entry level preparation for human services professional practice.

**General Education Requirements 60 QH**

Field I: Communications, Humanities, and Fine Arts

LAE 101	English Composition I	5
LAE 102	English Composition II	5
	Fine Arts Elective	5
LAH120	Logic and Effective Thinking <b>OR</b>	
	Humanities elective	5
	Electives	10

Field II: Quantitative Reasoning and Physical and Life Sciences

LAM106	Basic Statistics <b>OR</b>	
LAM216	Statistical Methods <b>OR</b>	
LAM110	College Math	5
LAN110	General Biology	5
	Elective, Math <b>OR</b> Science	5

Field III: Social and Behavioral Sciences

LAP100	General Psychology <b>OR</b>	
LAP325	Life Span Development	5
	Introductory Social Science course	5
	Elective, Social or Behavioral Science	5

**Social and Behavioral Studies Requirements 55 QH**

HSC101	Introduction to Human Services	5
HSC102	Introduction to Applied Group Process	5
HSC201	Principles and Dynamics of Interviewing	5
HSC202	Theory and Techniques of Crisis Intervention	5
HSC203	Principles of Family Intervention	5
HSC305	Special Needs Populations	5
HSC310	Management/Administration of Health and Human Services Organizations	5
HSC503	Counseling and Human Development in a Multicultural Society	5
HSM415	Strategies of Community Intervention	5
HSM406	Human Services and the Law	5
INT310	Research Methods in the Behavioral Sciences	5

Human Services electives under advisement\* 50

Free Electives 15

**Total Minimum Hours 180 QH**

Students must demonstrate English competency by passing the English competency examination or by passing Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University with a grade of "C" or better.

Evaluation of prior nontranscribed learning is available through the course Career Assessment and Planning. There is a 45-quarter-hour limit on this credit. See the Assessment Center section for more information.

\* Students must consult with their advisers to select courses that match an identified area of specialization.

**Human Services Program (B.A.)**

**General Education Requirements 60 QH**

Field I: Communications, Humanities, and Fine Arts

LAE101	English Composition I	5
LAE102	English Composition II	5
	Fine Arts Elective	5
LAH120	Logic and Effective Thinking <b>OR</b>	
	Humanities elective	5

Electives 10

Field II: Quantitative Reasoning and Physical and Life Sciences 95

LAM106	Basic Statistics <b>OR</b>	
LAM216	Statistical Methods <b>OR</b>	
LAM110	College Math	5
LAN110	General Biology	5
	Elective, Math <b>OR</b> Science	5

Field III: Social and Behavioral Sciences

LAP100	General Psychology <b>OR</b>	
LAP325	Life Span Development	5
	Introductory Social Science course	5
	Elective, Social <b>OR</b> Behavioral Science	5

**Human Services Requirements 55 QH**

HSC101	Introduction to Human Services	5
HSC102	Introduction to Applied Group Process	5
HSC201	Principles and Dynamics of Interviewing	5
HSC202	Theory and Techniques of Crisis Intervention	5
HSC203	Principles of Family Intervention	5
HSC305	Special Needs Populations	5
HSC310	Management/Administration of Health and Human Services Organizations	5
HSC503	Counseling and Human Development in a Multicultural Society	5
HSM415	Strategies of Community Intervention	5
HSM406	Human Services and the Law	5
INT310	Research Methods in the Behavioral Sciences	5

**Professional Studies Sequence 20 QH**

HSM481	HS Practicum I	1-5
HSM482	HS Practicum II	1-5
HSM483	HS Practicum III	1-5
HSM484	HS Practicum IV	1-5
HSM385	Practicum Supervision (must register for supervision concurrent with each practicum registration)	1

Human Services Electives under advisement (specialization) 40

Free Electives 5

**Total Minimum Hours 180 QH**

English competency must be documented by passing the English competency examination or by passing Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University with a grade of "C" or better.

**Human Services and Psychology Program (B.A.)**

**General Education Requirements 60 QH**

Field I: Communications, Humanities, and Fine Arts

LAE101	English Composition I	5
LA 102	English Composition II	5
	Fine Arts Elective	5
LAH120	Logic and Effective Thinking <b>OR</b>	
	Humanities elective	5
	Electives	10

Field II: Quantitative Reasoning and Physical and Life Sciences

LAM106	Basic Statistics <b>OR</b>	
LAM216	Statistical Methods <b>OR</b>	
LAM110	College Math	5
LAN110	General Biology	5
	Elective, Math <b>OR</b> Science	5

Field III: Social and Behavioral Sciences

LAP100	General Psychology <b>OR</b>	
LAP325	Life Span Development	5
	Introductory Social Science course	5
	Elective, Social or Behavioral Science	5

**Program Requirements**

**Human Services 50 QH**

HSC102	Introduction to Applied Group Process	5
HSC201	Principles and Dynamics of Interviewing	5
HSC202	Theory and Techniques of Crisis Intervention	5
HSC203	Principles of Family Intervention	5
INT310	Research Methods in Behavioral Sciences	5
HSM481-3	Human Service practicums and Practicum Supervision	10
	Human Service electives under advisement	15

**Psychology 45 QH**

LAP315	Life Span Development <b>OR</b>	
	One Developmental Psychology course	5
LAP306	Theories of Personality	5
LAP307	Abnormal Psychology	5
LAP420	Social Psychology	5
LAP425	Mental Health	5
	Psychology electives under advisement	20

Electives under advisement 15

Free electives 10

**Total Minimum Hours 180 QH**

English competency must be documented by passing the English competency examination or by passing Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University with a grade of "C" or better.

**Liberal Arts Studies**

**The Liberal Arts Studies Program (B.A.)**

Students choose either two academic areas of concentration (45 quarter hours each) or one major (45 quarter hours) and two minor areas of concentration (30 quarter hours each). No courses with grades of "D" will be counted in the concentration.

**General Education Requirements 69 QH**

Field I: Communications, Humanities, and Fine Arts

LAA110	Introduction to Art	2
LAE101	English Composition I	5
LAE102	English Composition II	5
	English, Speech <b>OR</b> Drama elective	5
LAH120	Logic and Effective Thinking	5
LAU110	Introduction to Music	2

Field II: Quantitative Reasoning and Physical and Life Sciences

LAM110*	College Mathematics and	5
LAM106	Basic Statistics <b>OR</b>	
LAM216	Statistical Methods <b>OR</b>	
LAM130	Mathematical Thinking in an	
	Information Age	5
LAN110	General Biology	5
LAN150	Survey of Physical Sciences	5
	Science elective	5

\* Higher level courses may be substituted with the approval of the Department of Mathematics.

Field III: Social and Behavioral Sciences

LAP100	General Psychology	5
	Introductory Social Science course	5
LAS200	U.S. History and Culture: 1492-1828 <b>OR</b>	
LAS201	U.S. History and Culture: 1828-1898 <b>OR</b>	
LAS203	U.S. History and Culture: 1898-present	5
LAS300	Contemporary World Cultures	5

**Liberal Arts Major Requirements 45 QH**

- Anthropology
- Applied Economics
- Art
- Biology
- English
- Psychology/Human Development
- Mathematics
- Multicultural Studies
- Psychology
- Science
- Social Science
- Theatre Arts
- Theatre/Fine Arts

**Liberal Arts Minor Requirements 30 QH**

- Art
- Biology
- English
- Psychology/Human Development
- Mathematics
- Music
- Philosophy/Religion
- Psychology
- Science
- Social Science
- Theatre Arts
- Theatre/Fine Arts

**Total Minimum Hours 180 QH**

Upper level hours—total of 25 quarter hours. For double minor, each minor must have a minimum of 10 quarter hours of upper level credit.

Concentration Residence—of the total 25 required upper level hours, 15 quarter hours must be taken at National-Louis University. For the double minor, each minor must have a minimum of 5 quarter hours of the 10 required upper level hours taken at National-Louis University.

General education courses (except LAM110 College Mathematics and LAM106 Basic Statistics) are included in the major and minor concentrations.

Students must demonstrate English competency by passing the English competency examination.

**Mathematics**

The Mathematics Department offers courses that provide a firm foundation of mathematical skills for all students regardless of program. Additionally, the Mathematics Department provides a range of options for students interested in more intensive mathematics studies. Options include:

1. a Mathematics/Quantitative Studies program leading to a Bachelor of Arts degree,

45 QH

2. a Mathematics major or minor in the Liberal Arts Studies program, and
3. a Mathematics concentration (Standard Teaching Concentration or Traditional Major in Mathematics) for Elementary Teacher Education students.

All students studying mathematics are strongly advised to meet with a math department faculty adviser early in the program to discuss appropriate course placement, prerequisites, transfer credit policies and procedures, and the projected scheduling of math courses. While many courses are offered annually, some upper level math courses are offered once every two years.

Students planning to take a mathematics course at another institution must receive **written Math Department approval** before enrolling to insure the course will be accepted for transfer credit. No mathematics course with a grade of "D" will be counted in the mathematics major/concentration or minor.

A description of the requirements of each mathematics course of study option is described below.

**Mathematics Concentrations**  
(for students in the College of Education)

Students in the Elementary Teacher Education program can select mathematics as a major area of concentration. The student may elect mathematics program options that include State of Illinois endorsement for junior high school teaching. Course requirements are very specific and the student should consult the National College of Education Bachelor of Arts Handbook for Education Students as well as a Mathematics Department adviser.

Students planning to take a mathematics course at another institution must receive **written Math Department approval** before enrolling to insure the course will be accepted for transfer credit. No mathematics course with a grade of "D" will be counted in the mathematics minor.

A student seeking Elementary Education (K-9) certification with a math concentration may meet NLU's Mathematics Department requirements by completing a **Traditional Major (45 Quarter Hours) or a Standard Teaching Concentration (30 Quarter Hours)**.

The **Traditional Major** requires 45 quarter hours of approved Mathematics Department courses including general education (courses numbered above LAM110 College Mathematics). At least 25 quarter hours must be upper-level courses, of which 15 quarter hours must be taken at NLU. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

The Standard Teaching Concentration requires a minimum of 30 quarter hours of approved Mathematics Department courses beyond general education requirements, of which 15 quarter hours must be taken at NLU, including a minimum of 15 quarter hours of upper-level courses in mathematics. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

The following courses do not count toward the Math Concentrations (Traditional Major and Standard Teaching Concentration).

LAM100A	Prealgebra
LAM100B	Basic Algebra
LAM106	Basic Statistics
LAM107	Utilization of Microcomputers
LAM108	Overview of Computers
LAM110	College Mathematics
LAM111	Logarithm/Trigonometry Unit
LAM216	Statistical Methods
LAM225	Quantitative Methods in the Workplace

Also, the following general study courses do not count toward the Standard Teaching Concentration: LAM112 and LAM213.

**Liberal Arts Studies: Mathematics Major**

The Bachelor of Arts degree in Liberal Arts Studies offers a major or minor in mathematics. The mathematics major with a suitable minor field of study can provide an entry to quantitative career fields as well as further study in the areas of biology, chemistry, physics, business, and economics.

Students will select a minimum of 45 quarter hours of mathematics from the required core and from electives chosen in consultation with the Mathematics Department. The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225. Mathematics course work includes 25 quarter hours of upper level courses (at least two of these must be 400 level), 15 hours of which must be taken at National-Louis University.

Students planning to take a mathematics course at another institution must receive written Math Department approval before enrolling to insure the course will be accepted for transfer credit. No mathematics course with a grade of "D" will be counted in the mathematics major.

**Mathematics Core Courses: 45 QH**

LAM214	Mathematics for Management Science	5
LAM320	Discrete Math	5
LAM310	Precalculus	5
LAM303	Computer Programming I	5
LAM311	Calculus I	5
LAM403	Mathematical Probability and Statistics	5

**Mathematics Electives 15**

Second Major (45 quarter hours) **OR** Two Minor Fields of Study (30 quarter hours each)

**Liberal Arts Studies: Mathematics Minor Requirements**

Students will select a minimum of 30 quarter hours in mathematics including one calculus course and at least 15 quarter hours of upper level mathematics courses (at least 5 quarter hours of upper level taken at National-Louis University). The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225.

Students planning to take a mathematics course at another institution must receive written Math Department approval before enrolling to insure the course will be accepted for transfer credit. No mathematics course with a grade of "D" will be counted in the mathematics minor.

**Mathematics/Quantitative Studies Program (B.A.)**

The Mathematics Department offers a Bachelor of Arts Degree in Mathematics/Quantitative Studies. This curriculum responds to the demands of an ever-increasing technological society with a program that encompasses both the present practices and future directions of mathematics within a variety of human endeavors. As students study geometry, calculus, probability, and statistics they learn to analyze, synthesize, and integrate the fundamental mathematical strands of dimension, quantity, uncertainty, shape, and change with modern technology and its applications to real-world issues such as census data, population dynamics, and inflation trends. The program's interdisciplinary nature allows the student to investigate the mathematical aspects of diverse fields such as science, social science, psychology, business, and computer studies. The Math/QS program provides students with preparation for secondary education in graduate school as well as careers in management, business and industry, operations research, and other scientific fields.

This program requires 180 quarter hours of study including 65 quarter hours in mathematics (courses numbered above LAM110) and 30-36 hours in a minor area of study such as accounting, business, computers, science, social science, psychology, English, and others. Sixty-nine (69) quarter hours compose the General Education requirement, though some of these courses may also be applied to major or minor areas of concentration. No mathematics course with a grade of "D" will be counted toward the major or minor area.

**General Education Requirements 69 QH**

**Field I: Communications, Humanities, and Fine Arts**

LAE101	English Composition I	5
LAE102	English Composition II	5
LAH120	Logic and Effective Thinking	5
	Fine Arts elective(s)	2-5
	Humanities elective	5

**Field II: Quantitative Reasoning and Physical and Life Sciences**

LAM130	Mathematical Thinking in an Information Age	5
LAM214	Math for Management Science <b>OR</b>	
LAM220	College Algebra <b>OR</b>	5
LAM216	Statistical Methods	5
LAN110	General Biology	5
LAN150	Survey of Physical Sciences	5
	Science elective	5

**Field III: Social and Behavioral Sciences**

LAP100	General Psychology	5
LAS115	Introduction to Economics	5
	Psychology <b>OR</b> Social Science electives	10

**Required Core Courses in Mathematics 25 QH**

LAM130	Mathematical Thinking	5
LAM303	Computer Programming I	5
LAM310	Precalculus	5
LAM311	Calculus I	5
LAM403	Mathematical Probability & Statistics	5

**Mathematics Electives 25-30 QH**

**Internship or Applied/Research Project 10 QH**

**Liberal Arts or Business Minor 30-36 QH**

**Free Electives 20-26 QH**

**Total Minimum Hours 180 QH**

**Music**

The Music Department at National-Louis University offers courses to encourage active listening and develop practical skills in the performance, critical assessment and appreciation of music. Music courses are designed to provide a foundation for experiencing the arts, underscoring all educational programs and majors. Students seeking the Bachelor of Arts degree in Liberal Arts Studies may choose a minor area of concentration in Music. The Music Minor prepares students to use analytical and problem-solving skills while helping them enjoy and participate in the arts. The Music Minor consists of 30 quarter hours (10 QH of which are upper level courses) as follows:

**Music Minor 30 QH**

LAU110	Introduction to Music	2
LAU205	Musicianship I	2
LAU206	Musicianship II	2
LAU207	Musicianship III	2
LAU210	Music Theory	5
LAU300	Applied Music	5
LAU320	History of Music I	5
LAU321	History of Music II	5
	Music electives	2-5

**Philosophy**

National-Louis University's Philosophy Department helps students to sharpen analytical skills and to develop insight into the relationships between people, actions, and concepts.

**Philosophy Minor Requirements 30 QH**

LAH110	Introduction to Philosophy	5
LAH120	Logic and Effective Thinking	5
LAH305	Philosophy of Values and Ethics	5
	Philosophy general education courses and electives	15

**Psychology**

The College of Arts and Sciences Psychology Department offers majors in Psychology and Psychology/Human Development. The Psychology and Human Services Departments also offer a dual major in Psychology and Human Services for interested students. Please consult Psychology Department advisers for additional information about undergraduate and graduate program options.



The Psychology major prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including but not limited to community and private mental health centers, the business sector, and a variety of teaching careers.

**Psychology Major Requirements 45 QH**

**Required courses**

Students will select a minimum of one 5-quarter-hour course in each of the following areas in consultation with a Psychology Department adviser: (Total: 20-25 quarter hours.)

**I. General Psychology 5**

An introductory course in general psychology is required for all psychology majors except for students in teacher certification programs or the psychology-human services dual major.

**II. Developmental Psychology 5**

A minimum of one course is required.

**III. Social and/or Personality/Clinical Psychology 5**

A minimum of one course is required.

**IV. Cognitive and/or Experimental Psychology 5**

A minimum of one course is required.

**V. Community Psychology 5**

A minimum of one course is required.

Total Minimum Hours 25

**Elective courses**

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 45 quarter hours, with the approval of a psychology department adviser.

Total elective courses (minimum) 20

**Standard Teaching Concentration in Psychology/  
Elementary Education**

Students in elementary education should select a minimum of 35 quarter hours in psychology, including psychology courses elected as general education requirements in consultation with a psychology department adviser. Two additional electives may be selected in psychology or other liberal arts areas.

**Psychology Minor Requirements 30 QH**

**Required courses**

Students will select a minimum of one 5-quarter-hour course in three of the following areas in consultation with a Psychology Department adviser: (Total: 15 quarter hours.)

**I. General Psychology 5**

An introductory course in general psychology is required for all psychology majors except for students in teacher certification programs or the Psychology and Human Services dual major.

**II. Developmental Psychology 5**

**III. Social and/or Personality/Clinical Psychology 5**

**IV. Cognitive and/or Experimental Psychology 5**

**V. Community Psychology 5**

Total Minimum Hours 15

**Elective courses**

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology Department adviser.

Total elective courses (minimum) 15

**Psychology/Human Development**

The Psychology Department offers the Psychology/Human Development major. This major prepares students to apply concepts and theories about the biological, social, and psychological maturation of the person throughout the life cycle and provides a foundation for further graduate study. Students may apply their knowledge in a variety of settings.

**Psychology/Human Development Major 45 QH**

**Required courses**

Students will select required courses in each of the following areas in consultation with a psychology department adviser: (Total: 30-35 quarter hours).

**I. General Psychology 5**

An introductory course in general psychology is required for all psychology/human development majors except for students in certification programs in Early Childhood or Elementary Education.

**II. Developmental Psychology 15**

**General requirement:**

Three developmental psychology courses, including Life-Span Development required. Students should complete Psychology of Early Childhood (LAP201), Life-Span Development (LAP315) and one other developmental psychology course.

**III. Social and/or Personality/Clinical Psychology 5**

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Play and Therapeutic Applications (LAP325) or Psychological Assessment of the Young Child—Parts I and II (LAP320, LAP321) to fulfill this requirement.

**IV. Cognitive and/or Experimental Psychology 5**

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Learning (LAP401) to fulfill this requirement.

**V. Community Psychology 5**

A minimum of one course is required.

Students in Early Childhood Education should take Cross-Cultural Communications (LAP348) or Culture and Self (LAP350) to fulfill this requirement.

Total Minimum Hours 30-35

**Elective courses**

Students will select additional elective courses from the above areas or from special topics, seminars, and research in psychology to complete a total of 45 quarter hours, with the approval of a psychology department adviser.

Total elective courses 10-15

**NOTE:** All students in Early Childhood Education are required to take the Psychology/Human Development concentration. Education students should consult the Preservice Teacher Education Handbook and their advisers to be in compliance with specific certification requirements.

**Standard Teaching Concentration in Psychology/  
Human Development Early Childhood Education**

Students in Early Childhood Education should select a minimum of 40 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a Psychology Department adviser. One additional elective may be selected in psychology or other liberal arts areas.

**Standard Teaching Concentration in Psychology/  
Human Development Elementary Education**

Students in Elementary Education should select a minimum of 35 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a psychology department adviser. Two additional electives may be selected in psychology or other liberal arts areas.

**Psychology/Human Development Minor 30 QH**

Required courses: Students will select required courses in each of the following areas in consultation with a Psychology Department adviser: (Total: 15-20 quarter hours).

**I. General Psychology 5**

An introductory course in general psychology is required for all Psychology/Human Development concentrators except for students in certification programs in Early Childhood or Elementary Education.

**II. Developmental Psychology 15**

General requirement: Three developmental psychology courses, including Life-Span Development required.

Total Required Hours 15-20

**Elective courses**

Students will select additional elective courses from the following areas to complete a total of 30 quarter hours, with the approval of Psychology Department adviser.

**III. Social and/or Personal/Clinical Psychology 5**

A minimum of one course is recommended.

**IV. Cognitive and/or Experimental Psychology 5**

A minimum of one course is recommended.

**V. Community Psychology 5**

A minimum of one course is recommended.

Total elective courses (minimum) 10-15

**Psychology Program (B.A.)**

Students in the Psychology Program must complete a total of 180 credit hours: a 69 quarter-hour liberal arts general education core, a 50 quarter-hour psychology core, a 30 quarter-hour specialization in either Developmental Psychology, Family and Community Psychology, or Social and Organizational Psychology, and 31 quarter hours of electives.

The Psychology Program prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including but not limited to community and private mental health centers, the business sector, and a variety of other careers. Students should consult Psychology Department advisers for additional options.

**General Education Requirements 75 QH****Field I: Communications, Humanities, and Fine Arts**

	Art elective	5
LAE101	English Composition I	5
LAE102	English Composition II	5
	English, Speech, Drama <b>OR</b>	
	Foreign Language elective	5
	Philosophy elective	5
	Introduction to Music <b>OR</b> Music elective	5

**Field II: Quantitative Reasoning and Physical and Life Sciences**

LAM110	College Mathematics	5
LAM216	Statistical Methods <b>OR</b>	
LAM106	Basic Statistics	5
LAN110	General Biology	5
LAN150	Physical Science	5
	Science elective	5

**Field III: Social and Behavioral Sciences**

LAP100	General Psychology	5
	Introductory Social Science course	5
LAS200	U.S. History and Culture: 1492-1828 <b>OR</b>	
LAS201	U.S. History and Culture: 1828-1898 <b>OR</b>	
LAS203	U.S. History and Culture: 1898-present	5
LAS300	Contemporary World Cultures	5

**Required Core Courses in Psychology<sup>1</sup> 50 QH**

LAP315	Life Span Development	5
LAP305	Memory and Cognition <b>OR</b>	
LAP401	Psychology of Learning	5
LAP306	Theories of Personality	5
LAP307	Abnormal Psychology	5
INT310	Research Methods in the Behavioral Sciences <b>OR</b>	
LAP402	Experimental Psychology	5
LAP350	Culture and Self	5
LAP420	Social Psychology	5
LAP425	Mental Health	5

LAP450	Human Sexuality	5
LAP499	Psychology Seminar: Contemporary Issues in Psychology	5

<sup>1</sup>A course in General Psychology or Introduction to Psychology should be included in General Education requirements. General Psychology is required as part of all three specializations in the Psychology Program.

**Track I: Emphasis on Developmental Psychology****Required courses 30 QH**

LAP201	Psychology of Early Childhood	5
LAP202	Psychology of Middle Childhood-Adolescence	5
LAP300	Adult Development and Learning Assessment	5
	Psychology electives under advisement*	15

**Track II: Emphasis on Family and Community Psychology****Required courses 30 QH**

LAP340	Effective Interpersonal Relationships	5
LAP342	Interpersonal Helping Skills	5
LAP352	Children and Families Under Stress	5
	Psychology electives under advisement*	15

**Track III: Emphasis on Social and Organizational Psychology****Required courses 30 QH**

LAP310	Introductions to Industrial/Organizational Psychology	5
LAP348	Cross-Cultural Communications	5
INT450	Dynamics of Group and Organizational Behavior	5
	Psychology electives under advisement*	15

\*Students must consult with their advisers to select courses that match an identified area of specialization.

Liberal Arts Electives to complete a minimum of 180 quarter hours required for the B.A. degree. Additional psychology courses or courses from other appropriate disciplines may be taken as electives to satisfy this requirement. Students should have electives approved by their adviser.

English competency must be documented by passing the English Competency examination or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

**Undergraduate Certificate in Human Development/Psychology**

The undergraduate certificate in Human Development/Psychology is appropriate for any student, but will be specifically helpful for those who work with people in community agencies. Students who earn the undergraduate certificate may take the first step toward the B.A. degree while enhancing their job or work experience.

Students may be enrolled either full-time or part-time. They will have a choice of psychology courses within two tracks: Child Development or Intergenerational Studies. Students will choose four courses (20 quarter hours) from either psychology track and two human services courses (10 quarter hours) from those listed below. This certificate will carry 30 quarter hours of undergraduate credit.

**Track I: Child Development 20 QH**  
(four courses required)

LAP201	Psychology of Early Childhood	5
LAP315	Life Span Development	5
LAP320/	Psychological Assessment of the Young Child,	5
LAP321	Parts I and II	
LAP325	Psychology of Play and Therapeutic Applications	5
LAP352	Children and Families Under Stress	5

**Track II: Intergenerational 20 QH**  
(four courses required)

LAP315	Life Span Development	5
LAP300	Adult Development and Learning	5
LAP306	Abnormal Psychology	5
LAP340	Effective Interpersonal Relationships	5
LAP350	Culture and Self	5
LAP425	Mental Health	5

**Human Services Courses 10 QH**  
(two courses required)

HSC101	Introduction to Human Services	5
HSC201	Principles and Dynamics of Interviewing	5
HSC203	Principles of Family Intervention	5

**Science**

The Department of Natural Sciences offers a diversity of courses in the biological and physical sciences. These courses can be used to fulfill the science requirement for any baccalaureate degree. There are also several options for students to major in a natural science discipline.

**Biology Program (B.A. Degree in Biology)**

The major in Biology (B.A.) prepares students for graduate study leading to careers in health professions, environmental professions, biological research, or secondary school biology teaching. The Biology major is designed to provide students with a well-rounded knowledge of fundamental concepts and research techniques at the ecosystem, organismal, physiological, and molecular levels.

Biology majors wishing to prepare for careers teaching high school Biology should take courses designated for pre-secondary education students in the course list below. This curriculum is designed to provide the content courses required for admission to Masters degree programs in secondary education at Illinois universities and colleges. Undergraduate students who complete a major in Biology will receive automatic acceptance into the Secondary Education Master of Arts in Teaching Program in the National College of Education, provided they meet all current admission requirements (a 3.0 G.P.A. in the last 60 semester hours [90 quarter hours] of undergraduate courses, a 2.5 G.P.A. in content area courses, a score of 33 on the Miller Analogies Test, and a pass on the Basic Skills Test). Students completing the pre-secondary education curriculum will satisfy the standards for Biology Designation recommended by the Illinois State Board of Education.

**Requirements for a B.A. in Biology are as follows:**

1. Completion of 55 quarter hours of Biology coursework with grades of "C" or better (5 required Biology courses plus 6 Biology electives). Twenty-five of these 55 hours must be upper level (300 or higher) and a minimum of 15 of the 25 upper level quarter hours must be taken at National-Louis University.
2. Completion of 37 quarter hours of required courses in Mathematics, Physics, and Chemistry (see course list below).
3. Completion of the general education core (69QH), of which 15 QH must be natural sciences (biological, physical, or chemical). If appropriate, the 15 QH of natural sciences may also be used to fulfill specific course requirements of the Biology major (see below). In addition, students must pass the English Competency Test.

4. To reach the 180 quarter hours required for graduation, students must complete an additional 34 quarter hours of free electives.

<b>Required courses for major in Biology</b>	<b>55 QH</b>
Required Biology courses	25
LAN110 General Biology	5
LAN300 Ecology and Conservation	5
LAN302 Zoology	5
LAN303 Botany	5
LAN409 Genetics	5
Biology electives	30
LAN106/106L Introduction to Scientific Thought	5
LAN200/200L Anatomy and Physiology I	5
LAN205/205L Anatomy and Physiology II	5
LAN304/304L Human Physiology	5
LAN305/305L Animal Behavior	3 or 5
LAN410 Fundamentals of Immunology	5
LAN411/411L Microbiology	5
LAN412/412L Medical Microbiology	5
LAN415/415L Molecular Genetics	5
LAN420 Tropical Marine Biology	5
LAN491 Field Ecology Research experience	5

The state of Illinois requires that secondary education students complete at least two courses in each of the following three areas: Botany, Zoology, and Physiology. Courses offered in these areas are as follows:

<b>Botany</b>	
LAN300 Ecology	
LAN303 Botany	
LAN409 Genetics	
LAN411 Microbiology	
LAN491 Field Ecology research experience	
<b>Zoology</b>	
LAN302 Zoology	
LAN305 Animal Behavior	
LAN420 Tropical Marine Biology	
<b>Physiology</b>	
LAN200 Anatomy and Physiology I	
LAN205 Anatomy and Physiology II	
LAN304 Human Physiology	
LAN410 Fundamentals of Immunology	
LAN412 Medical Microbiology	

**Required courses in Mathematics, Physics, and Chemistry 37 QH**

<b>Mathematics</b>		
LAM310	Precalculus	5
<b>Physics</b>		
LAN351	General Physics	5
<b>Chemistry</b>		
LAN250	Inorganic Chemistry I	5
LAN251	Inorganic Chemistry II	5
LAN358	Organic Chemistry I	7
LAN360	Biochemistry I	5
LAN364	Quantitative Analysis <b>OR</b> an approved transfer course (e.g. Biochemistry II <b>OR</b> Organic Chemistry II)	5

In addition to the required courses listed above, students seeking a B.A. degree in Biology must complete general education requirements and electives to reach a total of 180 quarter hours. Note that general education requirements are more specific for those preparing for careers in secondary education.

**General Education Requirements 54 QH**  
(in addition to 15 QH of science)

**Biology Majors (non-teaching)**  
**Field I: Communications, Humanities and Fine Arts**

LAE101	English Composition I	5
LAE102	English Composition II	5
LAH120	Logic & Effective Thinking	5
LAA110	Intro to Art <b>OR</b> Art elective	2
LAU110	Intro to Music <b>OR</b> Music elective	2
	English, Speech, <b>OR</b> Drama elective	5

**Field II: Quantitative Reasoning and Physical and Life Sciences**

LAM110	College Math <b>OR</b> Math elective	5
LAM216	Statistical methods <b>OR</b>	
LAN366	Biostatistics	5

**Field III: Social and Behavioral Sciences**

LAS200	U.S. History <b>OR</b>	
LAS201	U.S. History and Culture: 1828-1898 <b>OR</b>	
LAS203	U.S. History and Culture: 1898-present	5
	Social Science elective (LAS)	5
LAP100	General Psychology	5
LAS300	Contemporary World Cultures	5
	<b>OR</b> an Anthropology elective	

**Biology Majors/Pre-Secondary Ed 54 QH**

**Field I: Communications, Humanities and Fine Arts**

LAE101	English Composition I	5
LAE102	English Composition II	5
LAH120	Logic & Effective Thinking	5
LAA110	Intro to Art	2
LAU110	Intro to Music	2
LAT210	Effective Speaking	5
LAE203	Survey of the English Language	5

**Field II: Quantitative Reasoning and Physical and Life Sciences**

LAM110	College Math	5
LAM216	Statistical methods <b>OR</b>	
LAN366	Biostatistics	5

**Field III: Social and Behavioral Sciences**

LAS200	U.S. History	5
LAS120	Intro to Am. Politics	5
LAP100	General Psychology	5

**Free electives 34 QH**

**Biology Major/Liberal Arts Studies**

1. Students must complete 45qh of biological science courses, 25qh of which must be upper level and a minimum of 15qh of the 25 qh must be taken at NLU.
2. Students must complete a second 45qh major or two 30qh minors to earn this degree.

**Biology Minor**

Students completing 30qh of biological science courses will fulfill the requirement for a minor in Biology.

**Biology Major/Elementary Education**

(Also called standard concentration for a Biology teaching major.)

For a degree in education with a Biology teaching major from NCE, students need to fulfill all of the general education requirements for English, Mathematics, Philosophy, Psychology, Social Sciences, Art, and Theatre Arts. In addition they must complete the courses listed below.

