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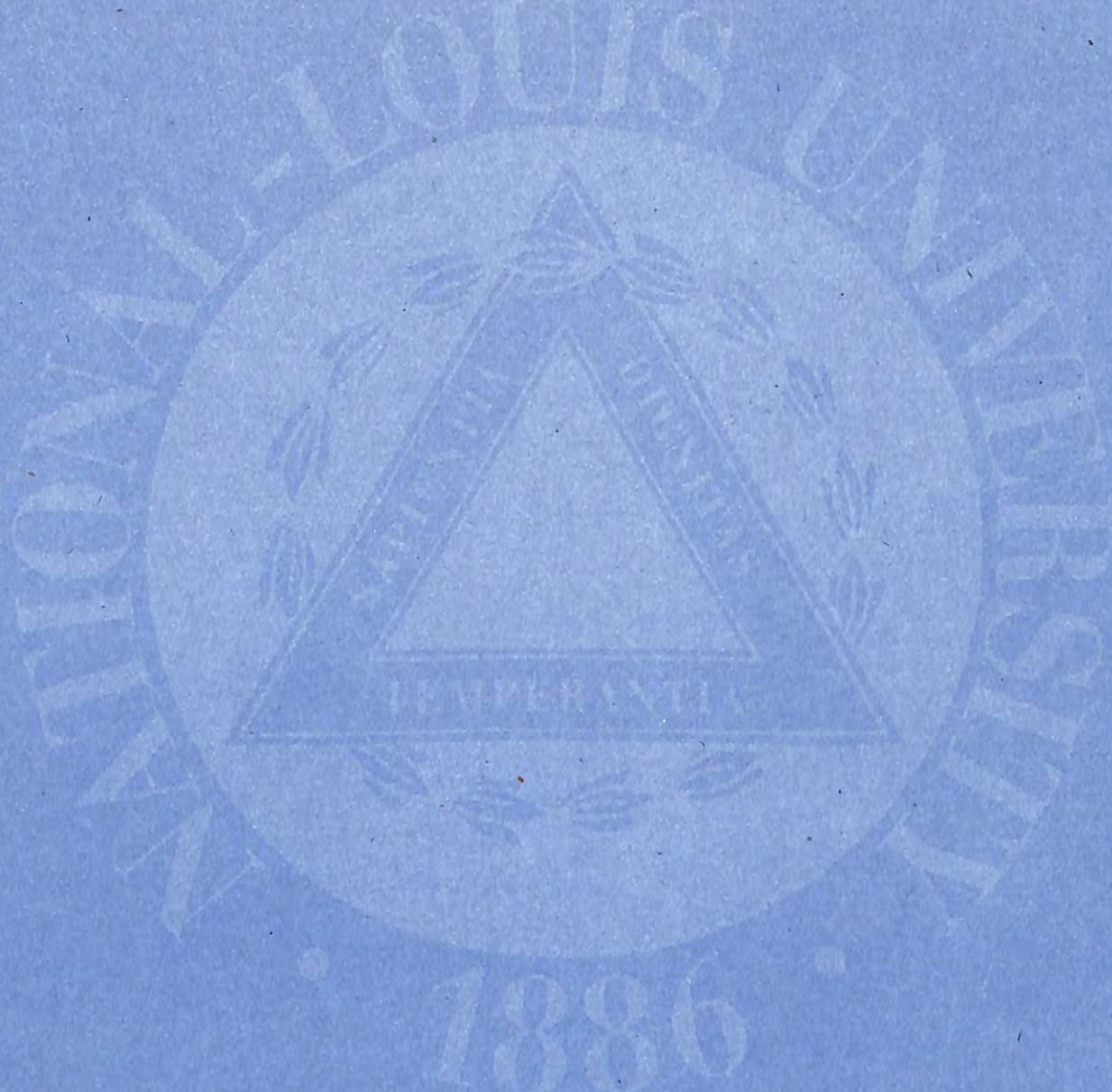
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National-Louis University

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National-Louis University



1994-1996

Undergraduate Catalog

...ing Since 1886 as National College of Education

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National-Louis University

1994-96 Undergraduate Catalog

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

Excelling Since 1886 as National College of Education

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Evanston, IL 60201**

The president and officers of National-Louis University reserve the right to change the requirements for admission or graduation announced in this bulletin, and to change the arrangement, scheduling, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit, and to dismiss, any student any time, should it be deemed to be required in the interest of the student or of the University to do so.