<b>General Education Requirements 18-20 QH</b>	
General Biology	5 (lower level)
Physical Science (any Physical Science)	5 (lower level)
A Chemistry course	5 (lower level)
A science course (Physics or Chemistry is recommended)	5 (lower level)

In addition, for a Biology teaching major, students must have successfully completed a minimum of 25 qh of upper level Biology courses.

The Biology courses for the teaching major are:

<b>Required:</b>	
LAN302/302L Zoology	5 (upper level)
LAN303/303L Botany	5 (upper level)
LAN300/300L Ecology and Conservation	5 (upper level)
A Human Biology course*	5 (upper level)

**Electives** (the degree requires 27 qh, at least 25qh must be upper level Biology courses):

LAN200/200L Anatomy and Physiology I	5 (lower level)
LAN205/205L Anatomy and Physiology II	5 (lower level)
LAN304/304L Human Physiology	5 (upper level)
LAN409/409L Genetics	5 (upper level)
LAN305/305L Animal Behavior	3 or 5 (upper level)
LAN366 Biostatistics	5 (upper level)
LAN410 Fundamentals of Immunology	1, 4, or 5 (upper level)
LAN411/411L Microbiology	5 (upper level)
LAN412/412L Medical Microbiology	3 or 5 (upper level)
LAN415/415L Molecular Genetics	5 (upper level)
LAN420 Tropical Marine Biology	5 (upper level)
LAN495 Field Ecology research experience	5 (upper level)

\*Students choosing to take Anatomy and Physiology I and/or Anatomy and Physiology II to fulfill the human biology requirement may not also take Human Physiology.

**Physical Science**

**Physical Science Major/Liberal Arts Studies**

1. Students must complete 45qh of physical science courses, 25qh of which must be upper level and a minimum of 15qh must be taken at NLU. These may consist of any combination of courses in chemistry, physics, physical science, geology and astronomy.
2. Students must complete a second 45qh major or two 30qh minors to earn this degree.

**Physical Science Minor**

Students completing 30qh of physical science courses will fulfill the requirement for a minor in physical science as mandated by the CAS.



## Science

### Science Major/Liberal Arts Studies

1. Students must complete 45qh of science courses, 25qh of which must be upper level and a minimum of 15qh must be taken at NLU. These may consist of any physical or biological science courses.
2. Students must complete a second 45qh major or two 30qh minors to earn this degree.

### Science Minor

Students completing 30qh of science courses will fulfill the requirement for a minor in science.

## Majors and Concentrations for Elementary Ed Degrees from NCE

### Biology Teaching Major (described above)

### NCE Science Major

NCE offers a major in science to students completing 18-20 qh of science general education courses plus 30 qh of additional science courses. A minimum of 25 qh must be upper level courses and 15 qh of science courses must be taken at NLU.

### NCE Science Concentration

NCE offers a concentration in science to students completing 18-20 qh of science general education courses plus 30 qh of additional science courses. For the concentration there is no requirement for upper level courses. A minimum of 15 qh of science courses must be taken at NLU.

## Social Science Department

The Social Science Department is an interdisciplinary department in the College of Arts & Sciences representing the disciplines of Anthropology, Economics, History, Political Science and Sociology. The Department offers undergraduate courses in all NLU Chicagoland locations and through the FOCUS program in Atlanta, GA; McLean, VA; and Tampa, FL. The Department's programs include majors in Anthropology, Applied Economics, Multicultural Studies and Social Science (also Minor) for students completing the B.A. in Liberal Arts. Concentrations in Anthropology, Sociology and Anthropology/Sociology are available to students majoring in Elementary Education. In addition, offerings by the department are utilized to fulfill general education requirements for students across the university.

## Anthropology

The Social Science Department offers the major in Anthropology. Students must have successfully completed a minimum of 25qh of upper level Anthropology courses.

### Anthropology Major Requirements 45 QH

LAS110	Introduction to Cultural Anthropology	5
LAS120	Introduction to American Politics	5
LAS300	Contemporary World Cultures	5
	One U.S. History Course	5
	Anthropology electives	25

(25qh must be upper level)

## Applied Economics

Why and how do income, jobs opportunities, and price levels fluctuate? What causes one country to grow and prosper, while other countries with similar resources remain poor? How much of a country's wealth should be spent on defense, welfare, and education? These are some of the questions you will address when you study for a B.A. degree in Liberal Arts with major in Applied Economics. Students majoring in Applied Economics will have to complete the 25 Quarter Hours of core courses and an additional 20 Quarter Hours from one of the available specializations. The presence of two specializations allows for an opportunity to explore different facets of this discipline. The World Economics specialization provides students with a useful comparative view of economic issues from a global perspective. Basic real factors which underlie world trade, often obscured by theoretical veils, are uncovered. The Quantitative Economics specialization provides with a hands-on approach to collect, organize, analyze, and evaluate economic data.

Students pursuing a B.A. in Liberal Arts Studies with a major in Applied Economics choose one additional Liberal Arts major concentration (45-Quarter Hours) and additional Liberal Arts elective courses for a total of 180 Quarter Hours. The Applied Economics major with a Quantitative Economics specialization may complement a Liberal Arts major concentration in Mathematics, Psychology, or Science. The Applied Economics major with a World Economics specialization may complement a Liberal Arts major concentration in Anthropology, Art, Social Science or Multicultural Studies.

### Applied Economics 25 QH

LAS125	Consumer Economics <b>OR</b>	5
LAS130	Internet for Economics	
LAS250	Macroeconomics	5
LAS255	Microeconomics	5
LAS307	History of Economic Thought	5
LAS410	Internship in Applied Economics	5

### World Economics Specialization 20 QH

LAS253	Urban Economics	5
LAS315	World Economics	5
LAS345	Labor Economics	5
LAS430	Economic Issues in a Global Perspective	5
LAS445	Evolution of the American Economy	5

### Quantitative Economics Specialization 20 QH

LAM214	Mathematics for Management Science	5
LAS350	Statistics for Economics	5
LAS325	Economic Forecasting	5
LAS335	Applied Econometrics	5
LAS415	Issues in Quantitative Economics	5

## Multicultural Studies

(Available at Chicago Campus Only)

The Multicultural Studies major gives students a better understanding of the nature of our ever-changing society. It can help students to work better with people of all backgrounds, and it can help them to understand their own heritage.

### Multicultural Major Requirements 45 QH

Students will select 45QH from the following courses in consultation with their adviser.

LAS311	Racial and Ethnic History and Culture	5
LAS313	The Metropolitan Community	5
LAA320	African Art	5
LAA321	Sources and Development of American Art	5
LAA323	History of Far Eastern Art	5
LAA495A	Art Special Topic: Mexican Art	5
LAE309	Minority Voices in American Literature	5
LAH315	Religions of the World	5
LAS300	Contemporary World Cultures	5
LAS302	Asian History and Cultures	5
LAS303	Sub-Saharan African Cultures	5
LAS304	Middle and South American Cultures	5
LAS306	Marriage and the Family	5
LAS340	Native Americans	5
INT315	Women in Society	5

## Social Science

The Social Science Department offers courses in Anthropology, Economics, History, Political Science and Sociology.

### Social Science Major Requirements 45 QH

Social science general education and elective courses (at least 25 should be upper level) 45

### Social Science Minor Requirements 30 QH

Social science general education and elective courses (at least 15 should be upper level) 30

### Social Science Concentrations/Elementary Education

The Social Science Department at National-Louis University offers three concentrations to students majoring in Elementary Education: Anthropology, Sociology and a combined Sociology/Anthropology concentration.

### Anthropology 30 QH

LAS110	Introduction to Cultural Anthropology	5
LAS240	Human Origins	5
LAS300	Contemporary World Cultures	5
LAS302	Asian History and Cultures	5
LAS303	Sub-Saharan African Cultures	5
LAS304	Middle and South American Cultures	5
LAS340	Native Americans	5
LAS341	Comparative Ethnographies	5
LAS342	Folklore	5
LAS420	Social Theory	5
LAS440	Anthropological Linguistics	5
LAS441	Urban Anthropology	5
LAS442	Anthropology of Gender Roles	5
LAS449	Cross-Cultural Fieldwork	5
LAS490	Social Science Independent Study: Anthropology	5
LAS495	Social Science Special Topics: Anthropology	5

108	<b>Sociology</b>		30 QH
LAS105	Introduction to Sociology	5	
LAS306	Marriage and Family	5	
LAS311	Racial and Ethnic History and Culture	5	
LAS313	The Metropolitan Community	5	
LAS330	Cultural Influences in the Workplace	5	
LAS405	Social Problems	5	
LAS420	Social Theory	5	
INT315	Women in Society	5	
INT420	Dynamics of Significant Relationships	5	
LAS490	Social Science Independent Study: Sociology	5	
LAS495	Social Science Special Topics: Sociology	5	

### Theatre Arts

The Theatre Arts Department at National-Louis University offers a general, well rounded curriculum in Theatre, focusing on the essential elements required for actors to effectively tell stories to an audience. The Department particularly focuses on the close relationship between theatre and education, as it familiarizes tomorrow's educators with theatre and drama as a mode of teaching.

Students may choose to study Theatre Arts in either the Liberal Arts Studies Program, or as an Elementary Education Major.

### Liberal Arts Study Program

#### Theatre Arts Major Concentration

Consists of 45 quarter hours (9 courses) of course work in Theatre Arts.

#### Theatre Arts Minor Concentration

Consists of 30 quarter hours (6 courses) of course work in Theatre Arts.

#### Theatre Arts Concentration/Elementary Education

Elementary Education majors who are concentrating in Theatre Arts must take a total of 30 quarter hours of theatre arts coursework; a minimum of 15qh must be upper division course work.

Students may select any Theatre Arts courses listed in the catalog to fulfill the Theatre Arts concentration.

#### Theatre Arts Concentration 30 QH

LAT210	Effective Speaking	5
LAT212	Oral Interpretation of Literature	5
LAT214	Acting I	5
LAT220	Introduction to Theatre	5
LAT223	Children's Theatre	5
LAT230	Stage Craft	5
LAT231	Creative Drama	5
LAT240	Puppetry	5
LAT312	Theme Oriented Drama	5
LAT316	Advanced Children's Theatre	5
LAT320	Storytelling and Story Theatre	5
LAT326	Women in Theatre	5
LAT330	Theatre History I	5
LAT332	Modern Drama	5
LAT333	Stage Directing	5
LAT440	Professional Communication	3-4
LAT490	Theatre Arts, Independent Study	5
LAT495	Theatre Arts, Special Topic	5

### Sociology/Anthropology 30 QH

(Choose a minimum of three courses in Anthropology)

LAS110	Introduction to Cultural Anthropology	5
LAS240	Human Origins	5
LAS300	Contemporary World Cultures	5
LAS302	Asian History and Cultures	5
LAS303	Sub-Saharan African Cultures	5
LAS304	Middle and South American Cultures	5
LAS340	Native Americans	5
LAS341	Comparative Ethnographies	5
LAS342	Folklore	5
LAS420	Social Theory	5
LAS440	Anthropological Linguistics	5
LAS441	Urban Anthropology	5
LAS442	Anthropology of Gender Roles	5
LAS449	Cross-Cultural Fieldwork	5
LAS490	Social Science Independent Study: Anthropology	5
LAS495	Social Science Special Topics: Anthropology	5

(Choose a minimum of three courses in Sociology)

LAS105	Introduction to Sociology	5
LAS306	Marriage and Family	5
LAS311	Racial and Ethnic History and Culture	5
LAS313	The Metropolitan Community	5
LAS330	Cultural Influences in the Workplace	5
LAS405	Social Problems	5
LAS420	Social Theory	5
INT315	Women in Society	5
INT420	Dynamics of Significant Relationships	5
LAS490	Social Science Independent Study: Sociology	5
LAS495	Social Science Special Topics: Sociology	5

## Course Descriptions

This section provides descriptions of all courses given by the College of Arts and Sciences. The courses are listed in alphabetical order and numerical order. Unless otherwise stated, courses listed in a department may be used for a major or minor concentration in that department provided such a major or minor is authorized by the curriculum.

### Numbering System

#### 100-299 Lower undergraduate courses.

Courses with these numbers are for undergraduate students (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.

#### 300-499 Advanced undergraduate courses.

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor's degree. A 400-level course may be taken for undergraduate credit or graduate credit, upon approval of the student's departmental adviser and the department offering the course.

The first three alpha designations are codes for department or discipline. The fourth character indicates level.

### Department/Discipline Codes

#### Health Studies (AH-)

- AHA-Administration
- AHC-Clinical
- AHE-Education
- AHG-General

#### Applied Language/Language Institute (APL, ESL)

- APL-Applied Language Courses
- ESL-English for Speakers of Other Languages

#### Developmental Studies (DVS)

#### Human Services (HS-)

- HSA-Administration
- HSC-Core/Counseling
- HSE-Employee Assistance Program
- HSC-Gerontology
- HSM-Multiple Program
- HSP-Prevention
- HSS-Substance Abuse

#### Interdisciplinary Studies (INT)

### Liberal Arts and Sciences (LA-)

- LAA-Art
- LAE-English
- LAH-Philosophy
- LAM-Mathematics
- LAN-Natural Science
- LAP-Psychology
- LAS-Social Science
- LAT-Theatre
- LAU-Music

#### 490 Independent Study

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration.

#### 495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

#### 499 Seminar

Library research, discussions with peers and instructors and field work in a selected area of interest.

### Health Studies

See program section for full description of the Allied Health Degree Completion Program options and requirements.

#### AHA400 Statistical Methods and Research

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. *5 quarter hours*

#### AHA423 Topics in Allied Health

Critical evaluation and integration of theory and practice via problem-solving seminars. Includes examination of current theories and related topics. *3 quarter hours*

**110 AHA424 Health Law**  
An examination of the law and the legal system which regulate the health care profession. Topics include: medical malpractice; consent confidentiality and medical records; the liability of health professionals, civil and criminal; risk management; quality assurance; rights of patients to refuse treatment; and current topics. *5 quarter hours*

**AHA429 Current Issues in Health Care**

A survey of current topics in the health care field, identifying problems, paradoxes and parameters of such issues as self-help groups, patient advocacy, current trends, research, and the politics of health care. *1 quarter hour*

**AHA430 Human Resource Development for Health Care Supervision**

Discusses the principles involved in the job selection, training, development, and evaluation of job performance in health care organizations. Enables the student to design and implement job descriptions, selection interviews, in-service and job training sessions, and performance appraisals at the departmental level. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA431, AHA432. *3 quarter hours*

**AHA431 Principles of Health Care Supervision**

Examines the roles of supervisors in health care organizations. Prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA430, AHA432. *5 quarter hours*

**AHA432 Financial and Physical Resource Administration**

An examination and application of the principles involved in managing nonhuman resources in health care settings. Third party reimbursement, budget development, expenditure control, record keeping, inventory control, equipment maintenance, and facility planning will be introduced. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA430, AHA431. *4 quarter hours*

**AHA440 Health Care Systems**

An introduction to the fundamentals of systems management and organizational theory as it applies to the analysis of health care organizations. Systems models, organizational boundaries, varieties of systems, environmental factors, force field analysis, and the management of change will be introduced. Health policy issues are introduced. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA441, AHA442. *5 quarter hours*

**AHA441 Health Care Planning and Evaluation**

An introduction to the basic models for planning and program evaluation in health care settings including methods for identifying, gathering, and utilizing data as information for decision making. Continuous quality improvement and quality assurance (QA) procedures are examined. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA440, AHA442. *4 quarter hours*

**AHA442 Ethical and Legal Issues in Health Care**

An exploration of the ethical and legal aspects of contemporary issues concerning health care delivery. The potential interaction and conflicts between individual value/moral systems, ethical standards, and legal considerations are examined. Practical considerations for protecting institutional, practitioner and patient interests are presented. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA440, AHA441. *3 quarter hours*

**AHA480 Administrative Preceptorship in Allied Health**

An assignment of students to an administrative position in a hospital or department for practical application of administrative skills with cooperative planning by supervising administrators and the faculty from the Department of Allied Health for organized exposure to a broad spectrum of work situations. Prerequisite: Instructor permission. *5 or 10 quarter hours*

**AHA491A Research Project I**

Students prepare part one of a written research project that examines a problem related to their occupation or avocation. Periodic progress reports will be given regardless of the status of the project. *2 quarter hours*

**AHA491B Research Project II**

Students complete their independent research projects and present them to the instructor(s) in written form and to their classmates orally. *5 quarter hours*

**AHC 408 Phlebotomy**

Anatomy of circulatory system and application of appropriate blood collection techniques are covered. Practice of the skill is included. Interpersonal relations, communication, and legal and ethical behaviors are stressed. *3 quarter hours*

**AHC 409 Clinical Laboratory Science Management/Education**

Application and synthesis of the multiple aspects of education and management in laboratory science area. Prerequisite: Instructor permission. *2-5 quarter hours*

**AHC 420 Pathology**

Study of patterns, causes, mechanisms and effects of disease. Covers cellular adaptations, injury, and death. Includes neoplasia and developmental/genetic factors in disease. Addresses all organ system pathologies. Prerequisites: LAN110, LAN200, LAN205 or instructor permission. *5 quarter hours*

**AHC 490 Health Studies/Independent Study**

Under faculty supervision, students design and complete an independent inquiry into a health topic of personal interest. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. *1-6 quarter hours*

**AHC495 Health Studies/Special Topic**

Opportunity for faculty and students to address a health topic not taught within the regular course offerings. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. *2-5 quarter hours*

**AHC499 Health Studies/Current Topics**

A seminar course examining selected current topics in health studies. Since topics change, the course may be repeated for credit. Prerequisite: Junior/Senior standing and instructor permission. *2-5 quarter hours*

**AHC 499A Current Topics in Respiratory Care I**

A seminar dealing with current topics relating to respiratory care specialties. Student presentations may include clinical case studies, current literature reviews, and research of assigned topics. Prerequisite: Instructor permission. *2 quarter hours*

**AHC 499B Current Topics in Respiratory Care II**

A seminar dealing with current topics encountered in the final quarter of clinical practice. Student presentations may include clinical case studies, current literature review, and research of assigned topics. Prerequisite: Instructor permission. *2 quarter hours*

**AHE420 Instructional Methods in Allied Health Education**

Emphasis upon presentation skills, including: set induction, fluency in asking questions, achieving closure, etc. Instructional techniques include micro-laboratory sessions and videotape playback for critique and evaluation. *5 quarter hours*

**AHE421 Curriculum Development in Allied Health**

Techniques of planning, organizing, and administering each facet of the continuum for total curriculum development. Intra-facet and extra-institutional forces upon a curriculum and concepts involving the relationships of courses within a curriculum are examined. *5 quarter hours*

**AHE422 Clinical Assessment**

A systematic approach to clinical assessment, focusing upon the processes involved in designing evaluative instruments for measuring clinical performance. *2 to 5 quarter hours*

**AHE430 Educational Delivery in Health Care**

Reviews the general principles of adult learning with application to health education programs. Enables students to design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Prerequisite: Admission to Health Care Leadership Program. Corequisites: AHE431, AHE432. *4 quarter hours*

**AHE431 Presentation Skills in Health Care**

Enables students to implement a designed learning activity in a given health care environment. Design and utilization of instructional media are covered as a means of enhancing presentation skills. Prerequisite: Admission to Health Care Leadership Program. Corequisites: AHE430, AHE432. *4 quarter hours*

**AHE432 Educational Assessment in Health Care**

Explores the general principles and guidelines for outcome assessment including clinical performance evaluation. Enables students to develop an assessment/evaluation instrument for the previously planned health care learning activity. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHE430, AHE431. *4 quarter hours*

**AHE480 Student Teaching in Allied Health**

Students are assigned to a community college or hospital program for practical application of teaching skills in allied health with cooperative planning by supervising teachers and faculty from the Department of Allied Health for an organized exposure to a broad spectrum of teaching situations. *5 or 10 quarter hours*

**AHG102 Medical Terminology**

Introduction to the basic medical terminology needed by beginning students of an allied health occupation. *2 quarter hours*

**AHG105 The Science of Health and Nutrition (Formerly LAR120, PEA101)**

Exploration of factors that affect growth, development and the disease process. The inter-relationship between heredity, lifestyle choices and environment is examined and applied to personal lifestyle decisions. The Science of Health and Nutrition is offered regularly and satisfies the general education Health and Physical Education requirement for Education students. *3-5 quarter hours*

**AHG260 Emergency Medical Technician Training**

The Emergency Medical Technician (EMT) is a professional-level provider of emergency care for the prehospital assessment and treatment of the sick or injured patient. The EMT Training course instructs individuals in the skills necessary to meet the physical and emotional needs of the patient at the emergency scene and through transport and transfer to a medical facility. The course provides the instruction necessary to meet state certification requirements (Illinois Department of Transportation examination) and is a prerequisite for paramedic training. Offered at Evanston Hospital. *5 quarter hours*

**AHG300 Professional Writing in Health Care**

This course provides an opportunity to review and refine written communication skills needed for advancement within health care organizations or professions. This is a required course in the Team Building Term of the Health Care Leadership Program and may be used as an elective by other Allied Health students. This course will be counted as general education (Humanities) in Allied Health Programs. Students in other programs should consult their adviser to determine applicability to program requirements. *4 quarter hours*



112 **AHG400 Overview of Health Care Delivery**  
Examines the evolution of health care delivery including societal expectations, organizations, careers, financing, access, and regulation. The ability to function as effective team members in a complex health care system is emphasized. Information sources are explored. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: LAS331, LAP340. *4 quarter hours*

**AHG495 Allied Health Special Topic**  
Usually a technical topic which applies to one or more of the health disciplines. Students may register for this course more than once since the topic varies each quarter. *2 to 5 quarter hours*

**AHG499 Allied Health Seminar**  
This seminar is designed to facilitate communication and sharing of resources between students and faculty involved in the Allied Health Concentration. Topics of current interest to health care professionals will be examined. New students and those involved in off-campus learning activities (e.g., student teaching or preceptorships) are expected to participate. (This course may be repeated.) Prerequisite: Consent of instructor. *3 quarter hours*

### Applied Language/Language Institute

Foreign language courses may be used as humanities elective credit.

**APL100 (Foreign Language) I**  
This course, the first in a three-course sequence, provides students with a sound base in listening, speaking, reading and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL110 (Foreign Language) II**  
This course, the second of a three-course sequence, is designed to enhance and expand skills acquired in (foreign language) I. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL100 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL120 (Foreign Language) III**  
This course, the third in a three-course sequence is designed to enhance and expand skills acquired in (foreign language) II. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL110 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL130 First-Year Intensive (Foreign Language) I, II, and III**  
This intensive summer-session course combines (Foreign Language) I, II, and III. It provides students with a sound base in listening, speaking, reading, and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. *15 quarter hours*

**APL220 Intermediate (Foreign Language) I**  
This second-year course, the first in a three-course sequence, builds upon grammar essentials and helps to develop students' understanding of the nuances of the language. It will enhance students' abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL120 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL230 Intermediate (Foreign Language) II**  
This second-year course, the second in a three-course sequence, continues to build upon grammar essentials and to develop students' understanding of the nuances of the language and facilitates students' abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL220 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL240 Intermediate (Foreign Language) III**  
This second-year course, the third in a three-course sequence, reviews, refines, and expands students' understanding and usage of grammar. It continues to develop students' understanding of the complexities and subtleties of the language in a variety of discourse situations. It will improve students' writing in (foreign language) through extensive composition practice based on literary and nonliterary texts. Prerequisites: APL230 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *5 quarter hours*

**APL250 Second-Year Intensive Intermediate (Foreign Language) I, II, and III**  
This intensive summer-session course combines Intermediate (Foreign Language) I, II, and III. It builds upon grammar essentials and reviews, refines, and expands students' understanding and usage of grammar in a variety of discourse situations. It will enhance students' abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate

level. It provides students with extensive composition practice based on literary and nonliterary texts. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL240 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. *15 quarter hours*

### Additional Applied Language Courses

**APL210 Characteristics of Language in Culture**  
Introduction to the study of language with focus on general characteristics of language, linguistic analysis, language and culture, linguistic and cultural diversity, language acquisition, and contemporary approaches to language learning. Prerequisites: Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. This course may be used as humanities elective credit. *5 quarter hours*

**APL490 Independent Study**  
Students develop a project related to their English language acquisition with faculty approval. *2-5 quarter hours*

**APL495 Special Topic**  
Students select topics of special interest for self-improvement in the areas of English language acquisition and acculturation. More than one registration is permitted since topics vary each term. *2-5 quarter hours*

**ESL100A English for Speakers of Other Languages Level 1**  
For students with little or no proficiency in English. Focuses on development of vocabulary, listening, speaking, reading, and writing skills on a basic functional level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: placement. *13 quarter hours*

**ESL100B English for Speakers of Other Languages Level 2**  
For advanced beginners. Expands basic functional proficiency in all skills areas. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL100A or placement. *13 quarter hours*

**ESL200 English for Speakers of Other Languages Level 3**  
For low-intermediate students. Builds language skills beyond the basic functional level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL100B or placement. *13 quarter hours*

**ESL201 English for Speakers of Other Languages Level 4**  
For intermediate students. Expands students' abilities to use language on an abstract conceptual level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL200 or placement. *13 quarter hours*

113 **ESL202 English for Speakers of Other Languages Level 5**  
For more advanced students. Emphasizes development of language skills needed to succeed in degree program coursework. Classroom instruction is supplemented by a conversation session and computer and language laboratories. Prerequisite: ESL201 or placement. *13 quarter hours*

**ESL203 Writing Skills Development (ESOL)**  
Provides intensive developmental writing instruction, complementing the sequence of ESOL courses and competencies. Prerequisite: ESL202 or placement. *5 quarter hours*

### Developmental Studies

**DVS105 University Success Seminar**  
This course provides strategies that help students learn how to be successful in a college environment, develop a sense of commitment to the National-Louis community and gain greater self awareness of academic and professional goals. *0-2 quarter hours*

**DVS106 Vocabulary Development**  
Strategies for improving college-level vocabulary are taught with an emphasis on learning Greek and Latin word element, using context clues, and acquiring dictionary skills. Students also begin to acquire professional terminology for their chosen academic discipline. Designed for students who want to develop their vocabulary and learn strategies for comprehending and using new words. *2-4 quarter hours*

**DVS200 Strategies for Effective Writing**  
Process oriented approach emphasizing drafting and composing, focusing on the needs of individual students. Emphasis is placed on topic selection, and emphasizing ideas with a secondary focus on grammar as needed. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, proofreading, critical thinking peer editing, individual conferences. Designed for anyone wishing to build self-confidence in writing projects across the curriculum. Extended time option available to students needing additional contact hours. Successful completion leads to a grade of Pass (P) after one or more quarters; the "X" grade is used if progress satisfactory but further writing development is recommended. *0-5 quarter hours*

**DVS205A Communication Development I**  
Holistic experiences incorporating academic skills, reading, writing, listening, speaking offered to baccalaureate students whose primary language is other than English, and who have demonstrated a need for further development in these areas. Instruction is given in vocabulary development, reading and analyzing prose, analytical writing and development of oral competencies needed for academic work required while earning the baccalaureate degree. Offered for free elective credit. Successful completion leads to a grade of "X" which converts to Pass (P) or No Pass (N) following Communication Development II. *4 quarter hours*

**114 DVS205B Communication Development II**  
Term II of Communication Development continues to provide students with the skills to analyze and summarize expository selections through an integrated approach to the development of reading, writing, speaking and listening skills. Connections between reading and writing are emphasized through developing active readers by building pre-reading skills as well as by introducing various strategies for text-processing.  
*4 quarter hours*

**DVS210A Introduction to Academic Discourse I**  
An integrated approach to the development of writing, reading, speaking and listening skills that are expected across the university curriculum. Emphasis placed on making connections between reading and writing as well as categorizing, summarizing, identifying main ideas, and critically evaluating texts. Strategies for self-monitoring and taking responsibility for learning will be emphasized. Successful completion leads to a grade of "X" which converts to Pass (P) or No Pass (N) after successful completion of Introduction to Academic Discourse II.  
*4 quarter hours*

**DVS210B Introduction to Academic Discourse II**  
A continuation of an integrated approach to the development of reading, writing, speaking and listening skills with emphasis on making connections between reading and writing. Focus will be placed on individual writing needs including organization, grammar basics, peer review and use of university resources. Successful completion leads to a grade of Pass (P) or No Pass (N).  
*4 quarter hours*

**DVS300A Strategies for Effective Learning I**  
Develops and integrates the basic skills of reading, writing, math, and critical thinking within an academic context that will most directly transfer to student's program of study.  
*2 quarter hours*

**DVS 300B Strategies for Effective Learning II**  
The second term of Strategies for Effective Learning continues to emphasize development of metacognitive strategies that facilitate the acquisition of knowledge presented in content area courses. Prerequisite: DVS300A. *2 quarter hours*

**DVS301 Perspectives on Prior Learning**  
Principles and practices of prior learning and its assessment will be surveyed. Students' learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisites: Previous postsecondary education and admission to degree program utilizing Credit by Portfolio. *2 quarter hours*

**DVS490 Independent Study**  
Students develop a contract with faculty for achievement of specific academic skills goals. *2-5 quarter hours*

**DVS495 Special Topic**  
Students select academic skills topics of special interest for self-improvement. More than one registration permitted since topics vary each term. *2-5 quarter hours (total credit limited to 5 quarter hours)*

### Human Services

Junior-senior level undergraduates may take graduate level course work as is appropriate to their study plan upon written approval of their undergraduate adviser.

**HSC101 Introduction to Human Services**  
Exploration of the field of human services, including the impact and meaning of psychosocial and related difficulties to the individual and to society; the function of a variety of human service organizations; current trends and historical patterns of human service care; professional roles and ethical responsibilities. *5 quarter hours*

**HSC102 Introduction to Applied Group Process**  
A study of formal and informal group dynamics, issues, and behaviors, directed to an understanding of group functioning and leadership; factors involved in group cohesion and group conflict, communication and intervention skills.  
*3-5 quarter hours*

**HSC201 Principles and Dynamics of Interviewing**  
Examination of various techniques, goals, methods, model, and outcomes of interpersonal relationships. Focus on basic interviewing skills, information gathering, recording and assessment, and goal planning. *5 quarter hours*

**HSC202 Theory and Techniques of Crisis Intervention**  
Introduction to crisis theory, focusing on models of intervention, and utilizing experiential skills-building exercises. Prerequisite: HSC101, HSC201. *3-5 quarter hours*

**HSC203 Principles of Family Intervention**  
Examination of theories and dynamics of family change and issues of stabilization within that change. Emphasis on viewing the family as a whole system wherein change in one individual changes the family group and structure. Focus on identifying strategies of intervention as defined by family needs and structural change. Prerequisites: HSC101, HSC201, HSC202, or permission of instructor. *3-5 quarter hours*

**HSC220 Resource Development and Networking**  
Work in the human services field demands a knowledge of community resources covering a wide range of needs. The ability to make appropriate referrals and to work cooperatively with others is important. This course introduces students to basic networking and community resource development concepts, strategies, and skills, thus preparing them for this aspect of the field. *2 quarter hours*

**HSC300 Advanced Clinical Intervention Strategies**  
Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC102, HSC201, HSC202, HSC203. *3-5 quarter hours*

**HSC305 Special Needs Populations**  
This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systemic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. *5 quarter hours*

**HSC310 Management/Administration of Health and Human Service Organizations**  
In-depth analysis of selected types of human service organizations in relation to origins, structure, and stability and change. Attention to various interrelated roles of agencies, clients, and professionals. Examination of organization-environment interface. Prerequisites: Junior standing, Practicum I and/or consent of instructor. *5 quarter hours*

**HSC451 Fundamentals of Creative Expressive Therapies**  
Emphasis on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. Prerequisite: HSC102. *3-5 quarter hours*

**HSC499 Seminar/Current Issues in Human Services**  
Seminar on current issues in the human services field, identifying trends, problems, paradoxes, and parameters in areas of the profession. Analysis, design, and implementation of solutions will be a major focus. *1-6 quarter hours*

**HSC503 Counseling and Human Development in a Multicultural Society**  
An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as upon critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisites: HSC201, HSC202, junior or senior status and written consent of academic adviser. *5 quarter hours*

**HSC506 Introduction to Theory and Practice of Family Therapy**  
Exploration of theoretical models and concepts in the field of family therapy. Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC400; or instructor permission. *5 quarter hours*

**HSC510 Theories of Counseling**  
A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. Prerequisites: Junior or senior status and written consent of academic adviser. *3-5 quarter hours*

**HSC512 Theories and Techniques of Group Counseling**  
An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course will emphasize goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions will concentrate on the experiential application of these concepts. Prerequisites: HSC102, HSC201, HSC202, junior or senior status and written consent of academic adviser. *5 quarter hours*

**HSC101 Introduction to Gerontology**  
Examination of physical, psychological, philosophical, social, and societal dimensions accompanying the aging process and attitudes towards aging. Focus on skills of assessment and treatment planning. *3-5 quarter hours*

**HSG220 Mental Health and Aging**  
An overview of the key elements necessary for successful aging with an emphasis on mental health of older persons; functional and organic brain disorders will be examined. Review of various treatment principles and skills supportive of positive mental health among the elderly. Prerequisite: HSG101. *3-5 quarter hours*

**HSC441 Health Care for Older Adults**  
An overview of the health care of older adults. Normal physiological factors, common diseases of the aged, and both formal and informal community health services for the elderly will be explored. Health maintenance and promotion will be a major emphasis throughout the course. *3-5 quarter hours*

**HSC448 Administration of Volunteer Programs Serving Older Adults**  
In this course the student will explore the various aspects of managing volunteer programs that serve the elderly: senior centers, religious groups, and various other organizations vital to the elderly operating primarily on the labors of volunteers. This vital course will discuss the role or the professional within such a group, as well as the various aspects of management. Prerequisite: Permission from Director of Gerontology Program. *3-5 quarter hours*

**HSC548 Counseling Elders and Their Families**  
In this course the student will begin by learning the basic principles of assessing the older client and their family. The course proceeds by discussing the application of different therapeutic techniques that have been found to be effective for working with the elderly in one to one, group, and family contexts. Prerequisite: HSC201, HSC202, junior or senior status and written consent of academic adviser. *5 quarter hours*

**116 HSM303 The Stepfamily**  
An overview of the stepfamily structure, the course explores the effects of this family configuration on children, parents, and institutions. Examination of how stepfamilies differ from other family forms and how children, parents, and society deal with the phenomenon. *2 quarter hours*

**HSM385 Practicum Supervision**  
Examination of the issues and dynamics of professional relationships within the content of the practicum experience. Specific attention given to: ethics of helping; organizational structure; service delivery systems; client assessment; and treatment planning with individual, group, agency, and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student's unique learning experience. Prerequisite: Permission to begin Professional Practice Experience. Concurrent enrollment in undergraduate Practicum. Enrollment is required with each Practicum/Internship enrollment. *1-2 quarter hours*

**HSM405 Juveniles and the Law**  
The study of the law affecting juveniles: delinquency, minors in need of supervision, neglect and abuse, child custody, adoption, civil law and responsibility, special education, and the Illinois School Code. Practical aspects of police interaction and intervention, the functions and capabilities of the Departments of Probation, Children and Family Services, and other public agencies. Prerequisite: HSC101. *5 quarter hours*

**HSM406 Human Services and the Law**  
Legal principles and issues pertinent to the field of human services administration, mental health and addiction counseling and employee assistance programs will be discussed. Such topics as: crime and delinquency; family crisis; child abuse and neglect; mental health laws; domestic violence laws; DUI information; special education; confidentiality as well as state and federal laws and regulations will be discussed. Issues of real estate property laws, labor and contract law, as well as professional liability will also be included. *5 quarter hours*

**HSM407 Violence and Aggression in the Family**  
Examination of the psychological, social, behavioral, and cultural foundations of aggressions and violence; issues of physical and emotional abuse within the family unit. *3-5 quarter hours*

**HSM408 Hospitalized Child and Adolescent**  
This course will focus on the psycho/social care of the hospitalized infant, child, and adolescent; the impact that illness and hospitalization have on the child and his/her family; the understanding and importance of a child life program, its goals and objectives, and how it functions on a pediatric unit. *5 quarter hours*

**HSM415 Strategies of Community Intervention**  
A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing community resources to implement change. Prerequisites: HSC101, HSC201. *2-5 quarter hours*

**HSM416 Marital Separation and Single Parent Families**  
An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC201. *2-5 quarter hours*

**HSM417 Child Abuse**  
The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention. *5 quarter hours*

**HSM418 Suicide Intervention**  
Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students will learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources. *5 quarter hours*

**HSM420 Women and Mental Health Issues**  
An introduction to mental health issues as they relate directly to women. The course will acquaint students with current research on sex differentials, sex role functioning, sex differences in women's mental health problems and their causes, and diagnosis and treatment with female clients. The class also will provide an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. Prerequisite: Recommended—General Psychology or lower-division Human Services course. May be used as psychology course. *5 quarter hours*

**HSM481 Human Services Practicum I**  
First course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSC201 and acceptance into Professional Studies Sequence. *1-5 quarter hours*

**HSM482 Human Services Practicum II**  
Second course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM481 as the student continues in the same placement setting for an additional minimum of 15 hours per week for a total of another 150 clock hours on site for the quarter. Students will continue to receive supervision both on site and within the University. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM481 and departmental approval. *1-5 quarter hours*

**HSM483 Human Services Practicum III**  
Third course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires the student to choose a different practicum site than in HSM481 and HSM482 thus allowing the student the opportunity to further enhance his or her skills in another specialization area. The student is required to complete a minimum of 15 hours per week on site (minimum of 150 hours) for the quarter and concurrently register in HSM385 Practicum Supervision thus receiving on-site and university supervision. Prerequisites: HSM482 and departmental approval. *1-5 quarter hours*

**HSM484 Human Services Practicum IV**  
Fourth course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM483 as the student continues in the same placement setting for an additional minimum of 15 hours per week (minimum of 150 clock hours) for the quarter and concurrently registering for HSM385 Practicum Supervision. Prerequisites: HSM483 and adviser approval. *1-5 quarter hours*

**HSM485 Human Services Practicum V**  
Advanced clinical experience in a selected human service agency addressing specific knowledge and skill areas. Opportunity to experientially investigate specific areas of interest beyond those in HSM484. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM484 and adviser approval. *1-5 quarter hours*

**HSM486 Human Services Practicum VI**  
Continuing advanced clinical experience in a selected human service agency usually a continuation of HSM485. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM485 and adviser approval. *1-5 quarter hours*

**HSM490 Human Services Independent Study**  
An independent study offering for students and qualified practitioners, which is intended to increase academic qualifications and clinical expertise. Permits the student to undertake individual research in an area approved by the department and instructor. *2-5 quarter hours*

**HSP450 Theory and Perspective on Prevention and Intervention**  
This course explores the varying definitions and approaches of prevention and early intervention, as well as overviews of the continuum of care. Prevention of a variety of human problems will be covered: substance abuse, AIDS, suicide, truancy, dysfunctional families, etc. Historical perspectives, present practice, and future development of the field will be discussed. *3-5 quarter hours*

### Interdisciplinary

**INT100 Information Literacy and Library Research Techniques**  
This course emphasizes the concepts and competencies of information literacy, the evaluation of information, the organization of libraries, the classification of knowledge, and the basic skills of research. This course will introduce the student to library research resources such as electronic journals, full-text databases, the online catalog of print and electronic books, the Internet, and other library materials. *2 quarter hours*

**INT200 Utilization of Instructional Media I**  
**INT201 Utilization of Instructional Media II**  
A laboratory approach is used to emphasize and develop sound principles of selection, utilization, and evaluation of a wide variety of media found in elementary schools today. Included are motion picture projection, audio recording techniques, graphic displays, videotape recording, and multimedia presentations. Students demonstrate utilization and production of specific media formats. *1 quarter hour each*

**INT300 Blueprints for Lifelong Learning**  
The course provides individual guidance for adults who wish to examine and evaluate their current educational and career development. Assistance is provided in determining professional goals, culminating in a "blueprint" or academic/professional plan to attain these goals within a prescribed time frame. Prerequisite: Previous postsecondary education. *2 quarter hours*

**INT301 Perspectives on Prior Learning**  
Principles and practices of prior learning and its assessment will be surveyed. Learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisite: Admission to the university and at least 45 quarter hours of previous college course work. *2 quarter hours*



**118 INT305 Dynamics of Group and Organizational Behavior**

Study of formal and informal small group and organizational behavior. Experiential learning exercises and analysis of real groups and organizations provide a basis for concept development. Prerequisite: junior or senior standing. (May be used for Psychology, Social Science, Health Studies, and Management credit.) *5 quarter hours*

**INT310 Research Methods in the Behavioral Sciences**

Problem analysis, review and selection of appropriate data-gathering techniques, reporting systems, and research design evaluation. Prerequisite: junior or senior standing. (May be used for Psychology, Human Services, Social Science and Allied Health credit.) *3-5 quarter hours*

**INT315 Women in Society**

This course is designed to study women in the past, present, and future. Students will analyze the impact of society on women and women on society by studying economic, political, psychological, anthropological, social, historical, and health issues as they directly relate to women. Prerequisite: 100-level Human Services or 100-level Psychology or 100-level Social Science course. *5 quarter hours*

**INT400 Career Assessment and Planning**

An analysis of learning experiences contributing to personal and career growth, preparation of a portfolio describing these experiences. Exercises in goal setting and time management. *2-5 quarter hours*

**INT410 Leadership in a Changing World**

Students will study the process of leadership from a broad and varied perspective. Leadership will be defined, and will be delineated from the role of the manager. Various leadership theories will be explored, as well as differing approaches to leadership (including small work team leadership, behavioral approaches to leadership, and situational leadership). The characteristics and values of leaders will be explored, as well as leader performance problems and challenges. Students will explore future trends in leadership including its importance in a global context, as well as, in regard to their own lives. Prerequisites: All prior courses in the program sequence. *5 quarter hours*

**INT420 Dynamics of Significant Relationships**

This course is an interdisciplinary study of significant relationships in peoples' lives using concepts drawn from the social and behavioral sciences. Relationships studied include acquaintances, kinship ties, coworkers, same-gender friendships, male-female relationships, mentors, and cross-cultural friends. The dynamics of these relationships including the functions they serve, their development, and their importance will be studied. Recommended: Lower division Social Science or Human Services courses. *5 quarter hours*

**INT430 Methods of Inquiry in the Behavioral Sciences**

Students will be introduced to the basic concepts, methods and tools employed in the research process. Emphasis is placed on practical applications of these ideas, with the central goal being to assist students in becoming intelligent consumers of research findings and conclusions. *4 quarter hours*

**INT490 Independent Study in the Behavioral Sciences**

Students will plan and conduct a self-directed inquiry into a research question of interest. This independent study will be guided by concepts presented and developed in Methods of Inquiry in the Behavioral Sciences. *2 quarter hours*

**INT491C Field Study/Project Advisement**

Provides advisement to students who have completed\*the undergraduate field experience program in order that they may satisfactorily complete their work on the required applied research project. Course shall be graded "P" (Satisfactory) or "I" (In-Progress); credit does not count toward graduation requirements; the course may be repeated. *1 quarter hour*

**Liberal Arts and Sciences****Art****LAA110 Introduction to Art**

Study of the structure and organizing principles of art, studio problems in two-dimensional and three-dimensional design. Students are introduced to the basic concepts of art history: chronology, stylistic development, and iconography related to the historical context. *2 quarter hours*

**LAA300 Ceramics**

Fundamental concepts in design and production of pottery and ceramic sculpture; development of technical skills and processes. Students produce ceramics by various methods of hand-building and wheel-throwing incorporating decorative and surface techniques. Trips to galleries and museums included. *2-5 quarter hours*

**LAA301 Design**

Theory of design and studio work in problems fundamental to the establishment media such as acrylic, wood, clay and fiberglass. *5 quarter hours*

**LAA302 Drawing**

Students study and practice fundamental drawing and compositional concepts; basic drawing materials explored; drawing from observation and imagination included. Individual potential emphasized. *2-5 quarter hours*

**LAA303 Fiber Workshop**

Design and production of two- and three-dimensional objects from natural and synthetic fibers. Studio projects of various processes and techniques including knotting, weaving, wrapping, hooking, stitchery, applique and fiber sculpture. *2-5 quarter hours*

**LAA304 Mixed Media**

Exploration of various traditional and nontraditional materials in two- and three-dimensional formats. Examples: drawing, painting, fiber, clay, and others. *2-5 quarter hours*

**LAA305 Modeling and Sculpture**

Fundamental concepts of three-dimensional design and development of technical skills and processes. Students produce sculpture in a range of methods and materials including clay, fiber, plaster, wood, fiberglass, and acrylic. *2-5 quarter hours*

**LAA306 Painting**

Fundamental concepts in design and composition, and development of technical skills and processes. Students paint in the studio and on location. Trips to galleries and museums included. *2-5 quarter hours*

**LAA310 Mexican Art**

Introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories and artifacts created by the indigenous peoples of Mexico from the Preclassic Period (200 B.C. - 300 A.D.) to the modern era. *2-5 quarter hours*

**LAA320 African Art**

Introduction to the art of the peoples of West and Central Africa through an anthropological examination of the religions, myths, histories, and artifacts created by these peoples. *2-5 quarter hours*

**LAA321 Sources and Development of American Art**

Foreign and native influences on the development of painting, sculpture, architecture, and the crafts of the United States. Study of societal conditions under which art styles originate: religious, political, economic, and cultural contexts. Examination of all forms of visual expression from the colonial period to the present time with emphasis on contributions of specific artists. Gallery and museum trips included. *2-5 quarter hours*

**LAA322 Nineteenth and Twentieth Century Art**

Development of painting, sculpture, architecture and the crafts in Europe and the United States during the 19th and 20th centuries. Students study relationships between art of a period and societal context, including political events, economic trends, and technological advances of the time. Emphasis on the contributions of specific artists. Gallery and museum trips included. *2-5 quarter hours*

**LAA323 History of Far Eastern Art**

Study of art and architectural styles of China, Japan and India from the dawn of history to present day. Contributions of Eastern Asia to art and humanity will also be explored. *2-5 quarter hours*

**LAA490 Art Independent Study**

Students concentrating in art have the opportunity to pursue independent study in studio, art history, or art education after completing, with excellence, a basic course in the chosen area of study. *1-6 quarter hours*

**LAA495 Art Special Topic**

Topics offered will reflect the current interest of students. Since topics vary from quarter to quarter, this course may be taken more than once. Examples of topics are Jewelry, Creative Lettering and Graphic Design, and Art for the Exceptional Learner. *1-6 quarter hours*

**English****LAE101 English Composition I**

First in a two-term sequence of composition courses. Expository, illustrative, and persuasive writing with emphasis on the short essay. Introduction to research and documentation. Prerequisite: Placement. *5 quarter hours*

**LAE102 English Composition II**

Second in a sequence of composition courses. Continued practice in expository writing, including persuasive writing and research paper. *5 quarter hours*

**LAE104 Report Writing**

An introduction to the types of writing required in public agencies or businesses, including the writing of reports or proposals (which have specific guidelines), as well as memoranda, formal and informal letters, summaries, recommendations, and persuasive memos or other arguments. Prerequisite: Placement. *5 quarter hours*

**LAE 120 Content Area Writing A**

A course in expository and research writing, with emphasis on the writing process, editing, and use of a variety of informational sources. Content Area Writing A is taught in combination with Introduction to American Politics, and the writing assignments are on subjects relevant to the Politics course. *5 quarter hours*

**LAE 125 Content Area Writing B**

A course in persuasive and research writing, with emphasis on the research and writing process, development of planning documents, and editing. Content Area Writing B is taught in combination with Introduction to Sociology, and the writing assignments are on subjects relevant to the Sociology course. *5 quarter hours*

**LAE201 Intermediate Composition**

A course by arrangement for students needing further work in fundamentals of expository writing. This course adapts to the needs of the student or students currently enrolled. Prerequisite: LAE101 or equivalent. *2-5 quarter hours*

**LAE210 Writing in the Workplace**

An interdisciplinary introduction to various writing tasks which integrate data presentations and economic principles using word processing and computer software applicable to office and workplace writing. Prerequisites: Sophomore standing and academic skills assessment. Concurrent enrollment in LAM225 and LAS253. *5 quarter hours*

- LAE 220 Introduction to Literature**  
Techniques of reading and analyzing fiction, poetry and drama are taught by using primarily selections from 20th century American and British works. Students develop short papers of literary analysis into longer, more polished essays in which they express and support their interpretations of selected short stories, poems, plays and one short novel. *5 quarter hours*
- LAE301 Advanced Composition**  
Advanced instruction and practice in a variety of expository and other writing tasks. Special emphasis on writing with style, clarity, and effectiveness for various audiences. Prerequisite: LAE102 or equivalent. *2-5 quarter hours*
- LAE302 Introduction to Creative Writing**  
Basic techniques of fiction and poetry. Individual instructor may stress one or the other. (Students can inquire ahead.) Wide reading expected as a stimulus to creative expression. Prerequisites: LAE102 or equivalent. *5 quarter hours*
- LAE305 Major British Writers I: Beginnings to 1750**  
A survey of the most important British authors to 1750. Includes such writers as Chaucer, Shakespeare, Donne, and the metaphysical poets, Milton, Pope, Swift. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE306 Major British Writers II: 1750 to 1900**  
A survey of the most important British authors from 1750 to 1900. Includes such writers as Fielding, Sheridan, Austen, Wordsworth, and the Romantic poets, Dickens, Shaw. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE307 Literature for Children**  
A general overview recommended for students entering the teaching profession. Survey of best of the old and new in prose and verse from the nursery level through elementary grades. Techniques of presentation are discussed. Major emphasis on content and quality of literature. (May be taken as separate modules according to age level: LAE307A Early Childhood for 2 quarter hours; or LAE307B Middle School for 3 quarter hours. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE308 World Literature**  
Masterpieces of world literature from the earliest times to the present, in translation. Syllabus includes primarily western literature—Greek, Italian, Spanish, German, French, Russian—but some attention also given to non-western literature. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE309 Minority Voices in American Literature**  
A study of important literary works by representatives of minority groups. Specific focus is determined by the individual instructor and can be limited to a particular group, time period, and/or literary type. Students examine how literature functions as protest and in the search for identity. Prerequisite: LAE102 or equivalent. *5 quarter hours*

- LAE310 The Novel**  
A broad study of technique, structure, and rhetoric of the novel. Individual instructor may focus on the origins and development of the novel, concentrating on the growth of technique and changing cultural concerns, or on representative types of the novel. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE311 The Short Story**  
Examination of the short story as a literary form. Students learn the tools needed for criticism of fiction. Course can be presented using a historical approach or it may be structured by type. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE312 Poetry**  
Examination of poetry as a literary genre through critical analysis. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE313 Myth and Mythology**  
A study of examples of mythology from two or more cultural traditions, possibly including ancient and modern, western and non-western traditions. The mythology will be studied as literature and from the perspective of several major twentieth-century theories of myth. Prerequisites: LAE102 or equivalent. *5 quarter hours*
- LAE314 History of the English Language**  
An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; descriptive and prescriptive grammar; varieties of American English. Prerequisites: LAE102 or equivalent. *5 quarter hours*
- LAE315 Art of the Film**  
An introduction to film theory and film technique, with some reference to the history of film. Emphasis will be placed on the tools used to tell stories in film, e.g., cinematography, editing and sound. Both American and foreign films will be screened and discussed; *Intolerance, Metropolis, Citizen Kane, My Darling Clementine, Shoot the Piano Player, The Seventh Seal* and *8 1/2* are typical of the films covered. Students will also view movies outside of class and write papers analyzing various aspects of filmmaking. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE316 Prose Forms and Styles**  
A survey of the major forms of contemporary prose writing: novel, essay, short story, non-fiction narrative. Emphasis will be on analysis of each author's style and voice, and of the narrative techniques he or she employs to tell the story most effectively. Works vary from quarter to quarter and may from time to time include some non-English works in translation. Prerequisites: LAE102 or equivalent. *5 quarter hours*

- LAE340 Literature for High School Teachers**  
Students read, discuss and write papers on selections of literature commonly taught in Illinois high schools. They learn to lead discussions on the assigned literature with special attention to the interests and potential of high school students. Materials are clustered around a theme with special relevance or curricular usefulness for this group, such as "Coming of Age," "Young Americans During the Great Depression," or "Families in Transition." *5 quarter hours*
- LAE405 American Writers I: Beginning to 1900: Selected Topics**  
A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE406 American Writers II: 1900-1945**  
A survey of classic 20th century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE407 American Writers III: 1945-1970**  
A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes primarily fiction writers such as Mailer, O'Hara, Salinger, Cheever, Updike, O'Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, artistically, and psychologically. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE408 Contemporary American Literature: 1970 to the Present**  
A dynamic overview of the most critically esteemed and widely read writers of the students' own lifetime. Stressing fiction, it includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Wolfe, Irving, Roth, Morrison and Walker. Assesses the impact of the sixties and examines literary phenomena such as absurdism and the "new journalism" against the on-going tradition of realism. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE409 20th Century American Women Writers**  
A survey of American women writers, which examines the special characteristics of writing by women, the growth of protest, and women's role in the 20th century history of American literature. Individual instructors may choose to focus primarily on fiction, on non-fiction, or on poetry; or an instructor may limit the survey to a particular 20th century time period or theme. See English Department for details. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE410 Modern British Fiction: 1900-1950**  
A survey of classic 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley and Amis. Focuses on the growth and development of technique and on the ethical, psychological, and political concerns of the period. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE415 Popular Literature**  
Study of well-known types of popular literature (murder mysteries, spy stories, science fiction, romance, westerns, horror stories, etc.) with particular attention to the sociology, psychology and politics of each type. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE420 Current Issues in College Composition**  
A survey of current issues in composition and rhetoric research with emphasis on their relationships to teaching college writing courses. Such issues include social and cognitive and/or technological influences on academic writers. Prerequisites: LAE102 or equivalent, junior standing or above. *5 quarter hours*
- LAE425 Literary Criticism and Interpretation**  
A survey of the major theories and schools of literary criticism with emphasis on twentieth-century approaches such as new criticism, semiotics, deconstruction, reader-response theory and including such special perspectives as psychoanalytic, Marxist and feminist criticism. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE434 Shakespeare and Elizabethan Drama**  
Study of the Elizabethan stage and Elizabethan-Jacobean drama and the development of Shakespeare's dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE450 Fundamentals of Journalism**  
Introduction to various kinds of journalistic writing appropriate to newspapers, magazines and other periodicals. News-writing, feature-writing, and interviewing are some of the journalistic types covered. Liability laws, guidelines pertaining to plagiarism, copyright laws, and journalistic ethics are discussed. Prerequisite: LAE102 or equivalent. *5 quarter hours*
- LAE460 Editing and Publishing the Small Journal**  
A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical—for a school, a corporation, or any other enterprise which needs to publish information for its own corporate community or for the public. Some students may get hands-on experience by working with the college's own public relations office or possibly with the school yearbook or newspaper. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop-publishing software—both Apple and IBM-compatible. More traditional methods of working with printers are also explained. Prerequisite: LAE102 or equivalent. *5 quarter hours*

122 **LAE461 Writing Promotional and Advertising Copy**  
A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. Prerequisite: LAE102 or equivalent. *5 quarter hours*

**LAE465 Creative Writing: Humor**  
An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc., in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." Prerequisite: LAE102 or equivalent. *5 quarter hours*

**LAE490 English Independent Study**  
Opportunity for students in this major or concentration to pursue acceptable study in an aspect of literature or writing independently. Students are assigned to department advisers for guidance and tutoring. *2-5 quarter hours*

**LAE492 Methods of Research for Writers**  
A course which teaches writers how to do basic secondary research in a variety of areas likely to be relevant to their future writing, such as: psychology, physiology and medicine, education, literature and the arts, history, natural science, etc. Students must show they can use traditional printed materials as well as computer-assisted research. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper.

This course is usually taught in modules of 1 semester hour per module with a different module being offered each term: LAE 492A in fall, LAE 492B in winter, LAE 492C in spring. Each module covers different discipline areas, responding to student needs. Students can request current academic year's agenda from the English Department. (This is **not** a writing-intensive course. *1-3 semester hours*)

**LAE495 English Special Topic**  
Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special Topic in the course of their degree program. *2-5 quarter hours*

**LAE499 English Seminar**  
A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion, with the instructor acting primarily as adviser and evaluator. Prerequisite: consent of instructor. *1-5 quarter hours*

## Philosophy/and Religion

**LAH110 Introduction to Philosophy**  
Topics of study include: the nature of philosophy and philosophizing as a human function, how humans form questions and answers concerning the nature of existence, knowledge and values, how vocational philosophers (past and present) offer stimulus and resources for this function. *5 quarter hours*

**LAH120 Logic and Effective Thinking**  
Students are trained to recognize, analyze, and use informal, deductive, and inductive patterns of reasoning. Practical relevance and scientific methodology shape the orientation. *5 quarter hours*

**LAH300 Values and Ethical Decision Making**  
Students examine the development of values on a social and personal level and how these values relate to decision making. Key concepts include understanding the origins of one's own value system, cultural trends that reflect changing values, reviewing decision-making process. *3 quarter hours*

**LAH305 Philosophy of Values and Ethics**  
Examination of process and criteria for forming and testing values. Study of value experience in cultural and individual contexts; contexts include tradition, scientific inquiry, emotional, and practical concerns. Values are related to ethical obligations. *5 quarter hours*

**LAH307 Philosophy of Love**  
Inquiry into the nature and practice of love. Classical/modern sources are related to cross-disciplinary research and literature. The course investigates the organic roles of the cognitive, affective and behavioral functions of persons in love experience and practice. An exploration of realistic strategies for channeling the energies of love into decreasing "human destructiveness" and activating humaneness in all human transactions. Prerequisites: LAE101 Fundamentals of Composition or consent of instructor. *5 quarter hours*

**LAH310 Philosophy of Religion**  
Study of the nature of religious faith, belief, and language in relation to general methods of attaining meaning and knowledge. The relation of religious commitment to ethical obligations, general cultural values, and life's tragic elements. *5 quarter hours*

**LAH315 Religions of the World**  
Survey of the major world religions; empirical study of beliefs, ritual, and ethical commitments within respective cultural contexts. Development of critical principles to structure study. *5 quarter hours*

**LAH320 Philosophy of Death and Dying**  
An inquiry into the following themes pertaining to death and dying: (a) historical and contemporary interpretations; (b) emotional and social patterns that compose human treatments of death and dying; (c) the development of a personal philosophy that relates death and the arts of living; (d) the relations between pertinent professionals and dying and/or bereaved clients. *5 quarter hours*

**LAH490 Philosophy Independent Study**  
*2-5 quarter hours*

**LAH495 Philosophy Special Topics**  
A philosophy offering of special interest to be studied in depth. May be registered for more than once, since the topic varies each term. *2-5 quarter hours*

## Mathematics

**LAM100A Prealgebra**  
This developmental course presents a review of arithmetic operations and basic mathematical principles. Topics covered include estimation, operations with fractions and decimals, signed numbers, percent, ratio, proportion, exponents, word problems, and an introduction to algebra. The course is divided between arithmetic and elementary algebra topics. There is a major emphasis on converting word phrases and sentences into algebraic form. Problem solving techniques with practical applications are emphasized. The use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. *5 quarter hours*

**LAM100B Basic Algebra**  
This developmental course includes the fundamental operations of algebra and is intended for students who lack credit in high school algebra or need a review of the subject matter. Topics covered include number systems, integer and rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring polynomials, literal equations, graphing linear equations and inequalities, radical expressions, and solutions of second degree equations. Problem solving techniques with practical applications are emphasized. Use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. *5 quarter hours*

123 **LAM106 Basic Statistics**  
An introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students whose background in mathematics is insufficient for LAM216 Statistical Methods. This course teaches students how to think about statistical issues and de-emphasizes mathematical computation. Its purpose is to help students analyze data and use basic statistical methods with understanding. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A graphing calculator will be required for this course. This course does not apply toward any math concentration and is not IAI transferable as a general education mathematics requirement. Note: Since LAM106 and LAM216 cover essentially the same topics, but at two different levels, they may not both be taken for graduation credit. Prerequisites: LAM100B (Basic Algebra) or equivalent or placement. *5 quarter hours*

**LAM107 Utilization of Microcomputers**  
An entry-level survey course providing students with a strong base of knowledge about the broad aspects of microcomputer utilization. Acquisition of rudimentary knowledge of data bases, spread sheets, word processing, and software selection through extensive demonstration and hands-on experience. Not used for math credit. *2 quarter hours*

**LAM108 Overview of Computers**  
Introduction to the concepts of computers, information processing, programming, and the impact of computers on society. An overview of common computer hardware is provided, as well as the history of events leading to the development of the computer industry. Details of data representation and internal operation of computers included. Hands-on laboratory activities. Not for math credit. *2 quarter hours*

**LAM110 College Mathematics/Application of Mathematical Ideas**  
This course provides the basic preparation for more specialized courses in mathematics as determined by the student's major. The intermediate algebra topics of the course are a prerequisite for transferable college mathematics courses. Topics include graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, and geometry. Although emphasis is placed on the development of algebraic skills, problem solving is a main component of the course. A graphing calculator is required. The course does not apply toward a math concentration or major and is not IAI transferable as a general education requirement. Prerequisites: LAM100A and LAM100B or placement. *5 quarter hours*



**124 LAM111 Logarithm/Trigonometry Unit for Allied Health Students**

This module surveys exponential and logarithmic functions and their graphs, computations with logarithms and computational right triangle trigonometry and their applications. Required of Allied Health students who take LAM110 College Mathematics to fulfill their mathematics requirement. To be taken on a Pass/No Credit basis. This course may be applied as a free elective, but not toward a mathematics major or minor concentration. Prerequisite: LAM110 or concurrent enrollment. *1 quarter hour*

**LAM112 Math Content for Teachers I (formerly Concepts of Mathematics)**

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of sets, numeration and number systems, whole number operations, number theory, and operations and algorithms using rational numbers expressed as fractions and decimals. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 or placement. *5 quarter hours*

**LAM130 Mathematical Thinking in an Information Age**

This course develops conceptual understanding and problem solving, decision making, and analytical skills dealing with quantities and their magnitudes and interrelationships using calculators and computers as tools. Includes representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution and chi-square distributions, and correlation and regression to test hypotheses (maximum one-third of course); using logical statements and arguments; estimating, approximating and judging reasonableness of answers; graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. This course applies toward the math concentration. Prerequisite: Placement or consent of department. *5 quarter hours*

**LAM213 Math Content for Teachers II**

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent, probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 and LAM112. *5 quarter hours*

**LAM214 Mathematics for Management Science**

An introduction to mathematical topics with applications to business, economics, and the social sciences. Topics will include linear equations and matrices; systems of linear inequalities and linear programming; simplex method; determinants, matrices and matrix algebra; introduction to statistics; game theory, Markov chain methods, and mathematical modeling; and the mathematics of finance. Computing technology will be integrated throughout the course with an emphasis on problem-solving. This course applies toward the mathematics concentration. Prerequisite: LAM110 or LAM130 or placement. *5 quarter hours*

**LAM216 Statistical Methods**

Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the math concentration for education majors. Prerequisite: LAM110 or placement. *5 quarter hours*

**LAM220 College Algebra**

The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the math concentration. Prerequisite: LAM110 or placement. *5 quarter hours*

**LAM225 Quantitative Methods in the Workplace**

Using the context of economics, the course emphasizes the communication and interpretation of mathematical ideas, interpreting and constructing graphs and charts, and estimation and prediction. These concepts are explored with the assistance of a computer-based word processor, spreadsheet, and database. This course is designed for field-based programs. Prerequisite: Sophomore standing and academic skills assessment. *5 quarter hours*

**LAM301 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. Prerequisites: LAM110, LAM112, and LAM213 required, LAM220 recommended. *5 quarter hours*

**LAM303 Computer Programming I**

This course includes the study of the components of a computer, their functions and interrelationships; and a computer language and programming. Problem solving and algorithms are developed using programming in a higher-level structured language. The course introduces data types, control structures, procedures and functions, recursion, arrays, records, files, structured program design testing, and documentation using mathematical, scientific, and business applications. This course applies toward the mathematics concentration. Prerequisites: LAM220 or equivalent. *5 quarter hours*

**LAM305 Computer Programming II**

This course is a continuation of Computer Programming I (LAM303). It emphasizes data structures such as files, set pointers, lists, stacks, queues, trees, and graphs, and explores text processing, recursion, searching, and sorting. The course investigates the design and implementation of large scale problems. This course applies toward the mathematics concentration. Prerequisite: LAM303 or equivalent. *5 quarter hours*

**LAM307 Investigatory Geometry and Measurement**

This course investigates geometry and measurement and relates these to nature, art, and mathematical thought. Use of concrete materials and problem-solving techniques are included. Inductive approach provides students with another point of view as well as additional knowledge and skills. This course applies toward the mathematics concentration. Prerequisite: LAM213. *5 quarter hours*

**LAM308 Exploratory Probability and Statistics**

A series of mini-learning experiences drawn from real life problems that develop probability and statistical concepts and processes. These include organizing, presenting, and interpreting data; using probability models and statistical procedures; and developing statistical models. This course applies toward the mathematics concentration. Prerequisite: LAM213. *5 quarter hours*

**LAM309 Theory of Numbers**

This course involves students in discovering, developing, and evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. This course applies toward the mathematics concentration. Prerequisite: LAM220. *5 quarter hours*

**LAM310 Precalculus**

This course acquaints students with the topics necessary in the study of calculus, including real numbers, functions, graphs, lines, conic sections, parametric equations, polar coordinates, and analytic geometry of three dimensions. Trigonometric functions, as well as applications in the solution of problems are also studied. This course applies toward the mathematics concentration. Prerequisite: LAM220 or equivalent. *5 quarter hours*

**LAM311 Calculus I**

Introductory concepts of calculus presented: limits, continuity, derivatives, techniques of differentiation, applications of derivatives to related rates and extrema problems, Rolle's Theorem and Mean Value Theorem, antiderivatives, and Fundamental Theorem of Calculus. This course applies toward the mathematics concentration. Prerequisite: LAM310. *5 quarter hours*

**LAM312 Calculus II**

Continued applications of the Fundamental Theorem of Calculus: arc length, surface area, centroids, fluid pressure, and work. Other topics include integration formulae, sequences and Riemann sums, transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the mathematics concentration. Prerequisite: LAM311. *5 quarter hours*

**LAM313 Calculus III**

This course examines advanced techniques of integration, the derivatives and integrals of inverse trigonometric functions and hyperbolic functions, improper integrals, and infinite series. Topics include integration by parts, substitution, partial fractions, trigonometric substitution, and integration with tables. Infinite series, convergence, power series, and Taylor series are also included. This course applies toward the math concentration. Prerequisites: LAM311 Calculus I and LAM312 Calculus II or equivalent. *5 quarter hours*

**LAM315 History of Mathematics: A Problem Solving Approach**

A study of the historical development of mathematics and certain mathematical concepts from early times to the present with considerations of the problems that mathematicians have faced. The mathematical emphasis will be on famous theorems from each era. Biographies of mathematicians and historical analyses of each period will be included. This course applies toward the mathematics concentration. Prerequisite: at least one LAM112 or LAM213 and a 200-level mathematics course or equivalent. *5 quarter hours*

**LAM320 Discrete Mathematics**

This course provides an introduction to the topics and techniques of discrete methods, combinatorial reasoning, and finite algebraic structures. Set theory, logic, and functions provide the unifying themes as finite systems are studied. Topics include sets, counting, recursion, graph theory, trees, nets, Boolean Algebra, automata, and formal grammars and languages. The nature and importance of the algorithmic approach to problem solving is stressed. This course applies toward the mathematics concentration. Prerequisite: At least one 200-level mathematics course or consent of department. *5 quarter hours*

**LAM325 Linear Programming**

This course deals with the problem of minimizing or maximizing a linear function in the presence of linear inequalities. Linear programming is used by decision makers to solve multi-variable, multi-goal problems commonly found in accounting, finance, management, marketing, industry, government, military, and urban planning. Topics include the study of linear inequalities, linear programming problems, and solving problems by the simplex method. This course applies toward the mathematics concentration. Prerequisite: LAM214 or LAM220 or consent of department. *5 quarter hours*

**LAM330 Matrix Algebra**

This course presents the most basic laws of matrix algebra. Methods for obtaining a complete solution of any given system of linear equations, homogeneous or nonhomogeneous, are introduced. This method allows extensive use of concrete examples and exercises to facilitate the learning of abstract concepts. This course applies toward the mathematics concentration. Prerequisite: LAM220 or consent of department. *5 quarter hours*

**LAM350 Modern Algebra**

Through a development of the real number system and its subsystems, the structural ideas that underlie arithmetic and algebra are examined. When appropriate, calculators are used to illustrate and apply the properties of real numbers. Roles of symbolic logic, proof, and functions are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311. *5 quarter hours*

**LAM403 Mathematical Probability and Statistics**

The theory of descriptive statistics, probability, and statistical inference is developed from a mathematical standpoint. Topics covered include: measures of central tendency and dispersion; regression and correlations; combinatorics; compound, independent, and mutually exclusive events; random variables; discrete and continuous probability distributions; sampling; confidence intervals; hypothesis testing; Type I and Type II errors; and, analysis of variance. This course applies toward the mathematics concentration. Prerequisite: LAM311 required; LAM308 recommended. *5 quarter hours*

**LAM405 Geometry**

Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, and distance are proved using a variety of methods. Various interpretations of geometry through numbers, vectors, and transformations of the plane are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311 required; LAM307 recommended. *5 quarter hours*

**LAM410 Linear Algebra**

This course is designed to introduce some of the basic concepts and techniques of linear algebra. The emphasis is on intuitive development and application of computational tools. Matrices and systems of equations are used as vehicles for the introduction, application, and interpretation of vector spaces, subspaces, independence, and dimension. This course applies toward the mathematics concentration. Prerequisite: LAM312 or consent of department. *5 quarter hours*

**LAM490 Mathematics Independent Study**

Students conduct in-depth examinations of a topic in mathematics culminating in an interpretive report. Prerequisites: LAM220, consent of instructor. *2-5 quarter hours*

**LAM491 Applied Project in Quantitative Studies**

Provides an applied experience within the university to work with a practicing professional integrating academic knowledge and research skills. Engages the student in computer programming, statistical analysis and/or other quantitative activities. May be taken several times for a maximum total of 10 hours credit. Admission to the applied project course requires departmental permission. *5 quarter hours*

**LAM492 Quantitative Studies Internship**

Provides on-the-job experience at a local scientific, business, educational, or industrial setting; offers the opportunity to integrate academic knowledge and skills with the demands of the professional work environment. A minimum of 15 hours per week for 10 weeks of on-site experience totaling a minimum of 150 clock-hours per quarter is required for 5 quarter hours of credit. May be taken several times for a maximum total of 10 hours credit. Admission to the internship program requires departmental permission. *5 quarter hours*

**LAM495 Mathematics Special Topics**

A particular aspect of mathematics is selected to be studied in depth. Since the topic varies each term, the course may be taken more than once. Prerequisites: Varies with the topic, at least LAM110, consent of instructor. *2-5 quarter hours*

**LAM499 Mathematics Seminar**

Library research and discussion is conducted on a selected problem area. Prerequisites: LAM220, consent of the instructor. *2-5 quarter hours*

**Science****LAN 106 Introduction to Scientific Thought**

This course trains students in the basic intellectual tools necessary to access, understand and critically analyze modern scientific information. Students learn about the philosophical development of science and how to distinguish good science from flawed and "pseudo" sciences. They gain an understanding of, and practice in, the steps of the scientific process. They learn methods for accessing current scientific information. The course also covers the theory of evolution, the major paradigm of modern biology. Students learn about the history of life on earth, the mechanisms of evolutionary change, and recent extensions of evolutionary theory to fields such as medicine and human history. Laboratory. *5 quarter hours*

**LAN110 General Biology**

This course, in the basic principles of biology, is a prerequisite for most other biology courses. It covers the basic chemistry and organization of cells, photosynthesis and respiration, transport, cell division, introduction to Mendelian and molecular genetics and evolution. Laboratory. *5 quarter hours*

**LAN150 Survey of Physical Science**

This course develops scientific thinking through basic units in physics, astronomy, chemistry, geology, and meteorology. Techniques of measurements and problem-solving emphasized. Laboratory. Prerequisite: LAM100B or equivalent. *5 quarter hours*

**LAN200 Anatomy and Physiology I**

The histology of tissues and skin and the gross anatomy and physiology of the skeletal, muscular, nervous, sensory and endocrine systems. Laboratory. Prerequisite: LAN110 or consent of instructor. *5 quarter hours*

**LAN205 Anatomy and Physiology II**

The gross anatomy and physiology of the circulatory, respiratory, digestive, immune, excretory, and reproductive systems. Laboratory. Prerequisite: LAN110 or consent of instructor. *5 quarter hours*

**LAN210 Laboratory Methods**

A course on the practical aspects of scientific experimentation. Preparation for experiments in chemistry and biology include: The preparation of solutions, bacteriological media, collection and maintenance of live organisms. Students will work for 12 hours for each QH at times that are mutually agreed upon with the instructor. Prerequisite(s): LAN110, LAN250, or consent of instructor. Laboratory only. *1-5 quarter hours*

**LAN215 Issues in Biology**

Introduction to a variety of topics in biology. Basic principles such as the scientific method, cell division, reproduction, classical and molecular genetics are discussed. These enable the exploration of the scientific basis of issues that are currently important to the general public. Laboratory is included. This course cannot serve as a prerequisite to other biology courses. *5 quarter hours*

**LAN250 Inorganic Chemistry I**

A comprehensive introduction to inorganic chemistry. Measurement techniques; theoretical aspects of atomic structure, periodicity of elements, structures of simple molecules, compounds and stoichiometry. Behavior of gases and concentrations of solutions. Laboratory. (To be followed by LAN251). *5 quarter hours*

**LAN251 Inorganic Chemistry II**

Continuation of basic inorganic chemistry. Problem solving and further study of selected topics and theories in inorganic chemistry including: behavior of liquids, ionization, acid-base chemistry oxidation, radioactivity, and chemical equilibrium and kinetics. Laboratory covers qualitative analysis. Prerequisite: LAN250. *5 quarter hours (lecture and lab); 3 quarter hours (lecture only); or 2 quarter hours (lab only)*

**LAN255 Basic Photography**

History of photography. Use of camera in making quality negatives, film processing, special techniques in print processing. Laboratory. *2 quarter hours*

**LAN256 Science of Simple Machines**

Historical review of simple machines. Definitive discussions of wheel and axle (windlass), wedge lever, pulley, inclined plane, screw, and gear. Determinations of mechanical advantages and efficiencies. Laboratory. *2 quarter hours*

**LAN260 Consumer Chemistry**

Basic concepts of chemistry developed while investigating various consumer and environmental topics. Students explore the science behind newsworthy issues such as global warming acid rain and energy alternatives. Consumer products including food and food additives, non-prescription drugs, cosmetics and textiles are analyzed. Laboratory. *5 quarter hours*

**LAN300 Ecology and Conservation**

Basic principles of ecology at the physiological, population, community, and ecosystem levels; application to problems in conservation and pollution. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Laboratory. Prerequisite: LAN110. *3 or 5 quarter hours*

**LAN301 Embryology**

Study of the growth and differentiation by organisms during development from a zygote to maturity just prior to hatching or birth. Laboratory. Prerequisite: LAN110. *5 quarter hours*

**LAN302 Zoology**

The basic characteristics and phylogenetic relationships of the major animal phyla. Emphasis is placed on evolutionary trends throughout the kingdom. Laboratory. Prerequisite: LAN110. *5 quarter hours*

128 **LAN303 Botany**  
Basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory. Field trip if possible. Collection required. Prerequisite: LAN110.  
*5 quarter hours*

**LAN304 Human Physiology**  
The functions of the organs and systems of the human body. Students study skin, nervous system, muscle, sensory physiology, the circulatory system, respiration, digestion and the endocrine, immune, excretory, and reproductive systems. Laboratory. Prerequisite: LAN110. *5 quarter hours*

**LAN305 Animal Behavior**  
The biology of the behavior of animals, including evolution, mating systems, learning, behavior genetics, communication and social behavior. Students desiring 5 hours credit will formulate a pertinent question and collect data aimed at answering that question. The results of the investigation will be written in the format of a scientific publication and presented formally to the class. Laboratory. Prerequisite: LAN110. *3 or 5 quarter hours*

**LAN350 Physical Geology**  
Course divided into units on minerals, igneous rock formation, weathering, soil, and the formation of sedimentary rocks. Other units include mass movements of the earth's surface and formation of metamorphic rocks. Emphasis placed on the process of identifying minerals and rocks. Laboratory. Prerequisite: LAN150 or consent of instructor. *5 quarter hours*

**LAN351 General Physics**  
An introduction to basic physics principles, including mechanics, thermodynamics, gas laws, sound, electromagnetic radiation, heat, electricity, magnetism, and nuclear physics. Laboratory. Prerequisite: LAN150 or consent of instructor.  
*5 quarter hours*

**LAN352 Physical Science II**  
In-depth investigation of mechanics and dynamics wave phenomena. Mechanics units deal with linear motion of objects. Light, sound, and atomic particles investigated in relation to their wave properties. Laboratory. Prerequisite: LAN150. *5 quarter hours*

**LAN354 Astronomy**  
Students apply geometry and scaling techniques to establish distances and sizes of objects in space. They build models; work with forces and motions; and study light, temperature, and composition. Emphasis on the manner in which astronomers operate. Laboratory. Prerequisite: LAN150. *5 quarter hours*

**LAN356 Basic Electricity and Electronics**  
Students investigate historical aspects of the development of the laws of magnetism, electricity, and electronics. Students study electrical components and their function and construct workable electrical apparatus as projects. Laboratory. Prerequisite: LAN150. *5 quarter hours*

**LAN358 Organic Chemistry I**  
Principles of carbon bonding, the naming of compounds, structure of compounds, the preparation of compounds and their respective reactions. Laboratory work includes purification techniques and synthesis. Laboratory. Prerequisites: LAN250 and LAN251. *7 quarter hours*

**LAN360 Biochemistry I**  
Detailed study of structure, properties, regulation, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Introduction to chemistry and function of hormones and water and mineral metabolism. Discussion of the properties of enzymes and bioenergetics including oxidative phosphorylation and photosynthesis. Laboratory. Prerequisite: LAN358. *5 quarter hours*

**LAN361 Biochemistry II**  
This course is a continuation of Biochemistry I, which introduces students to biological molecules and reactions. Selected topics surveyed in LAN360 will be covered in greater depth in this course. Theoretical treatments of material such as reaction mechanisms and kinetics will be balanced by an emphasis on experimental evidence. Laboratory. Prerequisite(s): LAN358, LAN360. *5 quarter hours*

**LAN364 Quantitative Analysis**  
In this course, students are introduced to various techniques for determining the amounts of chemical elements present in solutions. Volumetric, gravimetric, and instrumental analysis techniques are covered in lecture, then applied to laboratory situations. Laboratory. Prerequisites: LAN250, LAN251, or consent of instructor. *5 quarter hours*

**LAN366 Biostatistics**  
This course is an introduction to descriptive and inferential statistics, with an emphasis upon biological applications. Students learn to calculate and use basic descriptive statistics such as means, standard deviations, and graphs. They analyze data using a variety of hypothesis tests such as binomial distributions, Chi square, and analysis of variance, and learn to choose the appropriate test for a given application. Calculations are performed by hand and by the use of a computerized statistical package. Laboratory. Prerequisite(s): LAN110, LAN110. *5 quarter hours*

**LAN407 Introduction to Mycology**  
Lecture topics in this course include: classification, morphology, nutrition, reproduction, major subdivisions of fungi, cultural characteristics, chemotherapy, and epidemiology. In addition, systemic and superficial mycotic infections are extensively covered. Laboratory. Prerequisite: LAN110. *5 quarter hours*

**LAN408 Introduction to Parasitology**  
A detailed study of the taxonomy, immunology, physiology, and macro-microscopic anatomy or protozoal and helminthic parasites that infect man. Lectures will include: techniques of specimen collection, staining procedures, and the recognition of each parasite microscopically. Additionally, an extensive study of the epidemiology and parasite life cycles will be undertaken. Laboratory. Prerequisite: LAN110. *5 quarter hours*

**LAN409 Genetics**  
The basic principles of classical mendelian genetics will be discussed. Topics such as sex linkage, multiple alleles, epistasis, quantitative inheritance, chromosome mapping, chi square analysis of data, and chromosomal aberrations will be investigated in detail. This course has a strong emphasis on problem solving. Laboratory. Prerequisite: LAN110.  
*5 quarter hours*

**LAN410 Fundamentals of Immunology**  
A course on the mechanisms of the human immune response. Topics include cells and tissues of the immune system; antigens, antibodies and their interactions; structure and genetic basis of antibody variability; antibody-mediated and cell-mediated immune responses; histocompatibility; hypersensitivity and other immune disorders. Prerequisites: LAN110 or consent of instructor. *1, 4, or 5 quarter hours*

**LAN411 Microbiology**  
An introduction to the biology of bacteria and viruses. Emphasis is on physiology, control and diversity of microorganisms. Standard laboratory procedures for microbiology are practiced. Laboratory. Prerequisites: LAN110. *5 quarter hours*

**LAN412 Medical Microbiology**  
An introduction to the etiology, epidemiology, and immunology of microbes and their relationship to infectious diseases. Laboratory. Prerequisite: LAN110, LAN411, or consent of instructor. *3 or 5 quarter hours*

**LAN415 Molecular Genetics**  
This is a course designed to teach students the essentials of modern molecular genetics. Students learn the molecular basis of heredity including the mechanisms by which DNA is replicated, transcribed and influences phenotypes. Students investigate the techniques involved in recombinant DNA technology. They explore ways in which techniques such as polymerase chain reactions genetic engineering and DNA fingerprinting are used in modern society. Students are expected to be able to assess the values and risks inherent in such methods. They will gain practice and experience through active participation in laboratory exercises employing these techniques. Laboratory. Prerequisite(s): LAN110.  
*5 quarter hours*

**LAN420 Tropical Marine Biology**  
This is a field-biology course which introduces students to the ecology and diversity of coral reefs and their environs. Students study coral reefs, rocky and sandy beaches, tide pools, mangrove swamps and sea grass beds; learning to recognize by name the organisms found in each habitat. Furthermore, they learn about the mechanisms for survival used by these organisms threats to the integrity of reef ecosystems, reef structure and a bit about Jamaican culture. The field portion of this course takes place during one week spent at the Hofstra University Marine Laboratory in Jamaica, West Indies.  
*5 quarter hours or 3 semester hours*

**LAN490B Independent Study, Biology**  
**LAN490E Independent Study, Earth Science**  
**LAN490P Independent Study, Physical Science**

A student, with the assistance of the instructor, selects an experimental in-depth problem for research and report. Prerequisites: LAN110, LAN150. *1-5 quarter hours*

**LAN491 Field Study of Ecological Communities**  
Comparative studies are conducted at a marsh, swamp, bog, dune, prairie, forest, river, lake, canyon, and quarry. Laboratory. Prerequisite: LAN110, LAN300. *5 quarter hours*

**LAN495B General Biology Special Topic**  
**LAN495E Earth Science Special Topic**  
**LAN495P Physical Science Special Topic**

A student selects a science offering of special interest. More than one registration is permitted since topics vary each term. Prerequisites: LAN110, LAN150. *2-5 quarter hours*

**LAN499B General Biology Seminar**  
**LAN499E Earth Science Seminar**  
**LAN499P Physical Science Seminar**

Students engage in library research, discussions with peers and instructor, and field work. Prerequisites: LAN110 and LAN150. *3-5 quarter hours*

## Psychology

**LAP100 General Psychology**  
Overview of fields of psychology including biological, social, developmental, and adjustive aspects of behavior. Personality, perception, motivation, emotions, and social behavior are included with laboratory experiences in selected areas. Primarily for liberal arts students, but open to all students. (General Psychology) *5 quarter hours*

**LAP200 Psychology of Development in the Infant/Toddler Years**  
Theory and research related to the first three years of life. Observations of infants and toddlers related to developmental expectancies. Care giving related to understanding of infant needs and individual differences in family, hospital, and day care settings. Developmental assessments and studies of deviations in nurturing physical, social, emotional, and cognitive development of infants and toddlers. (Developmental Psychology; Community Psychology) *5 quarter hours*

**LAP201 Psychology of Early Childhood**  
Study of biological, social, and cognitive development during the first six years of life. Implications of research and theories for understanding children and facilitating child development in a multicultural society. Understanding of normal developmental tasks and recognition of deviations from normal development and functioning. Observations of infants and children from birth to age seven related to developmental theories. (Developmental Psychology) *5 quarter hours*



- 130 **LAP202 Psychology of Middle Childhood and Adolescence**  
Developmental tasks of children and adolescents with emphasis on socialization, learning, and cognition during middle childhood and adolescent years. Analysis, evaluation, and implications of relevant cognitive, social, and self theories and research. Case studies and observations of children from age six through adolescence. (Developmental Psychology) 5 quarter hours
- LAP204 Psychology of Adolescence and Early Adulthood**  
Different dimensions of adolescent and early adult behavior and development, including puberty, physical and sexual maturation, intellectual development, social and cultural influences, relationship between parents and adolescents and between peers, and heterosexual relationships. Considers personal problems, including mental disorders, drug addiction, suicide, and special education. Career advancement, mate selection, and marriage are also studied. (Developmental Psychology) 5 quarter hours
- LAP300 Adult Development and Learning Assessment**  
Study of adult development processes. Key concepts include traditional learning, experiential learning and learning style theories, adult development stage theories, and personal and professional assessment learning. Prerequisite: department or program consent. (Developmental Psychology) 5 quarter hours
- LAP305 Memory and Cognition**  
Basic concepts in cognitive psychology, including classical and instrumental conditioning, reinforcement, generalization and discrimination of learning, memory models, memory organization and recall strategies, concept formation, problem solving, and biological limits on learning. Topics will be examined from both a traditional and an information-processing perspective. Prerequisite: one previous psychology course or consent of instructor (Cognitive Psychology) 5 quarter hours
- LAP306 Theories of Personality**  
Introduction to various viewpoints on the nature and development of personality. Theories of various schools of psychology: Freudian and neo-Freudian, behaviorist, existentialist, biological, and social psychology. Personality testing, personality change. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) 5 quarter hours
- LAP307 Abnormal Psychology**  
Study of the problems and theories of behavior pathology, multiple factors of causation, and characteristics of disorders as described in the *Diagnostic and Statistical Manual IV*. Aspects of prevention and types of intervention and psychotherapies in various settings included. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) 5 quarter hours

- LAP310 Introduction to Industrial/Organizational Psychology**  
This course introduces students to the use of psychological theories and practice as applied to organizational problems. Topics examined will include employee selection, placement and training, job satisfaction, work motivation and performance, leadership and organizational design and development. (Organizational Psychology) Prerequisites: Two previous psychology courses. College of Management and Business students are required to have General Psychology and the consent of their adviser. 5 quarter hours
- LAP315 Life Span Development (formerly LAP203)**  
Examination of the biological, physical, cognitive, emotional and social personality development of humans from the prenatal period through old age. Theories of human development and relevant research examined. Skills in observation and case study included. (Developmental Psychology) Prerequisites: General Psychology (LAP100) or equivalent. 5 quarter hours
- LAP320 Psychological Assessment of the Young Child - Part I**  
Study of observational techniques and research methods for children from birth through age six. Experiences with observing young children; interviews with children, parents, and teachers. Study of developmental expectancies in a multicultural society related to observations of children in field settings. Prerequisite: one developmental psychology course or consent of instructor. (Personality/Clinical Psychology) 2 quarter hours
- LAP321 Psychological Assessment of the Young Child - Part II**  
Study of methods for assessment of preschool children. Analysis of selected influences. Individual case studies with observations, interviews, and assessment. Prerequisite: LAP320 (Personality/Clinical Psychology) 3 quarter hours
- LAP325 Psychology of Play and Therapeutic Applications**  
Play across age spectrums and in differing contexts. Includes play universals, types and forms of play, theories of play, and functions of play in normative and typical development. 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. Prerequisite: one developmental psychology course. (Personality/Clinical Psychology) 5 quarter hours
- LAP340 Effective Interpersonal Relationships**  
Focus on dyadic and small group relationships. Examination of causes and results of types of relationships. Development of model of effective relationships and consequences. Skill development in interpersonal communication. Experiential learning. (Personality/Clinical Psychology) 3-5 quarter hours

- LAP342 Interpersonal Helping Skills**  
Focus on the helping skills in small groups and dyads. Examination of various techniques, goals, methods, and outcomes. Extensive skill training. Prerequisite: one course in community mental health or general psychology. (Personality/Clinical Psychology) 3-5 quarter hours
- LAP348 Cross-Cultural Communications**  
Theoretical and practical knowledge of cross-cultural psychology with emphasis on intercultural communication processes and problems caused by cultural differences. An overview of psychological and cultural factors which bring about effective interpersonal communication. Practical suggestions for improving communications skills. (Community Psychology) 5 quarter hours
- LAP350 Culture and Self (Psychology of the Self)**  
Cross-cultural study of the self as it has been understood in the West and the East. An interdisciplinary study of the self-concept drawn from social psychological, sociological, and anthropological literature. Interpretation and enhancement strategies of the self in classroom and counseling settings, particularly for minority individuals. (Community Psychology) 5 quarter hours
- LAP352 Children and Families Under Stress**  
Focus on important factors in society and life that produce stress on children and their families. Crisis experiences that may be included are death, divorce, hospitalization, poverty, and child abuse. (Community Psychology) 5 quarter hours
- LAP401 Psychology of Learning**  
Survey of theories of learning including behavioristic and cognitive-developmental approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology) 5 quarter hours
- LAP402 Experimental Psychology**  
Introduction to the design, conduct, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational research, experiments, observational research, survey research, single-subject research); writing up research results for problems in cognitive psychology (e.g., learning, attention, memory, sensation, perception, consciousness, motivation); developmental psychology (e.g., infant, child, adolescent, and adult growth); and social psychology (e.g., attitudes, person perception, attributions, stereotypes). Prerequisites: One previous psychology course or consent of instructor, LAE101, LAM110. (Experimental Psychology) 5 quarter hours
- LAP411 Psychology of Exceptional Children and Adolescents**  
Survey of children and adolescents who are mentally retarded, gifted, physically handicapped, visually or hearing impaired, or who have speech and language disorders, learning disabilities, or behavior or emotional disorders. Course includes characteristics, assessment, and intervention strategies for working with children with special needs. Prerequisite: One developmental psychology course. (Personality/Clinical Psychology) 5 quarter hours
- LAP420 Social Psychology**  
Role of group and socio-cultural factors in the development of behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate theories. Empirical research by students included. Prerequisite: One previous psychology course (Social Psychology) 5 quarter hours
- LAP425 Mental Health**  
Study of basic concepts of mental health, problems of adjustment and ways of coping with life tasks. Experiences designed to enhance self-understanding and growth, as well as interactions with others. Evaluation of different approaches in therapy. Prerequisite: one previous psychology course (Community Psychology) 5 quarter hours
- LAP443 Managing Interpersonal Communication**  
Examination of students' communication skills and patterns as they relate to being a productive member in various organizational settings. Dealing with conflict, giving and receiving constructive feedback, active listening, mentor relationships, the use of power, organizational gossip, manipulative and dysfunctional behavior in organizational settings are the key concepts. 5 quarter hours
- LAP450 Human Sexuality**  
This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. Prerequisites: LAP315 or LAP201 and LAP202 or consent of instructor. (Developmental Psychology) 5 quarter hours
- LAP451 Industrial Psychology**  
A survey of theories and methods that study organizations in search of ways to improve the functioning and human benefits in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees and to improve employee selection. Prerequisite: One previous psychology course or the equivalent or consent of the instructor. 5 quarter hours

132 **LAP490 Independent Study in Psychology**  
A pursuit of independent study in an area of psychology by students who have elected psychology majors. Students must obtain permission from a department faculty member prior to registration. They will work under the direction of a faculty member; a paper is required for course credit. *2-5 quarter hours (may be repeated)*

**LAP495 Special Topics in Psychology**  
This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. *2-5 quarter hours (may be repeated)*

**LAP499 Psychology Seminar**  
Seminar course that varies in content from time to time. Open to junior, senior, and graduate students in psychology with consent of instructor. *3-5 quarter hours*

**LAP501 Introduction to Psychological Assessment (formerly LAP403)**  
Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Importance of the referral question and report reading will be stressed. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) *5 quarter hours*

**LAP502 Psychological Assessment II — Intelligence**  
Assessment of the cognitive abilities utilizing standardized tests including the Wechsler Intelligence Scale for Children III and the Stanford-Binet in a life span perspective. Administration, scoring, and interpretation will be stressed. Sources of bias and consequent limitations will be presented. (Human Development/Health) *5 quarter hours/3 semester hours*

**LAP503 Psychological Assessment III — Personality**  
Presentation, demonstration and experience in the various modes of personality assessment. Standardized objective tests will be covered. Emphasis will be placed on the psychometric and personality theories underlying assessment. Sources of bias will be discussed. Administration, scoring and interpretation of these tests will be presented. Prerequisites: graduate standing or senior psychology major and departmental permission. LAP501 and at least one previous personality course is required. (Personality/Clinical Psychology) *5 quarter hours/3 semester hours*

**LAP504 Psychological Foundations and Systems**  
Students will be introduced to major issues concerning the growth and development of psychology from the late 19th through the 20th centuries. Emphasis will be placed on the relationship between developments in psychology and those in

the social and natural sciences as well as medicine. The philosophical foundations of psychology will be explored and major schools — psychoanalysis, behaviorism, cognitive/constructivist positions — will be compared and contrasted. (Human Development/Health) *5 quarter hours/3 semester hours*

**LAP505 Advanced Abnormal Psychology (formerly LAP404)**  
Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: One previous course in abnormal psychology and graduate standing; one course in community mental health recommended; senior standing with permission of department. (Personality/Clinical Psychology) *5 quarter hours*

**LAP506 Advanced Human Development**  
A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: seniors with two previous psychology courses and consent of department or graduate standing. (Developmental Psychology) *5 quarter hours*

**LAP507 Theories of Cognitive Psychology (formerly LAP406)**  
Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach; to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of moral and ethical principles (Kohlberg). Course will analyze theoretical models of the information processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: junior, senior or graduate standing and one previous course in general psychology, human development or psychology of learning. (Cognitive/Experimental Psychology) *5 quarter hours*

**LAP508 Interpersonal Development**  
This course examines contemporary cognitive developmental, ego developmental and psychoanalytical object relations stage theories of interpersonal development. The psychological and philosophical antecedents of these theories will be presented. Assumptions and issues related to the philosophical concepts of unity/duality; psychological isolation of thought, feeling and action; and societal considerations related to autonomy/community will be pursued. (Human Development) *5 quarter hours/3 semester hours*

**LAP509 Advanced Social Psychology**  
An advanced study of individual behavior in groups. The major theories of persuasion, group dynamics and role behavior will be examined. Students will design and conduct research with the major theories as guideposts. Prerequisite: Senior or graduate standing. Two previous undergraduate psychology courses. (Social/Community Psychology) *5 quarter hours*

**LAP510 Advanced Personality Theory**  
Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. *5 quarter hours/3 semester hours*

**LAP511 Infancy**  
This course enables students to acquire knowledge of typical and atypical infant development. Knowledge concerning basic developmental patterns in the areas of cognitive, social/emotional, communication and motor development will be presented. The infant's emerging capacities for engagement in relationships and learning experiences will be examined. The effects of social, cultural, and interpersonal environments on infant development will also be examined. (Human Development) *5 quarter hours/3 semester hours*

**LAP512 Cross-Cultural Perspectives in Mental Health**  
Course content will involve an exploration of historical and cross-cultural trends and movements in the development of the construct of mental health and mental health maintenance. Current models of mental health will be compared and the role of cultural variables in determining their content and structure will be considered. Models of psychotherapy and other modes of personality development and change will be reviewed. Current trends in community mental health research will also be considered. Prerequisites: Senior or Graduate standing, two previous psychology courses. *5 quarter hours*

**LAP515 Advanced Culture and Self**  
Course content will involve a survey at an advanced level of the major theories of personality where the construct of the self is an essential feature. The development of these theories in the context of Western culture will also be considered. Basic principles of human development will be reviewed in a cross-cultural context and students will be assisted in comparing biographical with empirical-objective approaches to the study of personality. (Cultural) *5 quarter hours/3 semester hours*

**LAP517 Psychological Statistics, Design and Analysis**  
An introduction to students and research workers in psychology to the concepts and applications of statistics. Emphasis is placed on the analysis and interpretation of data obtained from the conduct of experiments. Students and workers in other branches of behavioral and biological science may also find this course helpful. Skill in algebra is necessary. This course attempts not only to introduce the student to the practical technology of statistics, but also to explain in an often intuitive way the nature of statistical ideas. Prerequisites: Senior or Graduate standing, two previous psychology courses. *5 quarter hours*

133 **LAP518 Child and Adolescent Development**  
This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Current literature regarding development multi-culturally will be emphasized as well as incorporation of the traditional developmental model. Prerequisites: Seniors with two previous psychology courses and consent of the instructor, or graduate standing. *3 semester hours*

**LAP520 Biological Bases of Behavior**  
An examination of the basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health) *5 quarter hours/3 semester hours*

**LAP525 Psychology of Artistic Expression**  
Course content will involve the exploration of the relationship of personality variables and other psychological factors to the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends in the 20th Century and parallel developments in psychology and the social sciences. Both psychoanalytic and cognitive approaches to the study of creativity will be reviewed and related to the role of the artist in contemporary cultural trends. (Cultural) *5 quarter hours/3 semester hours*

**LAP530 Health Psychology**  
Emphasis on the shift from the biomedical model to the biopsychosocial model to understand the various influences on health and illness. The mind-body relationship will be explored via current research. The minimization of risk and promotion of health, including health lifestyle, prevention, maintaining compliance with appropriate regimens such as medication or exercise and diet will be explored. Lifespan considerations will be included. (Health) *5 quarter hours/3 semester hours*

**LAP535 Psychopharmacology**  
Develop familiarity with the basic mechanisms of drug transport within the body, including neuroanatomy, the autonomic and central nervous systems. Major classifications of psychoactive drugs as well as over the counter drugs and non-controlled substances. Lifespan considerations for indications /contraindications and use/abuse at various ages. (Health) *5 quarter hours/3 semester hours*

**LAP540 Abnormal Psychology of Aging**  
The purpose of this course is to assist the student to apply the principles of abnormal psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria. The student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM-IV category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSC545. *5 quarter hours/3 semester hours*

**LAP542 Later Adulthood and Aging**

This course will provide a foundation for the study of adulthood and aging. Students will learn about the various theories in life span psychology that attempt to explain the psychological changes occurring in the latter third of life. This course will cover aging as a reflection of the normal life process. *3 semester hours*

**LAP543 Advanced Interpersonal Relationships**

Small organizational groups outside of the family are the emphasis of this course. Social, occupational and leisure groups are studied with the concern of developing more effective relationships within the group. Small group theories are studied and applied. The psychological focus of the course is the development of each individual within the small group to maximize each person's development as they relate to others in groups. (Organizational) *5 quarter hours/3 semester hours*

**LAP545 Pain Management**

The biological mechanisms of pain will be presented. The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health) *5 quarter hours/3 semester hours*

**LAP546 Assessment for Organizations**

This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal style as an evaluation of the individuals predicted job performance. The student will learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, the student will be introduced to the effects of multiculturalism in the workplace and how assessment impacts company policies, productivity, and the cultural climate. *3 semester hours*

**LAP547 Substance Abuse**

This course offers an introduction to the field of addiction. It places the issues of chemical dependence and abuse, as defined by the American Psychiatric Association, within the framework of psychology. The course is designed to introduce the student to some general concepts including current definitions of abuse and dependence, models of addiction, classes of drugs and their effects on the body, the cycle of addiction and relapse, and available treatment modalities. *2 semester hours*

**LAP548 Ethics and Legal Issues in Psychology**

Psychology, like medicine and law, has developed a set of ethical principles to guide its own practice and internal methods, and to police and discipline its members. The American Psychological Association has established a set of ethical principles, which serve as a foundation for this course. Included topics will be the following: client confidentiality, client privilege, informed consent, licensing of the various

medical professions, the National Register of Health Service Providers in Psychology, health care regulations, malpractice, the DSM-IV, hospital and prescription privileges, treatment manuals, accountability and peer review, the profession and society, misuses of mental health concepts, and psychological interventions in social problems. *2 semester hours*

**LAP550 Advanced Industrial Psychology**

An indepth study of organizations and the human factors involved in contemporary business practices. The course emphasizes employee production, job satisfaction, employee assessment and motivation. Major problems are dealt with in the course including conflict, harassment and low incentives. Practical use of updated psychological methods are included. (Organizational) *5 quarter hours/3 semester hours*

**LAP595 Special Topics in Psychology**

This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. *5 quarter hours/3 semester hours*

**Social Science****LAS105 Introduction to Sociology**

An introduction to concepts and theories of sociology with emphasis on social structure, culture, stratification, minority status, social institutions, and the tools of sociology. *5 quarter hours*

**LAS110 Introduction to Cultural Anthropology**

Overview of anthropology with emphasis on the concept of culture, family and kinship systems, language, belief systems, political organization, patterns of subsistence and economic systems. Non-Western cultures. *5 quarter hours*

**LAS115 Introduction to Economics**

Survey of the principles of economics of the individual, the business firm, and the nation with emphasis on supply and demand, national income analysis, and the circular flow of the economy. Both theory and practical applications are integral parts of the course. Ideas of great economists, past and present, are explored. *5 quarter hours*

**LAS118 Introduction to Politics**

This survey course focuses on the institutions and procedures of political systems. Topics covered include political institutions, political issues and ideas, decision-making processes, global politics, elections and electoral systems, political parties and party systems, bureaucracy and branches of government. *5 quarter hours*

**LAS120 Introduction to American Politics**

Survey of American national political institutions and values: the design of our Constitution; political parties; interest groups, lobbying, and campaign finance; Congress and the presidency; the political role of the media; and the role of the courts in protecting liberty and defining rights. *5 quarter hours*

**LAS125 Consumer Economics**

This course will analyze economics for consumers. Emphasis will be placed on rational economic behavior, including but not limited to managing personal income, interest rates options, finance options, stock market operations, credit cards, health care options, insurance and banking. Prerequisite: LAM110 or equivalent. *5 quarter hours*

**LAS130 Internet for Economics**

This course introduces students to the internet or the Information Superhighway. Students will learn how to use telecommunications to access information that is useful for making informed and reasoned decisions regarding economic issues. Emphasis will be placed on learning where and how to access and use economic information effectively and efficiently from consumer, industrial, and government resources. *5 quarter hours*

**LAS200 United States History and Culture: 1492-1828**

Survey of colonialism and the roots of American political and economic institutions and values, slavery and racial values, the Revolution, and issues of early nationhood. *5 quarter hours*

**LAS201 United States History and Culture: 1828-1898**

Survey of the period leading up to and following the American Civil War: continental expansion; slavery, sectionalism and the Civil War; the effects of industrialization, urbanization, and immigration; populism and Social Darwinism. *5 quarter hours*

**LAS203 United States History and Culture: 1898 to the present**

Survey of significant domestic and foreign policy developments of the twentieth century: Progressivism; the emergence of the U.S. as a global power; World War I and II; immigration and labor issues; the Depression; the civil rights movement and the urban crisis. *5 quarter hours*

**LAS240 Human Origins**

Introduction to major topics in physical anthropology and archeology, including theories and processes of biological and cultural evolution of the human species and the theories and methods of uncovering evolutionary processes. *5 quarter hours*

**LAS250 Macroeconomics**

This course is an analysis and study of the economy in the aggregate or total sense—all markets taken together. Emphasis will be on contemporary issues such as unemployment, inflation, the business cycle, fiscal and monetary policy, the role of money, financial institutions, government operations, the stock market, gross domestic product, national income and the corporate world. Prerequisite: LAM110 or equivalent. *5 quarter hours*

**LAS253 Urban Economics**

This course provides an understanding of local governments, for example, municipalities, school districts, city and suburban library boards, and park district boards. It looks at different ways these governments influence economic life by taxing, spending, and regulating. Students will learn how each of these activities affects various groups in the population and how people's perception and evaluation of local governments is shaped by the way public officials and members of the media communicate information about them. Prerequisite: None. *5 quarter hours*

**LAS255 Microeconomics**

This course is an analysis and study of economic behavior of the individual unit, i.e., the firm and the rational consumer. Microeconomics principles addressed include decision making of the firm, the household, labor, international trade, education and poverty. Special emphasis will be placed on the theory of supply and demand. Prerequisite: LAM110 or equivalent. *5 quarter hours*

**LAS300 Contemporary World Cultures**

Comparative cross-cultural study of three selected nations representing different areas of the world. Investigation of varying ideological, political, social, and economic factors. At least two of three nations covered are non-Western. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS301 Western History and Culture to 1650**

Pre-Western inheritance from the Near Eastern cultures and Greco-Roman world; the transition to the Middle Ages; the development of the medieval institutions and values and their decline during the periods of the Renaissance and Reformation. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS302 Asian History and Cultures**

Early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan; nationalisms of the Indo-Pakistan subcontinent; twentieth-century South East Asia. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS303 Sub-Saharan African Cultures**

Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS304 Middle and South American Cultures**

Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite: Introductory social science course. *5 quarter hours*



136 **LAS305 Western History and Culture since 1650**  
Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS306 Marriage and Family**  
Different family organizations around the world, marriage patterns of the past and present, diverse life styles, changing sex roles, husband and wife relationships, family planning, divorce. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS307 History of Economic Thought**  
In this course students will explore the history of economics from the early to contemporary times. Emphasis will be placed on the ideas of Adam Smith, Karl Marx, John Maynard Keynes and Milton Freedman. Inquiry into the past will help students understand present forms of economic organization. Prerequisite: sophomore standing or consent of department. *5 quarter hours*

**LAS310 International Relations**  
Introduction to current international topics with focus on the problem of war, conflict in the Middle East, national security and United States-Soviet relations, and the United States' role as a world economic power; the emerging global society and changing role of the United States in the international system. Emphasis on the skills and knowledge of the "globally literate" citizen. Prerequisite: 100-level social science course. *5 quarter hours*

**LAS311 Racial and Ethnic History and Culture**  
The cultural complexity of the city; the old immigration; rural, racial and non-European groups; adjustments to the urban setting; social segregation and discrimination. Prerequisite: Introductory social science course. *5 quarter hours*

**LAS313 The Metropolitan Community**  
The nature and development of cities; social and political history of Chicago's ethnic groups; theories of urban relationships; suburban development; social stratification and power; social morality; bureaucratic organization; machine politics, community control and community organizing. Prerequisite: 100-level social science course. *5 quarter hours*

**LAS315 World Economics**  
This course presents a comprehensive, up-to-date, and clear view of the theory and practical principles of world economics that are essential for understanding, evaluating and suggesting workable solutions to the important economic problems and contemporary issues facing the United States and the rest of the world. Prerequisites: LAS250 or LAS255 or equivalent. *5 quarter hours*

**LAS320 Illinois and U.S. Constitution**  
Designed as a review of the Illinois and U.S. constitutions. The course will review the history of each constitution, the principles and basic concepts including articles and amendments and modern applications and issues as they relate to the constitution. The student will have three opportunities to pass a test and demonstrate the competencies for each constitution. Prerequisite: Introductory social science course. *1 quarter hour*

**LAS325 Economic Forecasting**  
This course focuses on the application of the most commonly used quantitative and nonquantitative models for developing economic forecasts and dealing with current, real-world forecasting issues and problems. Topics include the uses, importance, limits, and problems of statistical models and intuition in economic forecasting. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. *5 quarter hours*

**LAS330 Cultural Influences in the Workplace**  
This course examines the relationship between culture and the world of work. Specifically, students will examine the concepts of race and ethnicity and how the United States, especially in the area of work, has been shaped by the values and life experiences of different ethnic groups and nationalities. Prerequisite: Department or program consent. *4 quarter hours*

**LAS331 Dynamics of Group Behavior**  
This course is a study of group behavior and the effect group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups, and managing and facilitating meetings. Prerequisite: Department or program consent. *4 quarter hours*

**LAS335 Applied Econometrics**  
This course focuses on the systematic development of operational tools, techniques, and application of econometrics that are critical to conducting, evaluating, or understanding real-world econometric studies. Topics include the theory, methods, and application of mathematical and statistical analysis to economic issues. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. *5 quarter hours*

**LAS340 Native Americans**  
Introduction to historical, ethnographic and contemporary perspectives on native cultures in North America, including aspects of traditional culture, impact of contact with Europeans, and the cultural and social issues facing Native Americans today. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS341 Comparative Ethnographies**  
Anthropological studies representing diverse cultures and theoretical viewpoints are compared to gain a broad understanding of the nature of the field experience and the ways in which anthropologists' own beliefs and feelings influence ethnographic research and the presentation of their field studies. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS342 Folklore**  
Surveys theories of folklore and methods of folkloristics, with emphasis on comparing folklore cross-culturally in the oral and literary traditions of both preindustrial and contemporary societies; examines folklore genres, including myths, legends, fables, proverbs, jokes, riddles, folk speech, verbal art, and folk songs. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS345 Labor Economics**  
An analysis of the history, structure and functions of American labor. The rise and decline of unionism and the evolution of unions from legislative and judicial perspectives. The rise of the global economy and its implications for labor relations world-wide. Prerequisites: LAS250 or LAS255 or equivalent. *5 quarter hours*

**LAS350 Statistics for Economics**  
This course provides students with practical and versatile statistical tools and methods necessary to make rational decisions in the context of substantive, up-to-date, real world economic issues and problems. Topics include basic and more advanced statistical methods to measure and understand economic behavior and changes over time. Prerequisites: LAM216 and LAS250 or LAS255. *5 quarter hours*

**LAS405 Social Problems**  
Through a multidisciplinary approach using concepts drawn from sociology, anthropology, political science, economics, psychology, and history, students will explore the dimensions and interconnectedness of social problems primarily in the United States. Ways to remedy these problems will be addressed. Prerequisite: Recommended introductory Social Science course. *5 quarter hours*

**LAS410 Internship in Applied Economics**  
This course provides practical experience with a nonprofit, corporate, or government organization relevant to a student's career goals in the field of applied economics. Students apply what they have learned in their courses, with the guidance of a faculty-sponsor, to develop a plan for solving an economic problem or capitalizing on an economic opportunity for their clients. Prerequisites: Senior standing in major or consent of department. *5 quarter hours*

**LAS415 Issues in Quantitative Economics**  
This course provides students with an opportunity to reflect systematically about the appropriateness and the limitations of quantitative economic analysis and reasoning methods for the understanding of current socio-economic issues and problems. Topics include the practical and theoretical limits of economic models for understanding the complexities of actual human behavior and an exploration of alternative approaches. Prerequisites: Junior standing in Applied Economics major. *5 quarter hours*

**LAS420 Social Theory**  
This course is a survey of the development of social theory from the classic tradition to post-modernism. The legacy of the Enlightenment, the emergence of the scientific study of society, the classic tradition and contemporary social theories will be examined. Theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge will be studied. Prerequisites: 100-200 level Social Science course. *5 quarter hours*

137 **AS426 Multicultural Dimensions**  
Cultural diversity as it affects issues, policies and the quality of life. *5 quarter hours*

**LAS430 Economic Issues in Global Perspective**  
Students examine economic concepts and apply them to issues in global economies. Prerequisites: Previous courses in the Applied Behavioral Sciences sequence. *5 quarter hours*

**LAS431 Managerial and Supervisory Behavior**  
In this course students will explore various aspects of managerial and supervisory behavior as it relates to everyday life. Emphasis is placed on practical applications of behavioral science research findings in the areas of motivation, decision making, problem solving and employee development. Prerequisite: Admission to the Applied Behavioral Sciences Program. *5 quarter hours*

**LAS435 Senior Seminar: Integrating the Applied Behavioral Sciences**  
Students review and reflect on key concepts learned throughout the program, integrating these concepts for future personal and professional applications. *2 quarter hours*

**LAS440 Anthropological Linguistics**  
Survey of the concepts, methods, and historical foundations of anthropological linguistics, with an emphasis on language, culture and cognition; language variation: dialects, nonstandard forms of language and code switching; speech acts and the ethnography of communication; interethnic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS441 Urban Anthropology**  
Cross-cultural perspectives on the evolution of urban life, the nature of the city, and the ways in which anthropological concepts of cultural diversity and ethnicity, ecology, adaptation and change, and folklore are applied to modern society. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS442 Anthropology of Gender Roles**  
Comparative perspectives on the nature and meanings of gender in a range of human societies, including perceptions of biological differences and sexual inequality; economic, political, symbolic and aesthetic aspects of culture and gender. Prerequisite: 100-200 level anthropology course. *5 quarter hours*

**LAS445 Evolution of the American Economy**  
An analysis of the evolution of the American economy with emphasis on structure and performance from 1492 to present. Analysis will include demographic, technical, social and economic changes. Selected themes, periods and economic systems will be explored including colonialism, slavery, civil war, unionism, the Great Depression, industrial revolution, corporate and global capitalism. Prerequisites: LAS250 or LAS255 or equivalent. *5 quarter hours*

138 **LAS449 Cross-Cultural Fieldwork**  
Survey of the techniques and procedures cultural anthropologists use in gathering and presenting ethnographic data and their perceptions of the fieldwork experience. Prerequisite: 100-200 level anthropology course. 5 quarter hours

**LAS490 Social Science Independent Study**  
An opportunity for students in the social science concentration to engage in independent research and writing on specialized topics with the approval of the faculty. Prerequisite: advanced standing. 2-5 quarter hours

**LAS495 Social Science Special Topic**  
A social science offering of special interest to be studied in depth. May be registered for more than once, since topic varies each term. 2-5 quarter hours

**LAS499 Social Science Seminar**  
Varying in content each term. Open to qualified students in a social science concentration and to other students upon consent of department. Prerequisite: advanced standing. 3-5 quarter hours

### Theatre Arts

**LAT210 Effective Speaking**  
Through a series of speeches, students learn to improve their diction, articulation, vocal performance, gestures, poise, and organization of ideas. 3-5 quarter hours

**LAT212 Oral Interpretation of Literature**  
A performing arts course in which students learn and apply techniques of reading aloud through selections of prose and poetry. Literary analysis included. 5 quarter hours

**LAT213 Oral Interpretation of Drama**  
A performing arts course in which students learn and apply techniques of reading aloud through selections of dramatic literature. Conventions of reader's theatre and chamber theatre included. 5 quarter hours

**LAT214 Acting I**  
Creative body movement, character analysis, characterization, and improvisation studied in this performing arts course. Appreciation and evaluation of acting techniques through observation. 5 quarter hours

**LAT220 Introduction to Theatre**  
Introductory course focusing on the nature of theatre, analysis, and interpretation of dramatic literature, dramatic style, and theatrical convention. Includes a study of the development of the physical stage. 5 quarter hours

**LAT223 Children's Theatre**  
A survey course in Children's Theatre. Students evaluate children's scripts, participate in the Children's Theatre Touring Company, observe various methods of directing plays for children, and discuss the philosophical base of theatre for children. 5 quarter hours

**LAT230 Stagecraft**  
Basic design and stagecraft course. Through work on individual design project, students develop skills in mechanical drawing and rendering of theatrical designs. Basic competency in scenery construction and stage lighting is achieved through participation in a full-scale College production. This course cannot apply toward the required English or speech elective for the B.A. degree. 5 quarter hours

**LAT231 Creative Drama**  
Students receive practical experience in the use of drama in the classroom. The Demonstration School provides opportunities to work on techniques and ideas of creative dramatics with children. A comparative study of informal play making and formal children's theatre discussed and developed in class. 5 quarter hours

**LAT240 Puppetry**  
An introductory course which examines the nature of puppetry and introduces students to a wide range of puppet construction techniques. Students design learning activities and shows for all age groups. May be used as a Humanities elective. 5 quarter hours

**LAT312 Theme-Oriented Drama**  
This participation class in creative drama focuses on the design and implementation of theme-oriented drama. Course culminates with students constructing and leading dramas with class participants. 5 quarter hours

**LAT316 Advanced Children's Theatre**  
Students observe and evaluate activities used in the Demonstration School; participation will often be requested. The philosophy, techniques, and materials of creative dramatics are discussed and developed in class. 5 quarter hours

**LAT320 Storytelling and Story Theatre**  
Students will learn to unify the telling of stories through the spoken word and theatrical convention. A studio course designed to sensitize students to the dramatic components of a story while empowering them to bring it to life. May be used as a Humanities elective. 5 quarter hours

**LAT324 Minority Theatre**  
The study of major western plays written by minority playwrights in a historical and contemporary context. Will focus largely on common minority social issues as represented in modern and contemporary dramatic literature. Prerequisite: LAT220 and LAT221. 5 quarter hours

**LAT326 Women in Theatre**  
An examination of the role of women in the theatre, placed in an historical and contemporary context. Largely a survey course focusing on plays by, for, and about women. Prerequisites: LAT220 and LAT221. 5 quarter hours

**LAT330 Theatre History and Literature I**  
A comprehensive survey of the history of the theatre as examined through the aid of plays and background materials. Aspects of the theatrical production of each period discussed, as well as trends in production traced from the origin of theatre to the Renaissance. Prerequisite: LAT220. 5 quarter hours

**LAT332 Modern Drama**  
A continuation of the history of the theatre and drama. Representative plays from America, Britain, and the Continent of the last 125 years studied, with emphasis on the various types of dramatic structure. Human situations of concern to the dramatist, as well as social, political, and psychological trends of the 20th century discussed. 5 quarter hours

**LAT333 Stage Directing**  
Study of the art of stage directing includes advanced script analysis and preparation, character analysis, and staging techniques. A studio course culminating in student-directed one-act plays. Prerequisite: LAT220, LAT230 and LAT221 or consent of instructor. 5 quarter hours

**LAT440 Professional Communication**  
This course is designed to present an in depth examination of the communication process which involves theoretical perspectives, interpersonal communication and communication in the workplace. 3-4 quarter hours

**LAT490 Theatre Arts/Independent Study**  
Working closely with theatre faculty, students may pursue independently an accepted area of study within the spectrum of theatre arts. 1-6 quarter hours

**LAT495 Theatre Arts/Special Topic**  
A theatre arts offering of unique and special current interest. Students may register for this course more than once, since topic varies each term. 1-6 quarter hours

### Music

**LAU110 Introduction to Music**  
Introduction to the basic elements of music and the use of musical components in the style periods of Western Music. The course will focus on increasing musical perception and the development of analytical listening skills. 2 quarter hours

**LAU205 Musicianship I**  
Development of listening, sight-singing and keyboard skills. Course will include the study of melodic and rhythmic notation, scales, key signatures, rhythmic patterns and melodic and harmonic intervals through written and aural exercises. Prerequisite: LAU110. 2 quarter hours

139 **LAU206 Musicianship II**  
Continuation of Musicianship I; course will further explore melodic and rhythmic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110 and LAU205. 2 quarter hours

**LAU207 Musicianship III**  
Continuation of Musicianship I and II; course will further explore melodic, rhythmic and harmonic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110, LAU205 and LAU206. 2 quarter hours

**LAU210 Music Theory**  
Development of skills required to interpret the relationship between musical elements in any composition. Course will include the in-depth study of musical notation, melody, rhythm, voice leading, harmony and form. Prerequisites: LAU110 and LAU205, LAU206 and LAU207. 5 quarter hours

**LAU211 Performance Ensemble - Chorus**  
A course requiring no musical background, except for the desire to sing with a committed group of singers. Focus will be on learning to blend voices and on strengthening vocal and aural skills. 1 quarter hour

**LAU300 Applied Music—Individual Instruction**  
Individual or group instruction in voice, instrument or musical theatre. Proficiency in Applied Music is judged on an individual basis through recital performance at term end. Students may register for this course more than once. 2-5 quarter hours

**LAU310 Guitar, Recorder, and Classroom Instruments**  
Students will explore rhythm and melody instruments for use in the classroom. Instruments of many world cultures will be discussed, played and constructed by students. Prerequisites: LAU110 and ELE224. 5 quarter hours

**LAU315 Popular Music and American Culture**  
A course examining the many styles of American popular music and the ways in which this music expresses the cultures of its audiences. Issues such as the industrialization of popular music, political communication through music and the identification of subcultural groups through music will be discussed in depth. 3-5 quarter hours

**LAU320 History of Music I**  
Upper division seminar investigating music of the Baroque, Classic and early Romantic periods. Emphasis on changes in stylistic implementation of musical elements by composers such as Monteverdi, Purcell, Bach, Handel, Haydn, Mozart, Beethoven and Schubert. Prerequisites: LAU110, LAU210. 5 quarter hours

**LAU321 History of Music II**

Upper division seminar investigating music of the Romantic Era and the twentieth century. Emphasis on changes in stylistic implementation of musical elements by composers such as Schumann, Berlioz, Brahms, Wagner, Liszt, Debussy, Stravinsky, Schoenberg, Bartok, Hindemith and Stockhausen. Prerequisites: LAU110, LAU210 and LAU320. *5 quarter hours*

**LAU325 Music of the World's Cultures**

Seminar investigating the music of Africa and non-Western music of the Americas. Emphasis will be on the importance of musical traditions of each culture and transmission of these traditions through theater, dance and religious ritual. This course satisfies the requirement for a course in non-Western culture. Prerequisite: LAS110 or equivalent. *5 quarter hours*

**LAU410 Conducting**

Study of the theory and practice of conducting includes score analysis, practice of conducting gesture and rehearsal technique to develop a practical familiarity with directing vocal and instrumental ensembles. Prerequisites: LAU210, LAU320 and LAU321. *5 quarter hours*

**LAU490 Music Independent Study**

Opportunity for students to pursue an approved exploration of music in an area of performance interpretation, music theory, individual instruction, music education or music history and literature. *2-5 quarter hours*

**LAU495 Music Special Topic**

A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students may register for the course more than once as the topic may vary each term. *2-5 quarter hours*

**LAU499 Music Seminar**

This course will cover any topic in the field of music not taught within the regularly scheduled courses. Offered by decision of the department, Music Seminar represents the opportunity for students to pursue an in-depth exploration of music in an area of performance interpretation, musicology, music theory, pedagogy or music education. *5 quarter hours*





*National-Louis University works with employees to bring classes and full degree programs to work sites as well.*

*Bachelor of Arts in Business Administration/International Business Specialization*



*Bachelor of Arts in Accounting*



*Bachelor of Science in Management Information Systems*

# College of Management & Business

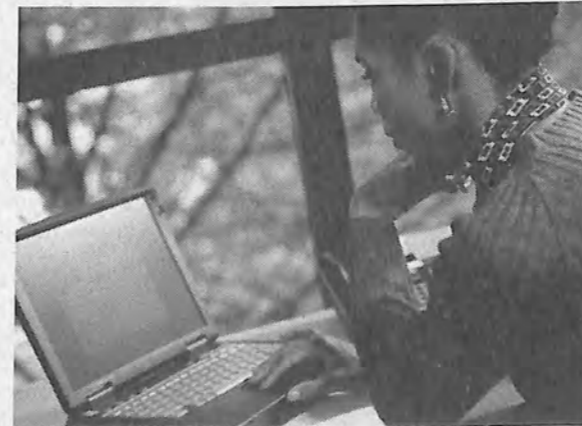
The College of Management and Business' programs include such traditional courses in management, business administration and accounting as well as online programs and a new master's degree program in electronic commerce.



*Bachelor of Arts in Computer Information Systems*



*Bachelor of Arts in Business Administration/Marketing*



*Bachelor of Science in Management (also available online)*



*Flexible Schedules*

## College of Management and Business

Do not expect business as usual from National-Louis University's College of Management and Business. Vast changes are sweeping across the world's economies, creating unimagined opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Furthermore, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. This adds up to excellent value for students and their employers.

We offer programs on our five Chicago area campuses and at our full-service campuses in Northern Virginia, Washington D.C., Atlanta, Tampa, and Orlando. Full-time tenure-track professors are stationed at all campuses, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise available through the innovative programs of National-Louis University's College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers who deserve a fair shot at the

American dream. The College of Management and Business is a college of opportunity for these students. For example, we work closely with the Language Institute of the College of Arts and Sciences to provide access for students who have just mastered the English language. We also offer special courses and programs for women and minority managers.

Our professors are selected for their teaching skills and practical experience as well as their academic credentials. Classroom learning is practical yet relevant with a sound grounding in theory. In place of stuffy lectures, our professors use large-scale simulations, management assessment centers, actual case studies, and other sophisticated techniques so that learning can be practiced and then applied on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional—a knowledge worker who knows how to work with people and get things done.

Our professors are prized for their practical work as consultants, tackling everything from the privatization of food processing companies in Poland to improving the management information systems of a U.S. insurance giant. Yet they are also recognized for their scholarship and present their findings nationally and internationally. The full-time faculty is blended with a strong cadre of adjunct professors who bring insight on the latest and best contemporary practice to our students.

So do not expect business as usual. National-Louis University's College of Management and Business is the place where knowledge workers prepare to assure our nation's future prosperity. We invite you to join us as partners in an education that works.

### Admission to the College of Management and Business

Requirements to be admitted to the College of Management and Business are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program.

### The Business Programs

The College of Management and Business prepares students for professional careers in business, industry, government, and non-profit institutions by offering baccalaureate degrees in Accounting, Business Administration, and Computer Information Systems. Elective concentrations in International Business and Marketing are available within the Business Administration Curriculum.

The College of Management and Business also offers a one-year certificate in Business Education for Career Advancement (BECA), which prepares students to accept entry-level positions in accounting, business administration, or data processing, with an option of continuing their studies toward a bachelor's degree.

The objective of the Business Programs curricula is to provide a foundation of work in those academic areas necessary for an appropriate combination of descriptive and analytical approaches to the study of accounting, business administration, and computer information systems. Such foundation work includes courses in the following areas: (a) communication, (b) mathematics, (c) social sciences, (d) humanities, and (e) natural sciences.

The Business Programs, based at National-Louis University's Chicago campus, offer students the opportunity to study at the heart of Chicago's vibrant business community, from which the Business Programs draw many of their skilled professional faculty members. The downtown area provides jobs for National-Louis graduates and students, a wealth of cultural resources that can enrich the learning experience, and an extensive transportation system that brings National-Louis University within the reach of all who live in the greater metropolitan area.

Classes within the Business Programs are small, to facilitate learning, and are offered during days, evenings, and weekends to accommodate full- and part-time students. Liberal arts courses are woven throughout the programs to guarantee that students have a solid foundation on which to build their business skills.

### Bachelor of Arts Degree in Accounting

The Accounting Program at National-Louis University prepares students for careers as accountants in business, government, and not-for-profit institutions. The Accounting curriculum includes courses in beginning to advanced accounting, individual and corporate taxation, finance, and auditing. Additional course work exposes students to current computerized accounting systems and provides a sound foundation of business knowledge through the study of business organization and management, marketing, business law, operations management, and other related subjects.

Accounting students enjoy the advantage of having many of their courses taught by academically qualified practitioners who are experienced Certified Public Accountants (CPAs), Certified Internal Auditors (CIAs), or Certified Management Accountants (CMAs).

Four upper-level accounting courses need to be completed at National-Louis University in order to qualify for graduation in Accounting from National-Louis University.

#### General Education Requirements

70 QH

##### Humanities

LAE101	English Composition I	5
LAE102	English Composition II	5
LAT210	Effective Speaking	5
	One Fine Arts Elective	5
	One Humanities Elective	5

##### Natural Sciences

LAM110	College Mathematics or higher level math elective*	5
LAM214	Mathematics for Management Sciences	5
LAM216	Statistical Methods	5
	One Laboratory Science Elective	5

\*see math department for options available

##### Behavioral Sciences

LAP100	General Psychology	5
LAS250	Macroeconomics	5
LAS255	Microeconomics	5
	One Psychology or Social Science Elective	5
	One Social Science Elective	5

#### Accounting Requirements

56 QH

MCT120	Accounting Principles I	4
MCT121	Accounting Principles II	4
MCT122	Accounting Principles III	4
MCT220	Managerial Accounting	4
MCT221	Individual Taxation	4
MCT315	Corporate and Partnership Taxation	4
MCT320	Intermediate Accounting I	4
MCT321	Intermediate Accounting II	4
MCT322	Intermediate Accounting III	4



148	MCT323	Cost Accounting	4	Natural Sciences		
	MCT324	Electronic Accounting	4			
	MGT420	Advanced Accounting	4	LAM110	College Mathematics or higher level math elective	5
	MGT421	Accounting for Government and Nonprofit Entities	4	LAM214	Mathematics for Management Sciences	5
	MGT422	Principles of Auditing	4	LAM216	Statistical Methods	5
					One Laboratory Science Elective	5

**Business Support Requirements 54 QH**

MGT101	Introduction to Business	4
MGT106	Applications of Business Writing	4
MGT150	Introduction to Computer Applications	4
MCT204	Business Law I	4
MGT205	Business Law II	4
MGT243	Office Information Systems	4
MGT270	Survey of International Business	4
MCT300	Principles of Marketing	4
MCT301	Principles of Finance	4
MCT305	Operations Management	4
MCT319	Money and Banking	4
MCT350	Computer Elective	4
	Free Electives	6

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University.

**Bachelor of Arts Degree in Business Administration**

The Business Administration Programs offer National-Louis University students the opportunity to develop a broad range of business skills built upon a solid liberal arts foundation. Business courses provide studies in accounting, finance, computer information systems, business law, and management, equipping students for a wide variety of career options and preparing students for graduate study. Elective specializations in International Business and Marketing are also available.

Three upper-level business administration courses, in addition to the Business Policy course, need to be completed at National-Louis University in order to qualify for graduation in Business Administration from National-Louis University.

**General Education Requirements 70 QH**

Humanities		
LAE101	English Composition I	5
LAE102	English Composition II	5
LAT210	Effective Speaking	5
	One Fine Arts Elective	5
	One Humanities Elective	5

LAM110	College Mathematics or higher level math elective	5
LAM214	Mathematics for Management Sciences	5
LAM216	Statistical Methods	5
	One Laboratory Science Elective	5

**Behavioral Sciences**

LAP100	General Psychology	5
LAS250	Macroeconomics	5
LAS255	Microeconomics	5
	One Psychology or Social Science Elective	5
	One Social Science Elective	5

**Business Administration Requirements 48 QH**

MCT101	Introduction to Business	4
MCT106	Applications of Business Writing	4
MCT204	Business Law I	4
MCT205	Business Law II	4
MCT270	Survey of International Business	4
MCT300	Principles of Marketing	4
MCT302	Principles of Management and Supervision	4
MCT303	Business Research and Communication	4
MCT304	Business Ethics	4
MCT305	Operations Management	4
MCT307	Consumer Behavior	4
MCT400	Business Policy	4

**Business Support Requirements 62 QH**

MCT120	Accounting Principles I	4
MCT121	Accounting Principles II	4
MCT122	Accounting Principles III	4
MCT150	Introduction to Computer Applications	4
MCT220	Managerial Accounting	4
MCT243	Office Information Systems	4
MCT301	Principles of Finance	4
MCT319	Money and Banking	4
	Computer Elective	4
	Business Elective	4
	Free Electives	22

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University.

**Business Administration - Specialized Options and Certificate of Completion**

Students who are pursuing the Business Administration Major may elect a specialty in International Business or Marketing. Non-degree candidates may also pursue one of the options as a certificate of completion.

**Bachelor of Arts in Business Administration with Specialization in International Business**

Recognizing that international business is experiencing rapid growth in an increasingly dynamic global economy, National-Louis offers an International Business specialization in its Business Administration program. This specialization is ideal for students with foreign language skills and multicultural backgrounds who seek careers in multicultural business enterprises. The specialization also offers opportunity for students whose previous academic work has been in fields such as the languages.

Students completing the International Business specialization build upon a strong core of Business Administration courses and emerge with a solid understanding of international accounting, finance, management, and marketing.

**General Education Requirements 70 QH**

Humanities		
LAE101	English Composition I	5
LAE102	English Composition II	5
LAT210	Effective Speaking	5
	One Fine Arts Elective	5
	One Humanities Elective	5

**Natural Sciences**

LAM110	College Mathematics or higher level math elective	5
LAM214	Mathematics for Management Sciences	5
LAM216	Statistical Methods	5
	One Laboratory Science Elective	5

**Behavioral Sciences**

LAP100	General Psychology	5
LAS250	Macroeconomics	5
LAS255	Microeconomics	5
	One Psychology or Social Science Elective	5
	One Social Science Elective	5

**Business Administration Requirements 48 QH**

MCT101	Introduction to Business	4
MCT106	Applications of Business Writing	4
MCT204	Business Law I	4
MCT205	Business Law II	4
MCT270	Survey of International Business	4
MCT300	Principles of Marketing	4
MCT302	Principles of Management and Supervision	4
MCT303	Business Research and Communication	4
MCT304	Business Ethics	4
MCT305	Operations Management	4
MCT307	Consumer Behavior	4
MCT400	Business Policy	4

**Business Support Requirements 40 QH 149**

MCT120	Accounting Principles I	4
MCT121	Accounting Principles II	4
MCT122	Accounting Principles III	4
MCT150	Introduction to Computer Applications	4
MCT220	Managerial Accounting	4
MCT243	Office Information Systems	4
MCT301	Principles of Finance	4
MCT319	Money and Banking	4
	Computer Elective	4
	Business Elective	4

**International Business Requirements 22 QH**

LAS310*	International Relations	5
MCT370	International Accounting	4
MCT371	International Finance	4
MCT372	International Management	4
MCT373	International Marketing	4
	Free Electives	1

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University.

\* LAS300 Contemporary World Cultures, LAS430 Economic Issues in Global Perspective or any acceptable enculturation course may be taken with the approval of the Specialized Option adviser to fulfill the requirement of LAS310. Demonstration of second language is required.

**Bachelor of Arts Degree in Business Administration with Specialization in Marketing**

Marketing affects almost every aspect of a business, from positioning, promoting, and selling a product to delivering high-quality customer service. Recognizing this, National-Louis University offers a Marketing specialization within the Business Administration program. The specialization is designed for students interested in exploring careers in marketing and marketing-related fields.

Students pursuing the Marketing specialization build upon a strong core of Business Administration courses and emerge with a good understanding of the marketing world. They are prepared for careers in marketing, advertising, market research, sales, and retailing.

<b>150</b>	<b>General Education Requirements</b>	<b>70 QH</b>
<b>Humanities</b>		
LAE101	English Composition I	5
LAE102	English Composition II	5
LAT210	Effective Speaking	5
	One Fine Arts Elective	5
	One Humanities Elective	5
<b>Natural Sciences</b>		
LAM110	College Mathematics or higher level math elective	5
LAM214	Mathematics for Management Sciences	5
LAM216	Statistical Methods	5
	One Laboratory Science Elective	5
<b>Behavioral Sciences</b>		
LAP100	General Psychology	5
LAS250	Macroeconomics	5
LAS255	Microeconomics	5
	One Psychology or Social Science Elective	5
	One Social Science Elective	5
<b>Business Administration Requirements 48 QH</b>		
MCT101	Introduction to Business	4
MCT106	Applications of Business Writing	4
MCT204	Business Law I	4
MCT205	Business Law II	4
MCT270	Survey of International Business	4
MCT300	Principles of Marketing	4
MCT302	Principles of Management and Supervision	4
MCT303	Business Research and Communication	4
MCT304	Business Ethics	4
MCT305	Operations Management	4
MCT307	Consumer Behavior	4
MCT400	Business Policy	4
<b>Business Support Requirements 42 QH</b>		
MCT120	Accounting Principles I	4
MCT121	Accounting Principles II	4
MCT122	Accounting Principles III	4
MCT150	Introduction to Computer Applications	4
MCT220	Managerial Accounting	4
MCT243	Office Information Systems	4
MCT301	Principles of Finance	4
MCT319	Money and Banking	4
	Computer Elective	4
	Business Elective	4
	Free Electives	2

<b>Marketing Requirements 20 QH</b>
MCT309 Advertising 4
MCT312 Marketing Research 4
MCT316 Sales Organizations and Selling 4
MCT317 Retailing OR 4
MCT362 Marketing for Entrepreneurs 4
MCT373 International Marketing 4
<b>Total Minimum Hours 180 QH</b>

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University.

### Bachelor of Arts Degree in Computer Information Systems

The Computer Information Systems (CIS) program offers students the opportunity to become information systems professionals with extensive business expertise. The CIS program combines the information systems knowledge and skills with business courses that enable students to solve real business problems. The CIS courses include a wide variety of current and emerging skills in the areas of computer applications, programming, networks and Intranet, information systems management, the Internet and WWW design, databases, and systems analysis & design. The capstone requirement course, applied software development project, requires students to apply the knowledge they have gained in designing, developing, and implementing an information systems.

Three upper-level computer courses, in addition to the applied software development project course, need to be completed at NLU in order to qualify for graduation in Computer Information Systems from the University.

<b>General Education 70 QH</b>	
<b>Humanities</b>	
LAE101	English Composition I 5
LAE102	English Composition II 5
LAT210	Effective Speaking 5
	One Fine Arts Elective 5
	One Humanities Elective 5
<b>Natural Sciences</b>	
LAM110	College Mathematics or higher level math elective 5
LAM214	Mathematics for Management Sciences 5
LAM216	Statistical Methods 5
	One Laboratory Science Elective 5

<b>Behavioral Sciences</b>	
LAP100	General Psychology 5
LAS250	Macroeconomics 5
LAS255	Microeconomics 5
	One Psychology or Social Science Elective 5
	One Social Science Elective 5
<b>Computer Information Systems Requirements 60 QH</b>	
MCT140	Introduction to Computing 4
MCT239	Database Application 4
MCT207	Visual Basic 4
MCT314	JAVA Programming 4
MCT240	Business Application Development I: Using COBOL 4
MCT241	Business Application Development II: Using COBOL 4
MCT350	Information Systems Management 4
MCT348	C++ Programming 4
MCT347	Computer Networks & Intranets 4
MCT486	Principles of Web site Design & Development 4
MCT340	Systems Analysis & Design 4
MCT341	Database Program Development 4
MCT445	Applied Software Development Project Computer Elective 8
<b>Business Support Requirements 50 QH</b>	
MCT101	Introduction to Business 4
MCT106	Applications of Business Writing 4
MCT120	Accounting Principles I 4
MCT121	Accounting Principles II 4
MCT122	Accounting Principles III 4
MCT204	Business Law I 4
MCT220	Managerial Accounting 4
MCT270	Survey of International Business 4
MCT300	Principles of Marketing 4
MCT301	Principles of Finance 4
MCT302	Principles of Management and Supervision 4
	Free Electives 6
<b>Total Minimum Hours 180 QH</b>	

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University.

### One-Year Certificate Programs

#### Certificate in Business Education for Career Advancement (BECA) in Accounting

The one-year certificate in Business Education for Career Advancement (BECA) in Accounting enables students to get an early start on their careers. The BECA program in Accounting also provides the business administration and data processing

skills needed for entry-level jobs in accounting while providing an option of continuing toward the completion of the bachelor's degree. The practicum provides students with experience in a business environment.

MCT101	Introduction to Business 4
MCT106	Applications of Business Writing 4
MCT120	Accounting Principles I 4
MCT121	Accounting Principles II 4
MCT122	Accounting Principles III 4
MCT150	Introduction to Computer Application 4
MCT200	Practicum Experience 4
MCT220	Managerial Accounting 4
MCT221	Individual Taxation 4
MCT243	Office Information Systems 4
MCT324	Electronic Accounting 4
	Business Elective 4

**Total Minimum Hours 48 QH**

#### Certificate in Business Education for Career Advancement (BECA) in Business Administration

The one-year certificate in Business Education for Career Advancement (BECA) in Business Administration enables students to get an early start on their careers. The BECA program in Business Administration also provides the accounting and data processing skills needed for entry-level jobs in business administration while providing an option of continuing toward completion of the bachelor's degree. The practicum provides students with experience in a business environment.

MCT101	Introduction to Business 4
MCT106	Applications of Business Writing 4
MCT120	Accounting Principles I 4
MCT121	Accounting Principles II 4
MCT122	Accounting Principles III 4
MCT142	Word Processing 4
MCT150	Introduction to Computer Applications 4
MCT200	Practicum Experience 4
MCT204	Business Law I 4
MCT243	Office Information Systems 4
MCT270	Survey of International Business 4
MCT302	Principles of Management and Supervision 4
	Business Elective 4

**Total Minimum Hours 48 QH**

#### Certificate in Business Education for Career Advancement (BECA) Data Processing

The one-year certificate in Business Education for Career Advancement (BECA) in Data Processing enables students to get an early start on their careers. The BECA program in Data Processing also provides the accounting and business administration skills needed for entry-level jobs in data processing while providing an option of continuing toward completion of the bachelor's degree. The practicum provides students with experience in a business environment.

152	MGT101	Introduction to Business	4
	MGT106	Applications of Business Writing	4
	MGT120	Accounting Principles I	4
	MGT121	Accounting Principles II	4
	MGT140	Introduction to Computing	4
	MGT142	Word Processing	4
	MGT200	Practicum Experience	4
	MGT204	Business Law I	4
	MGT207	Visual Basic	4
	MGT215	Business Applications of Spreadsheet	4
	MGT243	Office Information Systems	4
	MGT302	Principles of Management and Supervision	4

Total Minimum Hours **48 QH**

**Business Minor**

The Business minor is available to students who are majoring in a program outside the College of Management and Business.

**Business Minor Requirements**

LAS250	Macroeconomics	5
LAS255	Microeconomics	5
MGT101	Introduction to Business	4
MGT120	Accounting Principles I	4
MGT121	Accounting Principles II	4
MGT243	Office Information Systems	4
MGT300	Principles of Marketing	4
MGT302	Principles of Management and Supervision	4
MGT350	Information Systems Management	4

Total Minimum Hours **38 QH**

**Management Programs**

**Admission Standards for the B.S. in Management and the B.S. in Management Information Systems**

**Admissions Procedures**

Prior to being considered for admission to the Bachelor of Science Programs, applicants must be admitted to National-Louis University. Prospective students may apply for admission at any time during the year.

**Note: application to the University and the Bachelor of Science programs can occur concurrently.**

**Admission to the Bachelor of Science Programs.**

Applicants who meet the requirements for admission to the University may be considered for admission to the program. The admissions criteria are as follows:

1. Quarter Hour Requirement:
  - a. For the B.S. in Management Program, a minimum of 90 quarter hours (or 60 semester hours) of transferable credit with C grades or above from accredited colleges or universities.
  - b. For the B.S. in Management Information Systems, a minimum of 75 quarter hours (or 50 semester hours) of transferable credit with C grades or above from accredited colleges or universities.
2. A cumulative grade point average of 2.0 or better on a 4.0 scale, on all previous coursework.

Admissions decisions will be made by the University Director of Admissions (or local representative). A local CMB faculty admissions team consisting of full-time faculty members will be convened to make the admissions recommendations related to those applicants who do not meet the general criteria for full or provisional admission.

**Types of Admission**

1. **Full Admission:** Applicant has met the program's admissions requirements as listed above.
2. **Provisional Admission:** Applicants who meet the transfer credit requirements but not the grade point average requirements may be considered for provisional admission.
  - a. Applicants who do not meet the grade point average (GPA) requirements for full admission but have at least a grade point average of 1.5 may be admitted provisionally.
  - b. Applicants who have a GPA of less than 1.5 may petition the University Director of Admissions for provisional admission. Petitioners may be provisionally admitted with the approval of the local faculty admissions team.

Provisionally admitted students must earn at least a 2.0 grade point average (GPA), with grades of C or better and no outstanding "I" grades, in the first term of the program. Students meeting these requirements at the end of the first term will gain full academic standing. Students not meeting the requirements of their provisional admission at the end of the first term will be dropped from the program. Such students may retake first term courses in which they received a D, U, N, WU or WN in order to raise their grade point average. Students must pay for courses retaken. If dropped, students may apply for readmission when they meet requirements.

**Special Status Students**

Applicants who have not submitted all program admission documents, but believe in good faith that they meet the admissions standards, may enroll in the program for one term as a special student under the following conditions:

1. Applicants for special status will be required to sign a statement prior to their admission into the program that they understand the policy on special student status and believe in good faith that they meet the requirements for admission.
2. The University Director of Admissions (or local representative) will co-sign the special student status form, verifying that the policy has been explained to the applicant.
3. If the formal admissions process is not completed by the end of the first term, the student will be dropped from the program. When a formal admissions decision is made, the student may apply for readmission to the program.
4. Special status students are not eligible for financial aid.

**Enrollment Requirements for the BSM and BSMIS Programs**

1. Students may not enroll in the first term of the program until they meet program admissions requirements or qualify for enrollment as a Special Status Student.
2. A writing skills assessment activity will be administered during the Introduction Session. The results of this activity will be assessed by a CMB faculty member or a Center for Academic Development writing specialist to determine English competency and potential for success in the program. Applicants in need of remediation will be referred to the writing specialist for assistance. (This sample is for diagnostic purposes only, admissions will not be affected by the results of this assessment.)

**Admissions Standards Exemptions/Waivers**

**Admissions Requirement Exemption:**

Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement and an admissions decision cannot be made by the local faculty admissions team. Requests for an exemption will be forwarded to the CMB Academic Issues Governance Unit for review. Applicants granted exemptions will be admitted provisionally.

**Waiver of the 90 Quarter Hour Admissions Requirement for the B.S. in Management Program Only:**

Applicants may initiate a request for a waiver of the 90 quarter hour minimum transferable credit standard. If the applicant's request for a waiver and the admissions file indicate a strong potential for success in the program, the local Academic Program Director may waive up to 10 quarter hours of this requirement. Any requests in excess of the 10 quarter

hours must be submitted to the College Dean. The CMB Academic Issues Governance Unit will be advised of all waivers granted in excess of 10 quarter hours.

**International Students**

The College of Management and Business welcomes qualified international students for enrollment into its degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. In addition to the admission requirements stated above, the following conditions apply:

1. Residents of countries outside the United States, where English is not the primary language, must be assessed by the National-Louis University Language Institute prior to their first registration at the University. Assessed students are required to satisfy the placement recommendations of the Language Institute faculty prior to registration in the College of Management and Business program courses. (This requirement also applies to legal residents of the United States [American citizens and resident aliens] whose native language is other than English.)
2. International students who seek a Student Visa (I-20) must provide financial affidavits documenting available resources for tuition, living expenses, travel, and other expenses. The college does not have the resources to provide financial assistance to international students.
3. Transcripts from academic institutions outside the United States must be submitted with English translation and an official evaluation to establish their equivalence to the National-Louis University grading system.

**Admissions Appeals**

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the University Director of Admissions (or local representative) **within two weeks of receipt of the decision letter.** Appeals will be forwarded to the College of Management and Business Academic Issues Governance Unit, which will make a decision to uphold or deny the appeal.
2. The Academic Issues Governance Unit will forward its decision to the applicable CMB program administrator and to the Director of Admissions and Records who will officially notify the applicant of the unit's decision.
3. Further appeal will be administered in accordance with the university policy on academic appeals outlined in the *Student Guidebook*.



154 **Credit Transfer Policy**

The courses in the B.S. in Management program that carry 400 level numbers are specifically designed to meet the needs of groups of adult learners that have extensive but highly varied experience in organizational settings. These courses feature extensive personalized, experiential and relevant opportunities that are seldom available in courses designed for traditional students. There is a presumption that these courses are unique and do not duplicate transfer courses that may have similar titles, but were designed for traditional undergraduate students. It is also assumed that prerequisites have limited utility because adults enter with extensive and near infinite permutations of traditional university courses, corporate training, professional continuing education workshops and other relevant experiences.

**Academic Standards**

Students enrolled in the Bachelor of Science programs will be monitored continuously to ensure compliance with program academic standards. To remain in good academic standing and complete the requirements for the programs, students must adhere to the following academic standards:

1. Students are expected to maintain at least a 60% course completion ratio for any given term and a cumulative grade point average (GPA) of at least 2.0.
2. Students will be placed on academic probation if they earn a cumulative GPA lower than 2.0 for courses in any given term. Students on academic probation must earn a cumulative 2.0 GPA for the following term's course work, with no outstanding "I" grades, in order to return to good academic standing. If students do not earn the 2.0 GPA for the following term's course work with no outstanding "I" grades, they will be dropped from the program. Students who are on academic probation or who have been dropped from the program are permitted to retake courses in which they earned a "D" or "U" grade, in order to raise their term grade point average. Students must pay for courses retaken. If dropped, students must apply for readmission to the program when they meet the standards.
3. Students who miss 50% of class meetings in one course (unless special arrangements were made beforehand with the instructor) will be given a "U" in that course and will be required to retake the course.
4. Students who miss three consecutive class meetings in a term will be dropped at the end of the term or the last day of attendance where state or federal law supercedes and must apply for readmission if they wish to complete the program.

5. Any student who is carrying two outstanding "I" grades or more in the program (from any number of terms) will be dropped from the program at the end of the term in which a third "I" is received. A student must apply for readmission to the program upon completion of at least one of the "I" graded courses.
6. Instructors may set specific conditions (e.g., time limit) for a student to complete "I" grade course work and may convert the grade to "U" if the conditions are not met. In the absence of specific conditions, students have one year after the final class meeting of their cohort group to complete any "I" grades before such grades are converted to U grades.
7. Any course for which a "U" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

**Transfer Between Groups**

Students will not be permitted to transfer from one schedule to another between courses unless there are extenuating (emergency) circumstances. Transfers must be approved by the local Academic Program Director or Administrator.

**Options for Additional Credit**

The following options are available to students for earning additional credit toward degree requirements:

1. Credit by examination, including ACT-PEP, CLEP, DANTES, or other approved examinations.
2. Credit by Portfolio, up to a **maximum** 60 quarter hours via the University's portfolio assessment of prior learning process. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the BSM and BSMIS programs.
3. Additional course work at NLU or other accredited institutions. A **maximum** of 12 quarter hours in "independent study" courses may be taken at NLU to apply toward the degree. Additional credit may be earned through "special topics" courses or other NLU courses offered through any of the colleges or through Continuing Education and Outreach.
4. FOCUS Courses: Focus On Completing Undergraduate Studies (FOCUS) offers accelerated courses to enable adult students to gain credit in a convenient format. FOCUS courses are offered to provide students who wish to enter one of the University's degree-completion programs with the general education requirements-general education electives and free electives they will need to graduate from the University.

5. Once students have obtained a minimum of 90 quarter hours, they may apply for admission to the Bachelor of Science in Management Program (BSM). Students who apply to the BSMIS program need to obtain a minimum of 75 quarter hours. Students who enter their major with less than 128-130 quarter hours (depending on the credits in their academic major) should be aware that in addition to completion of their major, they will still need additional college credits to earn their Bachelor's degree, which requires 180 quarter hours. These students may continue to enroll in FOCUS courses, take CLEP or DANTES exams, or complete a portfolio of prior learning. See page 88 for further discussion on FOCUS.

**Completing the Program**

**Degree Requirements (B.S.M.) (B.S.M.I.S.)**

The responsibility for meeting all graduation requirements rests upon the individual student. Failure to meet deadlines will result in delayed graduation. The degree requirements are as follows:

1. A student must complete at least 180 quarter hours of study.
  - a. At least fifty (50) of the 180 quarter hours must be completed in the BSM Program.
  - b. In the BS-MIS Program eighty-five (85) of the 180 quarter hours must be completed using one of the following two degree completion strategies:
    - 1) Eighty-five (85) quarter hours obtained through the completion of the three study areas in the BS-MIS program. These study areas include:
      - a) Management (23 QHs)
      - b) Management Information Systems (28 QHs)
      - c) MIS Practicum (34 QHs)
    - 2) Eighty-five (85) quarter hours obtained by:
      - a) Completing the Management (23 QHs) and the Management Information Systems (28 QHs) study areas in the BS-MIS program.
      - b) Receiving twenty-seven (27) quarter hours of transfer credit for successful completion of both the Microsoft Certified System Engineering training program and the Microsoft Certified System Engineering certifying exam and,
      - c) Seven (7) quarter hours obtained through CMB courses or additional credit options.

2. Sixty quarter hours of general education credits are required for the degree.

a. General education credit must include a minimum of two courses (or 10 quarter hours) in communications, humanities and/or fine arts; a minimum of one course (or 5 quarter hours) in quantitative reasoning and/or physical and life sciences; and a minimum of two courses (or 10 quarter hours) in social and/or behavioral sciences.

b. Program course work may not be applied toward the general education credit requirements needed for graduation.

3. Students must complete the program with at least a 2.0 grade point average.
4. A maximum of 60 quarter hours of technical credit may be applied toward the degree.
5. A maximum of 60 quarter hours of credit by portfolio may be applied toward the degree.

**Honors**

Upon recommendation of the faculty, students who earn a 3.8 or higher grade point average in this management curriculum are awarded program honors. This designation is recorded on the transcript to recognize outstanding academic performance.

**Bachelor of Science in Management (B.S.M.) Degree Completion Program**

The B.S. in Management program is a non-traditional, experience-based undergraduate program for working adults. Designed for current managers, aspiring managers, or professionals who take on management functions, the program is relevant to individuals in the for-profit, not-for-profit, and government sectors.

The B.S. in Management program seeks to enhance the effectiveness of individuals involved in the management of human, fiscal, and information resources in a variety of organizational settings. Distinctive in both design and delivery, the program is taught by a faculty with strong managerial and organizational experience.

**Distinctive Approach**

The BSM program is a web-based program that engages adults in a learning process that is highly interactive, personalized, and experiential. In addition to once a week classroom format, students are also expected to participate via the Internet in an asynchronous Web-based learning platform outside the classroom to share ideas, practice and develop their abilities to understand, evaluate viewpoints, and solve problems.

For this reason, students entering the BSM program are expected to have access to the Internet with a valid e-mail account and appropriate computer hardware and software.

Large-scale behavioral simulations, case studies, team projects, and individual managerial assessment are extensively used to assist students in applying managerial theories and concepts to their work setting.

The BSM course work concentrates on developing managerial and leadership competencies required of organizations in the twenty-first century. The curriculum focuses on developing managers who can lead, organize, innovate, motivate, negotiate, inspire, and establish positive, productive relationships with those they manage.

The online BSM program is an option for those who would like to complete the entire program via the Internet. It is an asynchronous program: anywhere, anytime, anyplace. It is delivered in the same format as regular BSM, but it is completely online. At the beginning of the program, an online residency is required to orient new students. Students entering the BSM online program are expected to have access to the Internet with a valid e-mail account and appropriate computer hardware and software.

**Core Competencies**

Courses in the B.S. in Management program integrate the following core competencies:

- Communication skills—interpersonal, oral, written
- Theoretical and practical applications of management
- Problem-solving skills, including diagnosing, evaluating and intervening
- Quantitative and qualitative analysis skills
- Management of change
- Decision-making skills
- Respect for diversity, including gender, ethnicity, age, and lifestyle
- Global/international perspectives
- Ability to work in groups and teams

**A Quality, Intense Program**

The B.S. in Management program is a quality program for working adults. The faculty, the curriculum, and the learning process attest to the strong commitment to provide a quality experience for students.

Responsive and relevant to what current and future organizations need, the program integrates the study of disciplines in management and business with the power of learning from experience.

The students are professionals and managers from varied organizations who form a class group that stays together for the duration of the program. The class group insures peer support and shared learning from fellow students who represent diverse work settings. As theory is applied to the workplace, each student's organization becomes a "living case study" that is shared with the group. Learning is enriched through this exposure to diverse people and organizations.

**B.S. in Management Requirements 50 QH**

Term I		
MGT403	Introduction to the BSM	1
MGT410	Management and Supervision	5
MGT431	Communication Skills for Managers	4
MGT311	Assessment of Managerial Proficiency	3
Term II		
MGT412	Organizational Behavior, Development and Change	5
MGT430	Communication in Organizations	3
MGT475	Managerial Budgeting	4
Term III		
MGT450	Human Resource Management	5
MGT406	Applied Business Analysis	4
MGT467	Managerial Ethics & Decision Making	3
Term IV		
MGT426	Financial Management	4
MGT458	Marketing for Managers	4
MGT482	Strategic Management	5

**Specialty Areas**

Concentrations in specialty areas such as Human Resources, Training and Development, Public Administration, Health Care and Hospitality sector management may be offered as cohort groups are recruited/formed to satisfy a specific need within a market (example: a management concentration specifically developed for the U. S. Customs service). Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations will include a combination of any of the following: existing catalog courses; courses developed specifically for the specialty area; and/or courses offered as special topics, which are relevant to the specialty area. Other colleges within the University will be consulted when a concentration is developed which includes courses which cross functional areas of responsibility.

**NOTE:** Students who were enrolled in the Bachelor of Arts (B.A.) in Management prior to September 1, 1993 and failed to complete the degree requirements because of incomplete course work may contact their local College of Management and Business Academic Program Director to be assigned a faculty adviser to develop an individual program completion plan. Students will be assigned B.S. in Management courses which approximate incomplete course work. Students who did not complete MGT406 A, B, C, and/or D (the research project) may elect to take any B.S. in Management courses which do not duplicate prior course work to make up the lacking credit.

**Bachelor of Science in Management Information Systems (BSMIS)**

**MCSE Concentration (Microsoft Certified System Engineer)**

The B.S. in Management Information Systems degree completion program is designed for working adults who want to join or get ahead in the information technology field. The program brings together three content areas that provide relevant learning outcomes to individuals who want to contribute to the challenging and fast paced technology field. The three study areas in the BSMIS program are 1) management, 2) management information systems, and 3) the technology practicum. The courses in the 85 quarter-hour program are designed to link managerial theories and concepts with practical organizational problems.

The B.S.M.I.S. program is offered at selected locations convenient to working adults who meet in cohort groups which remain together for the entire program. Each course has an internet presence which enables students and faculty to communicate.

**Management Courses**

Five management courses provide adult students with classroom learning that focus on communication, human resource, financial, and strategic planning knowledge and skills. A total of twenty-three (23) quarter-hours may be gained upon successful completion of these courses.

<b>23 QH</b>		
MGT431	Communication Skills for Managers	4
MGT410	Management and Supervision	5
MGT426	Financial Management	4
MGT450	Human Resource Management	5
MGT482	Strategic Management	5

**Management Information Systems Courses**

Seven courses provide students with the opportunity to apply management information systems concepts to real world case studies. The courses are designed to build students MIS knowledge and skills in order to manage organizational challenges concerning data systems, computer networks, and web site design. Students also study how managers' use spreadsheets and databases to make business decisions. A total of twenty-eight (28) quarter-hours may be gained upon successful completion of these courses.

<b>28 QH</b>		
MCT350	Management Information Systems	4
MCT353	Information Technology Structure, Management, and Control	4
MCT340	Systems Analysis and Design	4
MCT447	Spreadsheet for Managers	4
MCT448	Database for Managers	4
MCT486	Principles of Website Design & Development	4
MCT449	Research in Information Technology	4

**MIS Practicum Courses - Microsoft Certified System Engineer (MCSE) Concentration**

Seven practicum courses are designed to provide students with a MIS specialty concentration in the information technology field. The MCSE concentration practicum is designed to combine classroom technical training sessions with faculty designed learning experiences. The practicums provide students with the learning and technical skills that prepare them to be microsoft certified systems engineers. A total of thirty-four (34) quarter-hours may be gained upon successful completion of these courses.

<b>34 QH</b>		
MCT381	Management Information Systems Practicum I	5
MCT382	Windows 2000 Network & O/S Essentials Management Information Systems Practicum II	6
MCT383	Implementing Microsoft Windows 2000 Professional and Server Management Information Systems Practicum III	6
MCT384	Supporting a Windows 2000 Network Infrastructure Management Information Systems Practicum IV	6
MCT385	Implementing & Administering Windows 2000 Directory Services Management Information Systems Practicum V	5
MCT386	Designing a Microsoft Windows 2000 Networking Services Infrastructure Management Information Systems Practicum VI	3
MCT387	Designing a Microsoft Windows 2000 Migration Strategy Management Information Systems Practicum VII	3
	Secure Web Access Using Microsoft Proxy Server 2.0	

**Additional Specialty Concentrations**

Concentrations in technology specialty areas may be added in the BSMIS program when a specific certification need is identified within a market. The specialty concentration is placed within the MIS practicum courses. Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

**Transfer Credit**

The 27 quarter hours can be applied toward the 34 quarter hours of practicum course work required in the program. The additional 7 quarter hours can be obtained through CMB courses or additional credit options. See page 155 for full description of BSMIS program degree requirements.

## Course Descriptions

This section provides descriptions of all courses given by the College of Management and Business. The courses are listed in alphabetical and numerical order.

### Numbering System

The first three alphabetical designations are codes for the College and department. The College of Management and Business uses the alpha code MCT for all of its courses. The fourth character indicates the level of the course.

#### 100-299 Lower undergraduate courses

Courses with these numbers are for undergraduate students (freshmen 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.

#### 300-499 Advanced undergraduate courses

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor's degree. A 400 level course may be taken for undergraduate credit or graduate credit, upon approval of the student's departmental adviser and the department offering the course. Students must elect to apply the credit toward an undergraduate or graduate degree. Credit may be used only toward one degree.

#### 490 Independent Study

Independent study provides undergraduate 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, available from the Registrar's Office, must be completed and are required for registration.

#### 495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

#### 499 Seminar

Library research, discussions with peers and instructors, and field work in a selected area of interest.

#### MGT101 Introduction to Business

Studies the forms of business organization, microeconomic topics, business and society, management, and decision making. *4 quarter hours*

#### MGT102 Business Mathematics

Gives an overview of the appropriate theory, methods, and materials relating to business recording, financial decisions, accounting records, and retailing and consumer credit. Prerequisite: Math placement. *4 quarter hours*

#### MGT106 Applications of Business Writing

Introduces the communication process and addresses the application of basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Prerequisite: MGT101, LAE101 recommended. *4 quarter hours*

#### MGT120 Accounting Principles I

Applies the basic accounting principles as they relate to sole proprietorships and merchandising companies. Guides students in the understanding of the accounting business cycle procedures related to journalizing, posting, adjusting entries, closing entries, and preparing financial statements. *4 quarter hours*

#### MGT121 Accounting Principles II

Applies the basic accounting principles as they relate to a merchandising concern. Guides students in the understanding of the generally accepted accounting principles (GAAP) as they apply to inventory valuation, accounts receivable, plant assets, and accounts payable. Students will also learn the concepts and procedures of internal control, the computation of payroll, and the preparation of a bank reconciliation statement. Prerequisite: MGT 120. *4 quarter hours*

#### MGT122 Accounting Principles III

Applies the basic accounting principles as they relate to partnerships and corporations. Guides students in the understanding of the generally accepted accounting principles (GAAP) as they apply to the issuance of common stock, preferred stock, and bonds. Students will also learn how to prepare the statement of cash flows and use the tools and techniques to analyze and interpret financial statements. Prerequisite: MGT121. *4 quarter hours*

#### MGT140 Introduction to Computing

Examines the history, development, and use of computers. Students will be introduced to state-of-the-art computer technology. Topics include computer hardware and software, networks and information superhighway, multimedia and its applications, and applications of information technology in society, business, industry, and government. This course also introduces students to windows applications through hands-on approach. *4 quarter hours*

#### MGT142 Word Processing

Introduces students to word processing and gives hands-on experience in using one or more word processing programs. *4 quarter hours*

#### MGT150 Introduction to Computer Applications

This completely hands-on course introduces to software productivity tools. Word processing, database management, spreadsheet, and communication concepts and applications are the major topics of this course. *4 quarter hours*

#### MGT200 Practicum Experience

Designed specifically for BECA students. Students can earn credit for their experience in a business environment. Prerequisite: Enrollment in the BECA Programs. *4 quarter hours*

#### MGT204 Business Law I

Introduces the legal principles underlying standard business transactions and the legal instruments involved: contracts, agencies, partnerships, corporations, property (real and personal), and the Uniform Commercial Code (sales, negotiable instruments, and secured transactions). Prerequisite: MGT101. *4 quarter hours*

#### MGT205 Business Law II

Studies the concepts and rules that apply to business organizations. Features lectures and cases dealing with commercial transactions, property, documents of title, negotiable instruments, bank items, partnerships, and corporations. Prerequisite: MGT204. *4 quarter hours*

#### MGT207 Visual Basic

This course teaches Visual Basic, an event-driven programming language. It introduces the student to real-world situations by creating windows-based interface design specifically for the user. The student will develop fairly sophisticated programs using Visual Basic for Windows. Prerequisite: MGT140. *4 quarter hours*

#### MGT215 Business Applications of Spreadsheet

This course emphasizes the use of spreadsheet as a Decision Support System (DSS) that assists managers in the decision-making process. The course begins with a fundamental background in the purpose and use of spreadsheets in a business environment. It continues with advanced spreadsheet concepts, operations, and techniques (i.e., macros, regression, forecasting, accounting functions, etc.) Prerequisite: MGT140 or MGT150. *4 quarter hours*

#### MGT220 Managerial Accounting

Introduces students to the field of management accounting focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost-volume-profit analysis, capital budgeting techniques, and preparation of master budgets. Prerequisite: MGT122. *4 quarter hours*

#### MGT221 Individual Taxation

Presents basic concepts of the U.S. tax laws. Provides students with a knowledge of specific skills in computing gross income and exclusions, adjustments to income, itemized deductions, credits and special taxes, capital gains and losses. Covers the technical areas that are important to tax preparers in filing income tax returns. Prerequisite: MGT122. *4 quarter hours*

#### MGT225 Survey of Information Technology

Surveys special computer-based topics and reviews current developments in computer technology. Prerequisite: MGT140. *4 quarter hours*

#### MGT230 Better Business Writing

In this course, students will review and practice tools of good writing. These include the foundation skills of clear organization of sentences and paragraphs; appropriate word choice; and correct grammar and punctuation. Students will also learn the basic format for an executive summary. *3 quarter hours*

#### MGT235 Learning in Teams

This course is designed to provide students with knowledge and skills in group process, group learning, and building and sustaining learning teams. The course will demonstrate how team techniques, now common in business and government, can be applied to an educational setting to increase the learning performance of adult students. *3 quarter hours*

#### MGT239 Database Applications

This course begins with an introduction to database management concepts. Using a state-of-the-art relational database, students will learn how to design a database, locate data, edit data, display information, organize data, generate custom design reports, and generate custom labels. The student will learn how to use the database's natural language to act as an intelligent assistant. The overall emphasis of this course is the business use of a database manager as a Decision Support System (DSS) that assists managers in the decision-making process. Prerequisite: MGT140 or MGT150. *4 quarter hours*

#### MGT240 Business Application Development I: Using COBOL

Introduces the students to the concepts of programming in a high-level, structured system. Course emphasis is on data structure, sequential file handling, reporting and sorting. Topics include structured program development, utilizing embedded COBOL, sorts, and creating reports, sequential reports, reports with control breaks, and reports with table-controlled summaries. Prerequisite: MGT140. *4 quarter hours*

#### MGT241 Business Application Development II: Using COBOL

Introduces the students to the concepts of writing COBOL programs used in an interactive environment. Course emphasis is data validation, interactive communication and online updating of a master file. Topics include methods used to interface with a user-operator, design of interactive data, indexed sequential file structures, data validation, and online access methods. Prerequisite: MGT240. *4 quarter hours*



**160 MGT243 Office Information Systems**  
Examines office information and decision support systems as emerging and critical elements in business data and information systems. Emphasizes information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieving systems, word processing, micro-and reprographics, and (tele) communications. Prerequisite: MGT140 or MGT150. *4 quarter hours*

**MGT250 Introduction to Electronic Commerce**  
This course focuses on operation of a business conducted entirely on the Internet (e-commerce) and the integration of the Internet into business (e-business). Prerequisite: MGT140. *4 quarter hours*

**MGT256 Learning Through the Case Study Method**  
There are various ways to learn. This course teaches how to learn experientially through the case study method. The student will learn by participating in case study analysis emphasizing management situations in formal organizations. The goal is to better enable the student to learn to ask the right questions, to analyze, to choose and to solve problems in management situations. *2 quarter hours*

**MGT264 Stress Management**  
Explore the major causes of job related stress and learn various coping skills. Identify stressors and enhance the ability to survive in the workplace. *2 quarter hours*

**MGT270 Survey of International Business**  
Exposes students to the interrelationship between international business firms and their international, external, economic, political, and cultural environments. Addresses the international adaptations necessary in marketing, finance, and personnel approach, which accompany the lecture format. Prerequisite: MGT101. *4 quarter hours*

**MGT300 Principles of Marketing**  
Studies the marketing concept including discovering consumer needs, translating the needs and wants into products and services, creating the demand for the products and services, and expanding the demand. Prerequisite: MGT101. *4 quarter hours*

**MGT301 Principles of Finance**  
Addresses the financial aspects of a business: financing operations, combinations and the organization of a business; how the financial function of a business relates to the financial community. Prerequisites: MGT101, MGT122, and LAS250 or LAS255. *4 quarter hours*

**MGT302 Principles of Management and Supervision**  
Examines the actual roles managers play in complex organizations. Prepares aspiring managers and professional/technical employees for management positions while helping them to work more effectively with current managers. Examines management theory critically for utility in light of actual practice. Prerequisite: MGT101 and MGT106, LAE101 and LAS250 or LAS255 recommended. *4 quarter hours*

**MGT303 Business Research and Communication**  
Addresses functional uses of communication in planning, organizing, staffing, directing, and controlling. Discusses methods of researching business information and techniques for presenting collected data. Fosters development of organization, documentation, and style in oral and written reports. Prerequisites: MGT101 and MGT106. *4 quarter hours*

**MGT304 Business Ethics**  
Introduces basic ethical principles within a business framework. Addresses standards of ethical conduct within the business community; codes of ethics; concerns over corporate behavior; ethical responsibilities to firms, employees, customers, stockholders, and others in society. Examines advantages of professional codes of ethics. Prerequisites: MGT101, MGT302 and MGT106 or LAE101. *4 quarter hours*

**MGT305 Operations Management**  
Represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Covers production and operations activities, such as forecasting, choosing for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisites: MGT101, MGT220 and LAM216. *4 quarter hours*

**MGT307 Consumer Behavior**  
Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. Prerequisite: MGT300. *4 quarter hours*

**MGT309 Advertising**  
Covers advertising as it pertains to the development of a marketing promotional program. Examines the role of advertising in implementing marketing objectives and strategies. Identifies and evaluates the various forms of advertising based on marketing objectives. All aspects of mass communication, from planning to the final evaluation of the promotional mix, are examined. Also includes an examination of current topics in advertising (interactive media, infomercials, international advertising, etc.) Prerequisite: MGT300. *4 quarter hours*

**MGT310 Principles of Self-Management and Learning**  
This course is designed as an orientation for adult students returning to higher education. It includes topics related to academic program planning, personal strategic planning, adult learning, and other items relevant to accomplishing your goals in an academic setting. *3 quarter hours*

**MGT311 Assessment of Managerial Proficiency**  
This course employs managerial assessment center techniques in a comprehensive process to develop the competence levels of management students and thereby assess their learning needs in terms of what managers need both to know and to do. Students have the opportunity to assess how they learn best through self reflection. *3 quarter hours*

**MGT312 Marketing Research**  
Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information system in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention is also given to product and advertising research and market and sales analysis. Prerequisites: MGT300 and LAM216. *4 quarter hours*

**MGT314 JAVA Programming**  
This course is designed to teach the beginning programmers in developing applications and applets using Java programming. This course also introduces students to object-oriented programming concepts along with Java syntax to implement them. Fundamentals of structured logic using decisions, loops, and array manipulation are discussed. Prerequisite: MGT140 and MGT347. *4 quarter hours*

**MGT315 Corporate and Partnership Taxation**  
Provides basic concepts of taxation of the corporation and the preparation of corporate tax forms. Emphasizes understanding of the various deductions allowable in the determination of the corporate taxable income. Prerequisite: MGT221. *4 quarter hours*

**MGT316 Sales Organizations and Selling**  
Covers the design, development, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization. Also examines the role of selling on the marketing program mix, the elements of effective selling, and the development of an effective sales team. Considers current issues related to sales organizations and selling. Prerequisites: MGT300 and MGT302. *4 quarter hours*

**MGT317 Retailing**  
Focuses on what someone entering the retailing field really needs to know. The retailing environment will be analyzed, examining customers and competition in retailing. Merchandising, buying, handling, pricing, advertising and promotion, and customer service will be explored. Location analysis will also be examined as a success factor in retailing. Prerequisite: MGT300. *4 quarter hours*

**MGT319 Money and Banking**  
Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT101 and LAS250 or LAS255. *4 quarter hours*

**MGT320 Intermediate Accounting I**  
Presents a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying corporate financial statements. Emphasis is placed on the qualitative characteristics of accounting information and the objectives of financial reporting. Covers the accounting and reporting requirements for receivables and inventories, compound interest, and annuities. Prerequisite: MGT122. *4 quarter hours*

**MGT321 Intermediate Accounting II**  
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of marketable securities; contingent liabilities; plant, property and equipment; and long-term debt. Introduces the accounting and reporting requirements for capital stock, stock rights, stock warrants, convertible securities, and deferred income taxes. Prerequisite: MGT320. *4 quarter hours*

**MGT322 Intermediate Accounting III**  
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of pension plans, capital and operating leases, discontinued operations, changes in accounting principles, and earnings per share. Introduces the accounting requirements for changing prices, interpreting and analyzing financial statements, and reporting of financial-statement disclosures. Prerequisite: MGT321. *4 quarter hours*

**MGT323 Cost Accounting**  
Introduces students to the field of management accounting focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost behavior analysis, product costing methods, variance analysis, cost allocation techniques, and transfer pricing. Prerequisite: MGT220. *4 quarter hours*

**MGT324 Electronic Accounting**  
Combines accounting and computer science in a timely and creative fashion to illustrate accounting practices in today's environment. Uses basic but comprehensive computerized software to give the student "hands-on" experience with the most common applications. Guides students through computer-based accounts receivable, accounts payable, general ledger, and other related modules. Prerequisites: MGT122; MGT140 or MGT243. *4 quarter hours*

**MGT340 Systems Analysis and Design**  
This course presents a systematic structural approach to systems analysis and design. It covers all the phases in systems life cycle from conception to implementation and evaluation. Prerequisites: MGT 207 and MGT240 or Instructor's agreement. *4 quarter hours*

**MGT341 Database Program Development**  
Surveys database concepts and database management systems. Guides students in the use of a popular software package to learn the theory and application of database management systems. Prerequisite: MGT239 and programming language. *4 quarter hours*

**162 MGT342 Management Control of Information Systems**  
Provides a broad overview of the information systems management function. Emphasizes information systems management, with particular attention to planning, organizing, and controlling user services, and managing other computer information systems development processes. Covers subject matter through lectures, reading, discussions, and case-study analysis. Prerequisite: MGT140. *4 quarter hours*

**MGT347 Computer Networks & Intranets**  
This course teaches the fundamentals of computer networks including data communications and telecommunications concepts. It emphasizes the importance of the Intranets and teaches students the hardware and software setup for Intranets. Prerequisite: MGT140. *4 quarter hours*

**MGT348 C++ Programming**  
Introduces structured modular programming design and techniques used for development of various software. Involves designing and writing typical business application programs. Prerequisite: One programming course. *4 quarter hours*

**MGT350 Management Information Systems**  
Provides students with a conceptual framework and body of knowledge concerning contemporary information systems. Prerequisite: MGT140 or MGT150. *4 quarter hours*

**MGT352 Network Management**  
This course introduces the concepts and foundation of computer networks, including LAN and WAN. It emphasizes management's engagement in dealing with this ever-changing critical technology. Topics include telecommunications networks; remote network access; transmission carrier services; internet features and functions; and the future of telecommunications. *4 quarter hours*

**MGT353 Information Technology Structure, Management, and Control**  
This course prepares students to be effective users of today's new technologies. Its main objective is to help students become better decision-makers hereby enabling them to compete more effectively in today's information technology-driven environment. *4 quarter hours*

**MGT362 Marketing for Entrepreneurs**  
Provides practical tools for planning, implementing, and controlling marketing activities for a new venture. Prerequisite: MGT300. *4 quarter hours*

**MGT370 International Accounting**  
Presents a broad perspective of international accounting with emphasis on accounting standards and practices in selected countries in Asia, Australia, Canada, and Europe; disclosure practices around the world; accounting for inflation in various countries; multinational consolidation of financial statements; and accounting information systems for multinational corporations. Prerequisite: MGT122. *4 quarter hours*

**MGT371 International Finance**  
Spotlights the economic and business rationale for the existence of multinational firms in a foreign exchange risk context. Covers foreign exchange exposure, variables that cause exchange rates to change, international capital markets, long-term worldwide cost of capital, and short- and intermediate-term financing through the international banking systems. Prerequisites: MGT122, MGT301 and one economics course. *4 quarter hours*

**MGT372 International Management**  
Provides an understanding of how business firms manage international operations. Looks at how a manager's role and decisions change when a company goes beyond a single national boundary. Focuses on how these roles must respond not only to the sociocultural environment abroad, but also to the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide. Prerequisite: MGT270 or MGT302. *4 quarter hours*

**MGT373 International Marketing**  
Presents an applied course devoted to the extended study of marketing products abroad. Includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. Involves case studies and a problem-solving approach, which accompany the lecture format. Prerequisite: MGT270 or MGT300. *4 quarter hours*

**MGT381 Management Information Systems Practicum I: Microsoft Windows 2000 Networking and Operating System Essentials**  
First course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 100 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. *5 quarter hours*

**MGT382 Management Information Systems Practicum II: Implementing Microsoft Windows 2000 Professional and Server**  
Second course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 100 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite: MGT381. *6 quarter hours*

**MGT383 Management Information Systems Practicum III: Supporting a Microsoft Windows 2000 Network Infrastructure**  
Third course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application

experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT382. *6 quarter hours*

**MGT384 Management Information Systems Practicum IV: Implementing and Administering Microsoft Windows 2000 Directory Services**  
Fourth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT383. *6 quarter hours*

**MGT385 Management Information Systems Practicum V: Designing a Microsoft Windows 2000 Networking Services Infrastructure**  
Fifth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT384. *5 quarter hours*

**MGT386 Management Information Systems Practicum VI: Designing a Microsoft Windows 2000 Migration Strategy**  
Sixth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT385. *3 quarter hours*

**MGT 387 Management Information Systems Practicum VII: Secure Web Access Using Microsoft Proxy Server 2.0**  
Seventh course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. *3 quarter hours*

**MGT400 Business Policy**  
Provides a case study approach to top management strategy and policy making, integrating the functional divisions of an organization through analysis and solutions to complex business situations. Prerequisite (or concurrent registration): MGT301, MGT302, MGT303, MGT305. *4 quarter hours*

**MGT403 Introduction to the BSM**  
The BSM is a web-supported program. It is imperative that the student has the computer and other skills required to successfully complete the program. This course is intended to orient the student to the program and to serve as an introduction to those required skills. Among them are: web-search strategy, use of the NLU online learning platform, adult learning philosophy, group dynamics, conflict resolution, behavioral style, time management, stress management, and use of NLU online library. Writing skills will also be measured. *1 quarter hour*

**MGT406 Applied Business Analysis**  
This course helps students learn how to use data to analyze management problems. *4 quarter hours*

**MGT410 Management and Supervision**  
This course examines management theories and practices with a holistic view by exploring the functions of planning, organizing, leading and controlling in today's fast-changing organizations. New roles and challenges for successful management, in addition to their requisite competencies, are emphasized. *5 quarter hours*

**MGT411 Organizational Behavior**  
Examines organizational behavior on the individual, work-group, and organization-wide levels. Students examine how organizations function as complex systems. Organizational structure, environmental fit, interrelatedness of the various parts of an organization, and decision making and its impact throughout the system are key concepts. Students develop an in-depth understanding about the organizational setting in which they work. *4 quarter hours*

**MGT412 Organizational Behavior, Development & Change**  
This course examines organizations on the individual, group, and external environment levels. Emphasis is placed on understanding current organizational theories and organizational design models. The importance to managers of developing effective change agent skills is highlighted. *5 quarter hours*

**MGT415 Research Skills for Managers**  
Introduces the purpose and value of research as a problem-solving tool for planning change in an organization. Approaches for identifying, analyzing, and researching organizational problems are emphasized. Kinds of data commonly used in working on organizational problems are explored. Students practice defining problems and the sources of data necessary to work on them. *3 quarter hours*

164 **MGT419 Economics for Managers**  
Reviews the principles of microeconomics and macroeconomics. Covers selected concepts, particularly consumer behavior, the behavior of the firm, and fiscal and monetary policy, and their effects on managerial decision-making. *3 quarter hours*

**MGT420 Advanced Accounting**  
Introduces the student to the accounting concepts and principles underlying multicorporate financial statements with emphasis on consolidation, cost vs. equity ownership accounting, and purchase vs. pooling business combinations. Covers partnerships—their formation, operation, and liquidation. Prerequisite: MCT322. *4 quarter hours*

**MGT421 Accounting for Governmental and Nonprofit Entities**  
Covers the accounting and reporting systems for governmental and nonprofit entities such as hospitals, colleges and universities, voluntary health and welfare organizations. Prerequisite: MCT122. *4 quarter hours*

**MGT422 Principles of Auditing**  
Provides an introduction to auditing for accounting students who do not have significant auditing experience. Explains the analytical methods and quantitative decision aids that auditors use in practice to translate these considerations into specific decisions on the nature, timing, and extent of audit procedures. Covers the auditor's methods of obtaining evidence as a basis for expressing an opinion on financial statements. Prerequisite: MGT420. *4 quarter hours*

**MGT423 Operational Auditing**  
Presents basic concepts of operational auditing, professional standards, internal control systems, and audit evidence. Provides students with a knowledge of specific types of audit applications, including performance, financial, electronic data processing (EDP), and fraud auditing. Also covers the technical areas and skills that are important to internal auditors. Prerequisite: MCT122. *4 quarter hours*

**MGT425 Accounting and Finance for Managers**  
Addresses the use of financial and accounting information for making management decisions. Explores accounting systems, financial statements, and the financial aspects of an organization. *3 quarter hours*

**MGT426 Financial Management**  
This course explores the overall financial structure of an organization. Students will focus on fundamental financial data, such as the income statement, the balance sheet, and cash flow. Students will use these statements to evaluate the overall financial health of an organization, using such tools as ratio analysis, time value of money and capital budgeting. *4 quarter hours*

**MGT430 Communication in Organizations**  
In this course students examine the role of communication in managing organizations. Communication is examined at the interpersonal, small group, organizational, and

interorganizational levels. Special emphasis is placed on developing effective skills such as listening, conflict management, team building and working within an organizational culture. *3 quarter hours*

**MGT431 Communication Skills for Managers**  
This course fosters the development of students' written and oral presentation skills. Learning to present ideas, reports, and proposals clearly and concisely are primary goals of this course. Students refine both their written and oral presentation skills by applying them to management issues. *4 quarter hours*

**MGT439 Computing and Information Systems**  
Provides an overview of selected concepts related to the functions of communications and data systems in today's organizational environment. Includes the role of management in the creation and use of information systems. *3 quarter hours*

**MGT440 Advanced Management Information Systems Concepts**  
Introduces the information systems planning process, with emphasis on its relation to the overall organizational goals, policies, plans, management style, and industry condition. Focuses on issues that are of interest to managers dealing with management information systems, including the role of management in the creation and use of such systems. Prerequisite: MGT340. *4 quarter hours*

**MGT442 Auditing Programming Language**  
Introduces the fundamentals of electronic data processing (EDP) auditing. Emphasis on EDP controls, types of EDP audits, and concepts and techniques used in EDP audits. Exposes students to risk assessment and professional standards in the field of EDP auditing. Prerequisites: MGT241, MGT343. *4 quarter hours*

**MGT445 Applied Software Development Project**  
Requires application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. Involves student participation in a complete system design project, from conception to implementation, as part of a project team. Prerequisite: MCT340 and MGT341. *4 quarter hours*

**MGT446 Introduction to Expert Systems**  
Introduces expert systems and how they are developed. Involves a practical hands-on approach to using an expert system developmental tool. IBM based. Prerequisite: MGT140; one programming course recommended. *4 quarter hours*

**MGT447 Spreadsheet for Managers**  
This course emphasizes the knowledge-based approach that explores the ways managers receive and use knowledge when making decisions. Spreadsheet will be used as a Decision Support System (DSS) for making vital business decisions. Case analysis will be an integral part of this course. *4 quarter hours*

**MGT448 Database for Managers**  
This course begins with an introduction to the structure of relational databases. It includes entity-relationship (E-R) modeling, and normalization of database tables. Students will be introduced to structured query language (SQL) and work with Visual Basic. This course continues with the introduction of database programming using the 4th generation language programs. Students will be exposed to actual data base system features and uses in real world companies. *4 quarter hours*

**MGT449 Research in Information Technology**  
Information systems (IS)/ information technology (IT) research is introduced, focusing on the most current research and development in the field. The aim of the course is to help students become intelligent consumers of IT research. Learners research one area of IS/IT by identifying a problem or opportunity, reviewing the research literature and drawing conclusions based on findings. *4 quarter hours*

**MGT450 Human Resource Management**  
This course explores selected issues related to human resources management such as human resources planning and forecasting; workplace diversity issues; the recruitment/selection process; the legal and regulatory requirements which impact employee relations (e.g., EEO, ADA, FMLA, labor law, health and safety regulations); training and development; employee compensation administration; and performance appraisals. *5 quarter hours*

**MGT455 Quality Assurance and Control**  
Presents major theories and philosophies on quality assurance and quality management in addition to selected quantitative techniques for quality assurance and control. *2 quarter hours*

**MGT458 Marketing for Managers**  
This course provides a framework for planning, implementing, and controlling marketing functions in public and private organizations. Decision making related to products/services, pricing, promotion, distribution, and competition are included. *4 quarter hours*

**MGT465 Managing Diversity in the Workplace**  
Examines aspects of a culturally diverse work force within the context of a global economy. Concepts of race, ethnicity, and gender and how they affect people's behavior in organizations are studied. Organizational policies and management practices for making diversity a constructive element of corporate life are explored. *3 quarter hours*

**MGT466 Legal Issues in Management**  
Covers selected contract, tort, agency, property and statutory aspects of law that affect both managers and organizations. *2 quarter hours*

**MGT467 Managerial Ethics and Decision Making**  
In this course students identify ethical problems and stakeholders in ethical decisions, clarify loyalties and duties, and explore various models for decision making. *3 quarter hours*

165 **MGT468 Human Resource Management Practices**  
This course includes an examination of the following human resource management functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is designed to prepare students for professional certification by the Human Resource Certification Institute (HRCI), Society for Human Resource Management (SHRM). Note: Certification testing is not a part of this course. *5 quarter hours*

**MGT475 Managerial Budgeting**  
This course looks at budgeting as a managerial responsibility and a managerial tool. Managers are generally called upon to plan, monitor, and control budgets. The course introduces basic financial statements, such as the income statement, the balance sheet, etc. Students also focus on such topics as relevant costs, flexible budgeting, and break-even analysis. *4 quarter hours*

**MGT480 Management Practicum**  
Provides the student with practical management experience. The student will assume a managerial role with a company and learn the day-to-day duties of a manager in the organization. Prerequisites: Principles of Management and Supervision, MGT302 and consent of practicum instructor. *4 quarter hours*

**MGT482 Strategic Management**  
This is an integrative course designed to synthesize and apply concepts covered throughout the program. The course stresses the need for managers to think strategically in the planning and policy making process. Selected case studies and a management simulation are used. *5 quarter hours*

**MGT486 Principles of Website Design & Development**  
This hands-on course is designed to introduce the learner to the principles of design and development of Websites. This course also covers the tools used from the design stage all the way to the implementation and maintenance of a Website. Prerequisites: MCT314 and MCT347. *4 quarter hours*

**MGT490 Independent Study**  
Provides an opportunity for students to pursue advanced scholarly study in a special area where they seek further information, or to investigate a practical problem in their area of professional interest. Prerequisite: Consent of faculty adviser and program director. *1-4 quarter hours*

**MGT495 Special Topic**  
Permits development of special topic courses to meet emerging learning needs. (The specific topic is indicated on the transcript. There is no limit on the number of MGT495 courses that can be applied to the degree, although each topic may be taken only once.) *1-6 quarter hours*

**MGT499 Management Seminar**  
Includes library research and discussion of a selected area of interest in management. Prerequisite: Consent of faculty adviser and program director. *1-6 quarter hours*





(Left) ComEd and National-Louis University are "Powering Chicago's Children through Great Teaching" with power kits for Chicago Public Schools principals.



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# National College of Education

National College of Education has grown into one of this country's largest and most highly respected colleges of education, and remains one of the oldest private colleges dedicated to the preparation of teachers and other school professionals.

## NCATE

The Standard of Excellence in Teacher Preparation



(Left) Chicago's Mayor, Richard M. Daley, and the Chicago Public Schools rally Chicago's kids to go back to school.



(Above) Baker Demonstration School and PACE students sing along with Peter Yarrow of Peter, Paul and Mary as he performs at the Evanston, IL Campus.

## National College of Education: A Professional Community Advocating For All Learners

National College of Education (NCE) is a professional community collaborating with students, teachers, administrators and others advocating for all learners. Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to students-centered education. Our research-based, best practice programs fuse theory and practice and engage students in critical reflection and inquiry. The NCE community continues to be a leader of innovative education in Chicago, the United States and in Europe.

Building on the theme of advocating for all learners, our NCE programs place students — both P-12 students and our own NCE students — at the center of the educational process. Students actively construct meaning individually, cooperatively and collectively by integrating knowledge and experience within a community of learners.

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political and cultural contexts. We value diversity and cultural differences among children, families and communities, and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. As such, our NCE students will further develop the disposition, knowledge and skills to:

- understand the contextual nature of learning,
- help students construct their own knowledge,
- integrate theory and practice,
- reflect on and critique their knowledge, practice, school and society,
- engage in inquiry,
- collaborate with students, teachers, administrators, parents, policy makers and the community at large.

## Illinois State Teacher Education Program Approval

The following National College of Education programs leading to certification are approved by the Illinois State Board of Education (ISBE) and the National Council for Accreditation of Teacher Education (NCATE):

### Early Childhood (Birth to age 8)

Undergraduate  
Graduate

### Elementary (K-9)

Undergraduate  
Graduate M.A.T.

### Graduate with option for supervisory endorsement

Learning Disabilities  
Social/Emotional (Behavior) Disorders  
Reading  
Secondary Education  
Graduate M.A.T.

### School Service (K-12)

Graduate  
School Nurse  
School Psychology

### Administrative (K-12)

Graduate  
General Supervisory  
General Administrative  
Superintendent

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

## National College of Education Programs Preservice Teacher Education Undergraduate Programs

Students initially admitted to the College of Arts and Sciences complete general education requirements and a Standard Teaching Concentration offered by the College. Concentration options are offered in the following areas:

**Early Childhood Education**  
Psychology/Human Development

**Elementary Education**  
Anthropology  
Art  
Biology

Mathematics  
Science  
Sociology  
Psychology/Human Development  
Psychology/NonSpecific  
Sociology  
Sociology/Anthropology  
Theatre Arts  
Mathematics - Elementary  
Mathematics - Junior High/Middle School

To enter a teacher education program students must be admitted to the National College of Education.

## Admission to the National College of Education—Process

1. Students are admitted to National-Louis University and apply for admission to National College of Education according to guidelines published in the B.A. Handbooks and through regular consultation with an assigned academic adviser in the Early Childhood or Elementary Education Program respectively.
2. Transfer students must take 12-15 hours of coursework at National-Louis University (not including skill labs) before applying to National College of Education.
3. Students must take and pass the Illinois Basic Skills Test prior to admission to the College of Education. These examinations are offered 6 times during the year; test dates are available from program offices or at [www.isbe.net](http://www.isbe.net).
4. An evaluation of the students' academic records will be completed after application. All required developmental coursework in the College of Arts and Sciences must be completed before acceptance into the College of Education.
5. Applicants must have a GPA of 2.5 at National-Louis University with a GPA standard of at least 2.0 in each discipline (mathematics, science, humanities and social science).
6. Students who receive two D's or any U's in any foundational (education) course work will not be admitted to the College of Education.
7. Students are expected to apply for admission by published deadline prior to enrollment in Term I (methods courses). Application dates are published in the University Schedule, and application forms are available on each Campus through advisers.
8. Students may be admitted, denied, or receive incomplete status in order to provide time to complete all prerequisites. Written notice will be sent to each student.
9. Once admitted, the progress of each student is reviewed each professional term by the appropriate faculty to determine continued eligibility in the College of Education. (see Admission and Retention Policies)



172 **Process of Appeal – College of Education**

**Admissions Appeals**

Students denied admission to National College of Education may petition the Undergraduate Admission and Retention Council to have the decision reviewed. Petition forms may be requested from the Chair of the Undergraduate Admission and Retention Council.

**Preservice Education Departmental Student Appeal Process**

For appeals on issues other than admission to the College see your adviser for details.

**Admission to the National College of Education—Criteria**

**ISBE BASIC SKILLS TEST**

Ability to Understand Basic Elementary Concepts

- **Criterion:** Students will demonstrate an understanding of basic concepts of mathematics, reading, writing, and grammar.
- **Measured by:** A passing score of at least 70% on each section of the Illinois State Board of Education Basic Skills Test (Registration materials and study guides are available in program offices on every campus or at [www.isbe.net](http://www.isbe.net))
- **Implemented:** Illinois State Board of Education

**ACADEMIC**

Competency in Each of the Academic Disciplines

- **Criterion:** Successful completion of required general education courses with an overall grade point average (GPA) of at least 2.5 and grade point average (GPA) of 2.0 in each academic discipline area as defined by the Registrar's Office (e.g., English, Science, Mathematics, etc.)
- **Measured by:** Grades in NLU or transfer courses prior to admission to NCE
- **Implemented:** Registrar; Undergraduate Admission & Retention Council

**PROFESSIONALISM**

Professional Demcanor

- **Criterion:** Students will demonstrate behaviors that maintain academic, professional, and ethical standards as well as behaviors that are not detrimental to either the preservice student or the classroom students
- **Measured by:** University classrooms and field experiences
- **Implemented:** College faculty, Cooperating Field Personnel

The following constitutes a basis for denial of admission to student teaching or removal from a teacher education program: conduct unbecoming a professional educator, conviction on a felony charge, or any other behavior that interferes with professionalism.

**Teacher Certification**

Successful completion of the Teacher Education Program enables students to apply for certification by entitlement in Illinois at either the birth to age 8 level or at the kindergarten through 9th grade level. Students should meet regularly with their advisers.

Teacher certification programs may meet certification requirements for other states. Since specific requirements vary from state to state, students are advised to obtain information from the state in which they plan to teach.

**Early Childhood Teacher Education Program (B.A.)**

This program is approved by the Illinois State Board of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE) for birth through age 8 teaching.

**General Education Requirements 84 QH**

Language Arts		
	Two Writing courses	10
	Speech Course	5
Humanities		
LAA110	Introduction to Art	2
LAE307	Literature for Children	5
LAU110	Introduction to Music	2
	Humanities elective	4
	U.S. History	5
Science		
	Biological Science	5
	Physical Science	5
	Two Science electives	8
	(One of the above must be a laboratory science)	
Mathematics		
LAM110*	College Mathematics (prerequisite for LAM112 and LAM213)	5
LAM112	Concepts of Mathematics	5
LAM213	Math Content for Teachers II	5

\*It is possible to test out of this course. Consult your adviser or the Math Department

Social Science/Psychology		
	American Government	5
	Elective in Non-Western <b>OR</b> Third-World Cultures	5
	2 Developmental Psychology Electives	10

Health and Physical Development		
AHG105	Science of Health and Nutrition	3
<b>Professional Education Requirements 65 QH</b>		

The minimum total hours for the degree and for certification is 180 quarter hours. Sixty quarter hours must be taken at National-Louis University. (Prior to entry into student teaching, students must complete a minimum of 100 clock hours of preclinical experience.)

ECE202	Developmental Theory and Practice	5
ECE205*	Child Study I: Infant and Toddler	2
ECE206*	Child Study II: Preprimary	2
ECE207*	Child Study III: Primary	2
ECE310	Child, Family, and Community	5
ECE315	History and Philosophy of Early Childhood Education	5
ECE320	Speech and Language Development	3
ECE405	Methods of Teaching Preprimary Language Arts, Art, Music, and Movement	3
ECE406	Methods of Teaching Preprimary Social Studies, Science, Mathematics	3
MHE481	Theory and Methods of Teaching Primary Grade Mathematics	3
RLL481	Theory and Methods of Teaching Primary Reading and Language Arts	3
CIS481	Theory and Methods of Teaching Primary Social Studies	1
SCE481	Theory and Methods of Teaching Primary Science	2
SPE300	Survey of Exceptional Children	5
ECE460	Half-Day Pre-Primary Student Teaching	7
ECE470	Full-Day Primary Student Teaching (one student teaching experience in preprimary, one student teaching experience in primary.)	14

\* These classes may not be waived nor will transfer credit be accepted. Each class includes 35 documented preclinical hours. These may be done in a variety of sites. A limit of 20 quarter hours of transferred practicum credit may be accepted.

**Psychology/Human Development Standard Teaching Concentration Major 45 QH**

All Early Childhood Education students are required to have a standard teaching concentration consisting of 30 QH in Psychology/Human Development plus 10 hours in Developmental Psychology. Fifteen quarter hours must be upper-level. Early Childhood students may choose a second major in Psychology/Human Development. In addition to the Early Childhood professional education requirements, students in the double major must take a total of 45QH of coursework in Psychology/Human Development. Of that 45QH, 25QH must be upper-level credit, with a minimum of 15QH in residence at National-Louis University.

NOTE: Tests on the U.S. and Illinois Constitutions must be passed to renew any teaching certificate, unless the tests have previously been passed. These tests are offered within a one hour course (LAS320) and students may register for this if they have not met the test requirements.

**Elementary Teacher Education Program (B.A.)**

This program is approved by the Illinois State Board of Education for kindergarten through 9th grade.

<b>Minimum Required Credit for Degree</b>	<b>180 QH</b>
<b>General Education Requirements</b>	<b>84 QH</b>

Language Arts		
	Two writing courses	10
	Speech course	5
Humanities		
	Introduction to Art	2
	Introduction to Music	2
	Literature course	5
	Humanities elective	4
	U.S. History	5
	Survey of the English Language	5

Science		
	Biological Science	5
	Physical Science	5
	Two Science electives	8
	(At least one of the above must be a laboratory science)	

Mathematics		
LAM110	College Math (prerequisite for LAM112 and LAM213)	5
LAM112	Math Content for Teachers I	5
LAM213	Math Content for Teachers	5

Social Science/Psychology		
	American Government course	5
	Non-Western Culture elective	5
	Developmental Psychology course	5

Health and Physical Development		
AHG105	Science of Health and Nutrition	3

**Standard Teaching Concentration (See concentration options list on page 171.) 30 QH**

174 **Foundations in Education Requirements (Prerequisites for admission to College of Education)** 54 QH

ELE200	Practicum I	2
ELE315	History and Philosophy of Education	3-5
TIE300	Introduction to Technology in the classroom	3
EPS301	Educational Psychology for Teachers	3
SPE300	Survey of Exceptional Children	5
ELE220	Methods of Drama <b>OR</b>	
ELE222	Methods of Art <b>OR</b>	
ELE224	Methods of Music	2

**and**

**Professional Education Requirements**

CIS480A	Methods of Teaching Social Studies	4
MHE480A	Methods of Teaching Mathematics	4
RLL480A	Methods of Teaching Reading & Language Arts	5
SCE480A	Methods of Teaching Science	3

**and**

**Student Teaching**

ELE450	Practicum II	4
ELE460	Practicum II	4
ELE470	Student Teaching	12

To meet certification requirements, general education must total 114 QH and specific certification area requirements must be met.

To meet degree requirements, a minimum of sixty quarter hours must be taken at National-Louis University.

Prior to entry into student teaching, students must complete a minimum of 100 clock hours of preclinical experience.

**Professional Assistant Center for Education (PACE)**

Founded in 1986, the Professional Assistant Center for Education (PACE) is a two-year, noncredit, post secondary certificate program for young adults with learning disabilities.

The Program is designed especially to meet the transitional needs of students with multiple learning disabilities in a university setting. The Program commits to educating the whole person, preparing young adults for independent living by integrating instruction in four areas: academics, career preparation, life skills and socialization.

The Program focuses on training that encompasses the cognitive aspect of the intellect. The instructional approach at PACE integrates both group and individual teaching across all areas of the students' lives. All faculty focus on instruction as a primary tool for promoting growth and learning. Drawing from the work of Professor Reuvan Fauersstein, instruction is based on the observation that students learn best when actively involved in the process, when teaching is linked directly to events and activities, goals and aspirations in their lives.

**Academics**

The academic program continues education in a formal classroom setting. This structure and atmosphere provide an opportunity to work closely with the students in a serious learning environment designed to both promote active thinking skills and to provide important content.

**Career Preparation**

The vocational training component of the program is designed to assist students in learning and practicing the discipline of good work habits. In addition students learn the skills necessary to serve as professional assistants in a variety of fields including child care, human services, hospitality, food service, animal care, horticulture, general office and hospital work.

**Life Skills Instruction**

Money Management, Time Management, Organization and Personal Care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.

**Socialization**

Preparing students for adult life includes appropriate social skills. Living in the University residence hall and interacting with peers gives students experience in building friendships and relationships. Working as interns provides additional opportunities for social interactions with co-workers and supervisors. In class, students learn the theory of relationships and the skills involved in becoming socially competent. Participation in planned activities strengthens and encourages this competency.

NCE undergraduate and graduate students are welcome to observe and volunteer at PACE as part of the clinical experiences required for certain courses.

**School Nurse Certification Program**

Please see page 146 of the Graduate catalog.

**Course Descriptions**

This section provides descriptions of all courses given by National College of Education in the undergraduate preservice teacher education programs. The courses are listed in alphabetical and numerical order.

**Numbering System**

**100-299 Lower undergraduate courses**

Courses with these numbers are for undergraduate students (freshmen 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.

**300-499 Advanced undergraduate courses**

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor's degree. A 400-level course may be taken for undergraduate credit or graduate credit, upon approval of the student's departmental adviser and the department offering the course.

First three alpha designations are codes for department or discipline. Fourth character indicates level.

**Department/Discipline Codes**

- CIC-Curriculum and Instruction - Core
- CIH-Curriculum and Instruction - Humanities
- CLL-Curriculum and Instruction - Language Minority Education
- CIS-Curriculum and Instruction - Social Studies
- ECE-Early Childhood Education
- ELE-Elementary Education
- EPS-Educational Psychology
- MHE-Mathematics Education
- RLL-Reading and Language - Literacy
- RLR-Reading and Language - Reading
- SCE-Science Education
- SPE-Special Education
- TIE-Technology in Education

**490 Independent Study**

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration.

**495 Special Topic**

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once.

**499 Seminar**

Library research, discussions with peers and instructors, and field work in a selected area of interest.

**CIH481 Theory and Methods of Teaching Art**

Professional course in teaching art in the elementary school. Students research theories of art education and develop a complete K-9 elementary school art curriculum. Topics include: organizing an art center, classroom management, and ordering art materials and equipment resources for an art teacher. Attention given to content not treated in CIE 222. (Required for art concentration.) Prerequisite: Permission of Art Department. 3 quarter hours

**CIS480A Methods of Teaching Social Studies**

This course is focused on theory, curriculum, methods and materials pertaining to the teaching of Social Studies in the elementary classroom. Prerequisite: Admission to National College of Education. 4 quarter hours

**CIS481 Theory and Methods of Teaching Primary Social Studies (K-3)**

This course is designed to give an overview of the appropriate theory, methods and materials relating to the teaching of social studies in the K-3 classroom. (It includes 3 hours of field experience.) Prerequisite: Admission to the National College of Education, 1 quarter hour

**ECE202 Developmental Theory and Practice**

Students in this course will examine theories of child development and the relationship between perspectives of the developing child and current practice in early childhood education. Issues of health, nutrition, safety, social service referral, group management strategies, and individualized planning are also included. Implications of multicultural perspectives for infant/toddler, preprimary, and primary-aged children are explored from a socio-cultural perspective. Students will be guided in examining and critiquing current research. Appropriate field assignments will be included. Prerequisites: A course in developmental psychology. 5 quarter hours

**176 ECE205 Child Study I: Infant and Toddler**

This course is one of three in the child study series. Students are introduced to the early childhood profession with an emphasis on infants and toddlers in a variety of settings. It allows students to observe and participate in developmentally appropriate programs for infants and toddlers. Thirty-five hours of guided classroom participation are required. Personal/professional reflection and growth are facilitated through journal records, seminars, and written assignments. *2 quarter hours*

**ECE206 Child Study II: Preprimary**

This course is one of three in the child study series. Students are introduced to the early childhood profession with an emphasis on programs serving children ages 3-5, including Kindergarten. Students observe and participate in developmentally appropriate programs for preprimary children. Thirty-five hours of guided classroom participation are required. Personal/professional reflection and growth are facilitated through journal records, seminars and written assignments. *2 quarter hours*

**ECE207 Child Study III: Primary**

This course is one in a series of three designed to introduce students to the early childhood profession. Students will observe and participate in a variety of programs serving children ages 5 to 8. Thirty-five hours of guided classroom participation are required. Personal and professional reflection and growth are facilitated through journal records, seminars and written assignments. *2 quarter hours*

**ECE310 Child, Family, and Community**

Students in this course will examine the teacher's role in working with children in the context of family life, culture, and society. Family systems theory, diverse family structures, and effective parent-school communication are included. Multi-cultural and anti-bias issues are explored. Family crisis, family stress issues, child illnesses, and children with exceptionalities are discussed in relation to educational practice. (5 hours of field experience) *5 quarter hours*

**ECE315 History and Philosophy of Early Childhood Education**

Students in this course will study the historical, philosophical, and social foundations of early childhood education and the influence of historical perspective and social factors on current thought and practice in the field. Students will examine and evaluate current program models designed to exemplify specific philosophical views. In addition, the ways in which educators in the past have advocated for children and families as well as current approaches to advocacy will be examined. Finally, students will analyze issues in the field in the context of historical, political, economic, and cultural factors. During the course students will articulate a philosophy of education. (5 hours of field experience) *5 quarter hours*

**ECE320 Speech and Language Development**

Students will construct a basic understanding of the nature of speech and language acquisition in children from birth through eight years of age. Students will examine and analyze normal developmental patterns of language and their relation to cognitive and social development. Students also will examine speech and language development as a foundation for academic success, in particular reading and literacy, problem solving, and inquiry. Activities and strategies for intervention in the classroom are included. Appropriate field experiences are required. Prerequisite: Psychology of Early Childhood or equivalent developmental psychology course. *3 quarter hours*

**ECE325 Administration, Supervision and Staff Development of Early Childhood Programs**

Designed to help nursery school and day care center administrators and those in leadership roles relating to early childhood programs. Survey of standards, licensing, development, and management of budgets. Emphasis on parent and community relationships with center programs as well as curriculum and staff development. Prerequisite: Experience in a day care center, or consent of instructor. *5 quarter hours*

**ECE390 Early Childhood/September Field Experience (0qh)**

This course is designed to give specific experience in the opening of a public school classroom to the senior level student. Students are to report on the first day of the Fall term and assist the cooperating teacher in preparing the learning environment. Up to 25 preclinical hours may be earned. Advisers have the option of assigning this course, if needed. (For graduates this course is ECE495.)

**ECE405 Methods of Teaching Preprimary Language Arts, Art, Music, and Movement**

Students in this course are provided with a survey of instructional theory, methods and materials for teaching language arts, art, music, and movement to young children. Students will examine the critical components underlying effective instructional methodology, including an understanding of the instructional implications of developmental and individual characteristics of children, the importance of play as a learning process, the active and constructive nature of early learning, and the various teaching roles and strategies involved in working with infants, toddlers and preschool aged children. Special attention is given to the nature of the creative experience and the importance of aesthetics and self-expression. Students will identify, select, demonstrate, and evaluate appropriate materials and experiences for children in each of the content areas. Students will practice writing and evaluating integrated curricula and lesson plans, evaluate strategies for mainstreaming special needs children, and will analyze cultural and ethnically diverse creative expression. Preclinical experiences are included in each area. Prerequisites: Admission to the College of Education. *3 quarter hours*

**ECE406 Methods of Teaching Preprimary Social Studies, Science, Mathematics**

Students in this course are provided with a survey of instructional theory, methods and materials for teaching mathematics, science, and social studies to young children. Students will examine the critical components underlying effective instructional methodology, including the instructional implications of developmental and individual characteristics of children, the importance of play as a learning process, the active and constructive nature of early learning, and the various teaching roles and strategies involved in working with infants, toddlers, and preschool-aged children. Students will identify, select, demonstrate, and evaluate appropriate materials and experiences for children in each of the content areas, practice writing and evaluating integrated curricula and lesson plans, and evaluate strategies for mainstreaming special needs children. Preclinical experiences are included in each area. Prerequisites: Admission to the College of Education. *3 quarter hours*

**ECE460 Student Teaching/Preprimary Half-Day/Early Childhood**

This course provides a full morning or full afternoon in a preprimary classroom undertaking a planned sequence of roles and activities vital to the classroom teacher. An on-site cooperating teacher and visiting university supervisor provide guidance and support. Required seminars help students increase teaching skills and reflect on good teaching practices. Prerequisite: Completion of methods courses and consent of the Department. *6 quarter hours*

**ECE470 Full Day Primary Student Teaching**

Students in this course complete a full-day experience of student teaching at the primary level (grades K-3) for ten 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 2 weeks) during the term. This course is the culminating experience of early childhood majors. Prerequisites: Completion of methods course work and consent of the Department. *9 quarter hours*

**ELE200 Elementary Education: Practicum I**

An introductory course of directed observation and participation experiences in an elementary education setting (K-9 classroom) aimed at providing an overview of teaching and learning. The course integrates field-based experiences with on campus seminars. During the course, students must complete 40 preclinical hours at a specified school and meet for required seminars. Practicum I is an integral part of the professional sequence. This course is a prerequisite for admission to National College of Education (must be concurrent with EPS301). Prerequisites: none. *2 quarter hours*

**ELE220 Methods in Arts Education/Drama**

Methods in Arts Education/Drama is designed to introduce students to drama as a mode of teaching. Students are introduced to dominant trends, strategies, and forces in the area of creative drama. The course culminates in students researching, designing, and leading a curriculum-related drama lesson for use in the elementary classroom. Prerequisites: none. *2 quarter hours*

**ELE222 Methods in Arts Education/Art**

Focus on theory, curriculum, and methods of instruction in art and on approaches to relating art to other areas of the curriculum. Prerequisites LAA110. *2 quarter hours*

**ELE224 Methods in Arts Education/Music**

Integrated approach to methodology, curriculum development and resources for the elementary school music program, combined with a study of the basic elements of music and their practical applications to the teaching of music by the classroom teacher. Prerequisite: LAU110. *2 quarter hours*

**ELE315 History and Philosophy of Education**

Focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies, philosophies and practices of schools in the United States. The variable credit option allows students to pursue the historical and philosophical background of a specific issue in education in greater depth. 3QH required for certification. Prerequisite: none. *3-5 quarter hours*

**ELE444 Classroom Management**

This course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered, such as cultural and family background, classroom standards of behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. Prerequisite: Admission to National College of Education. *5 quarter hours*

**ELE 450 Elementary Education: Practicum II & Seminar**

An advanced course integrating field experience, on-campus seminar, and methods courses. The Practicum II student completes 150 preclinical hours of mentored observation and participation in an elementary/middle school classroom. This field experience and seminar are the first in two consecutive quarters of field experience and integrated coursework. The concurrent field experience and university study provide an opportunity to bridge theory and practice. The students meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Prerequisites: Admission to National College of Education. *4 quarter hours*



**178 ELE 460 Elementary Education: Practicum III & Seminar**

Practicum III is an advanced course that continues the integration of field experience, on-campus seminar, and methods courses. Practicum II and Practicum III are consecutive pre-student teaching experiences that build toward student teaching. Through this three-term professional sequence, the student participates actively in a full academic year of elementary/middle school. The concurrent field experience and university study provide an opportunity to bridge theory and practice. In Practicum III, students evaluate and apply independently the concepts introduced in Practicum II and elaborated in Practicum III. Prerequisite: Admission to National College of Education, successful completion (Grade of C or better) of ELE 450 Elementary Education: Practicum II & Seminar, and successful completion of methods courses taken concurrent with Practicum II. *4 quarter hours*

**ELE470 Student Teaching**

Full-day clinical experience for a minimum of ten weeks; typically spent at a grade level and in a school environment different than that of the Practicum II/III. With the help of a school-based cooperating teacher and a university- or school-based supervisor, students develop the knowledge, skills, and attitudes necessary for independent responsibilities as a first-year classroom teacher. Students meet regularly in required university seminars to discuss and analyze their experiences. This is the culmination of the preparation program and represents TERM III of the Professional Sequence. Prerequisites: Admission to the National College of Education and successful completion (grade C or better) of RLL480A, MHE480A, SCE480A, CIS480A and ELE450 and ELE460. *12 quarter hours*

**ELE483 Workshop/Elementary Education/Contemporary Issues.**

*1-6 quarter hours*

**ELE492 Workshop/Education Methods**

*1-6 quarter hours*

**ELE494 Independent Study/Elementary Education**

*1-6 quarter hours*

**ELE495 Selected Topics/Elementary Education**

*1-6 quarter hours*

**EPS 301 Educational Psychology for Teachers**

The course is specially designed for the education major. Prospective teachers engage in understanding and developing a psychological view of the classroom. Social, emotional, and cognitive influences that shape the educational experiences of both students and the teacher are examined in light of recent research. Individual perspective is emphasized through readings, written assignments, and discussions. Educational Psychology for Teachers is required for admission to National College of Education and has concurrent enrollment with ELE

200 Elementary Education: Practicum I. Prerequisite: Elementary Education major (minimum Sophomore standing) and one developmental psychology course. *3 quarter hours*

**MHE480A Methods of Teaching Mathematics**

This course, intended for students preparing to become certificated teachers (K-9), addresses methods, materials, and instructional issues in teaching mathematics in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisite: Admission to National College of Education. *4 quarter hours*

**MHE481 Theory and Methods of Teaching Primary Mathematics**

This course examines how primary grade school children think and learn mathematics while covering instructional strategies and materials that promote meaningful learning. Emphasis on effective teaching will include lesson development, planning and management of hands-on learning activities, and assessment and evaluation. Three hours of clinical experiences are required as part of the course. Prerequisite: Admission to National College of Education. *3 quarter hours*

**MHE485 Advanced Methods for Teaching Middle School Mathematics**

This course builds upon methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics in the middle grades. This fulfills the methods course requirement for the state endorsement in middle school mathematics on the type 03 (K-9) certificate. Prerequisite: MHE480 or course equivalent. *5 quarter hours*

**MLE300 The Middle School, an Overview**

Students examine how the unique developmental characteristics of the 10-14 year old young adolescent influences the philosophy and ideologies of middle level education and builds the foundation for the middle level schooling process. Emphasis is placed on the Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) Plus (gender, cultural, moral, socio-economic) development of the young adolescent and the implications on living and learning. The class examines the developmental response to middle level best practices as it prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and adviser. Prerequisite: must be taken before MLE302, but can be concurrently with MLE302. *5 quarter hours*

**MLE302 Middle School Curriculum**

The emerging adolescents and how their unique developmental characteristics impact middle level curriculum is expanded. Curriculum approaches appropriate for middle level students based on knowledge of the unique developmental characteristics of young adolescents is enhanced. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined as students develop strategies for teaching and learning in diverse classrooms.

The course also addresses the essential role of the arts and involves students in a variety of arts, mass media - technological experiences. Alternative assessments are examined as students develop strategies to apply and evaluate national, state, and local standards effectively. Collaborative partnerships among teachers, students, parents, and community are explored. Prerequisite: MLE300 or consent of instructor, but can be taken concurrently with MLE300. *5 quarter hours*

**RLL480A Methods of Teaching Reading and Language Arts**

Integrated approach to theory, curriculum, methods and materials for literacy instruction (reading and language arts instruction) in the elementary school (K-9). Prerequisite: Admission to National College of Education. *5 quarter hours*

**RLL481 Theory and Methods of Teaching Primary Reading and Language Arts**

Integrated approach to theory, curriculum, methods and materials in related areas of reading and language arts in the K-3 classroom. Clinical experience with children of this age will be required. Prerequisite: Admission to the National College of Education. Includes 3 hours of field experience. *3 quarter hours*

**RLL482 Theory and Methods of Teaching Language Arts**

An examination of the rationale underlying a student-centered curriculum with an emphasis on effective instructional strategies to integrate reading, writing, speaking, listening, informal role playing, and performing texts across the curriculum. Special attention given to language learning in multi-cultural environments and ways to facilitate transitions from a heritage dialect or language to standard English. Attention given to content not treated in RLL 480A. *5 quarter hours*

**RLR460 Internship: Individualized Instruction in Reading and Language**

This course provides firsthand experience in applying theoretical and practical knowledge relating to literacy development. Participants are assigned to an individual student or small group of students in a clinical, classroom or other instructional setting and are mentored in the design, implementation and evaluation of appropriate literacy instruction. *0-5 quarter hours*

**SCE480A Methods of Teaching Science**

Integrated approach to theory, curriculum, methods, and resources for a K-9 science program; key components of this course are to teach science by doing it and to develop methods of integrating science throughout the curriculum. Prerequisite: Admission to National College of Education. *3 quarter hours*

**SCE481 Theory and Methods of Teaching Primary Science**

"What is good science teaching for learners in the primary grades?" Students in this course will explore a variety of resources from which they will construct their own answer to this question. The nature of science itself, the National Science Education Standards, and appropriate pedagogy for learners at the primary grades are the criteria students will use in evaluating resources, methodologies, and conceptual frameworks studied. In addition, this course will demonstrate and provide practice in using appropriate technology and methods of adaptation for special needs children. Prerequisite: Admission to National College of Education. *2 quarter hours*

**SCE485 Advanced Methods for Teaching Middle School Science**

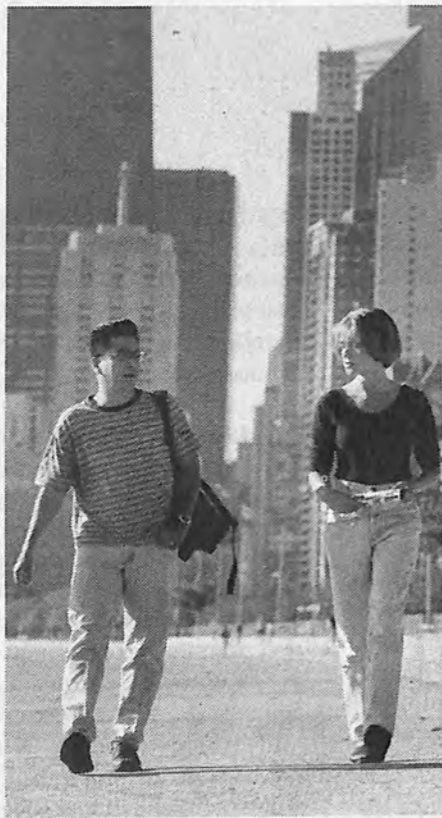
This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials and issues involved in teaching science in the elementary and middle grades. Prerequisite: SCE480A/B or its equivalent. *5 quarter hours*

**SPE300 Survey of Exceptional Children**

This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidence--and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and collaborative reform issues are highlighted. Five clinical observation hours are required as part of this course. Prerequisites: none. *5 quarter hours*

**TIE300 Introduction to Technology in the Classroom**

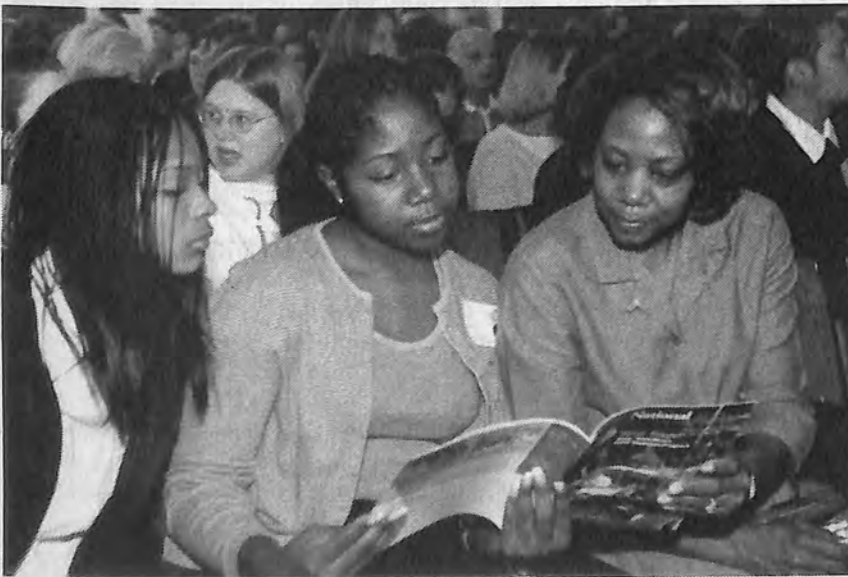
This survey course provides the educator with a broad base of knowledge about application software, hardware, and instructional software through extensive demonstration and hands-on experience. Topics include software evaluation, teacher software tools, word processing, database management, spreadsheets, and telecommunications. Prerequisite: ELE200. *3 quarter hours*



*Students at the Downtown Chicago campus enjoy a leisurely stroll down Michigan Avenue.*



*National-Louis University students, faculty and staff participate in the Race for the Cure at Chicago's lakefront.*



*National-Louis University works with employees to bring classes and full degree programs to work sites as well.*

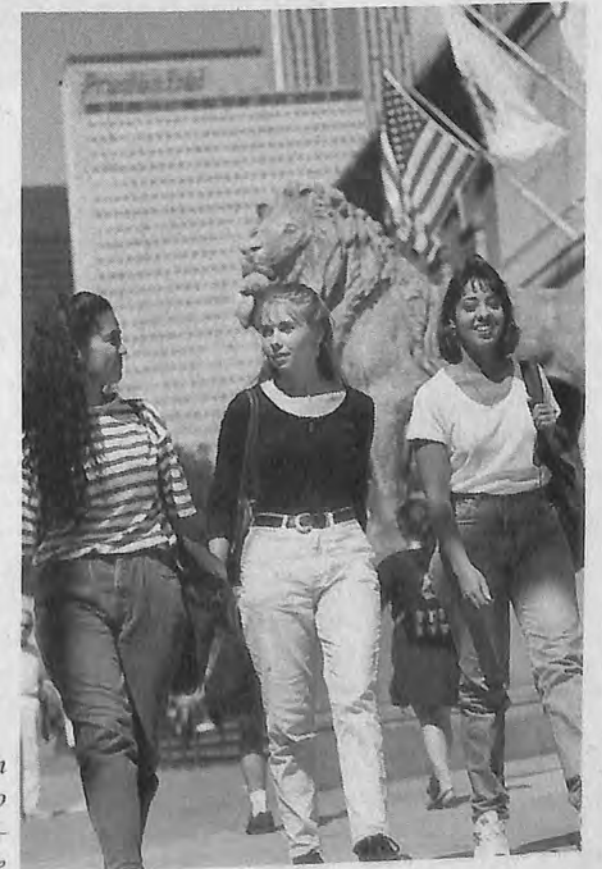


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A who's who of National-Louis officials and faculty.



*Award ceremony for ESOL (English for Speakers of Other Languages) students.*



*Downtown Chicago Campus—City Life*



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