National-Louis University admits students to all programs and activities, and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, and national or ethnic origin.

National-Louis University is a private, independent university. It has no affiliation with the District of Columbia government or with the Federal government.

Campuses

Evanston Campus

2840 Sheridan Road
Evanston, Illinois 60201-1796
708/475-1100
1-800/443-5522
FAX 708/256-1057

Lake Avenue Facility

1740 Lake Avenue
Wilmette, Illinois 60091
708/475-1100
FAX 708/256-3937

Chicago Campus

18 South Michigan Avenue
Chicago, Illinois 60603-3032
312/621-9650
FAX 312/621-1205

Wheaton Campus

200 Naperville Road
Wheaton, Illinois 60187-5422
708/668-3838
FAX 708/668-5883

Wheeling Campus

1000 Capitol Drive
Wheeling, Illinois 60090
708/465-0575
FAX 708/465-0594

Academic Centers

Atlanta Academic Center
Blackstone Centre
1777 Northeast Expressway, Suite 250
Atlanta, Georgia 30329-2440
404/633-1223
FAX 404/633-1255

Elgin Academic Center
400 Federation Place
Elgin, Illinois 60123
708/695-6070
FAX 708/931-5574

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

Northern Virginia/Washington, D.C. Academic Center
McLean Site
8000 Westpark Drive, Suite 125
McLean, Virginia 22102
703/749-3000
FAX 703/749-3024

Washington, D.C. Site
National Press Building
529 14th Street, N.W.
Suite 1125
Washington, D.C. 20045
202/783-1658
FAX 202/638-0199

Milwaukee/Beloit Academic Center
Milwaukee Site
325 N. Corporate Drive, Suite 200
Brookfield, Wisconsin 53045-5861
414/792-3699
FAX 414/792-3680

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

St. Louis Academic Center
12412 Powerscourt Drive, Suite LL20
St. Louis, Missouri 63131
314/822-2110
FAX 314/822-2334

Tampa Academic Center
4890 West Kennedy Blvd., Suite 100
Tampa, Florida 33609
813/286-8087
FAX 813/287-0246

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The University

President's Welcome

It is a pleasure to have you here at the University. We are glad to have you with us and we hope you will have a most successful and enjoyable visit. From the time we first opened our doors in 1862, we have been a center of learning and research for the people of the South. We are proud of our long history and we are confident that you will find our work and our people to be of the highest quality.



President's Welcome

Welcome to National-Louis University.

We look forward with anticipation to your success with us and to the contributions you will continue to make to our society upon graduation from our great institution.

From the time we first opened our doors in 1886, we set the standard in teacher education for the rest of the country to follow. We did this under the nationally respected name of National College of Education, a name which is being carried forward by our college of education.

In the 1970s, we developed new programs such as English for speakers of other languages, alcoholism and substance abuse, and gerontology as part of our College of Arts and Sciences. We have been the national leader in making continued education accessible to working adults. In 1989, we founded the College of Management and Business to house our decade-old programs in accounting, entrepreneurship, and business administration. Through these and many other efforts, we have become a nationally recognized leader in educating working adults.

Today, as throughout our long and distinguished history, we are bringing education to the widest audience possible, education that is practical and theoretical, research oriented and experience based, caring in delivery and sound in content.

Our accomplishments are made possible by a highly skilled and caring faculty, a distinguished and dedicated Board of Trustees, a wonderful and hard working administration and staff, and certainly a most capable and diverse student population.

To this heritage, and the history we will write together this second century of our service, I welcome you to National-Louis University.

Orley R. Herron, President
National-Louis University



Statement of Mission

The mission of National-Louis University is to develop highly competent and humane professionals for leadership and service through quality undergraduate and graduate programs. The University is a private, not for profit, independent, comprehensive university with a mission to educate a broad range of individuals, including those who historically have had limited access to higher education. Central to this mission is the commitment to facilitate that access to academic programs, to provide academic support, to integrate knowledge across disciplines, and to encourage the active participation of learners. The education provided by National-Louis University enables the learner to fulfill personal and professional goals as both a citizen of an increasingly complex society and member of an emerging global community.

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 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 also was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program.

The institution relocated its main campus from Chicago to Evanston in 1926. National-Louis University today serves students from four campuses—Evanston, Wheaton, Wheeling, and Chicago—in addition to an academic center in suburban Elgin, as well as facilities in Skokie and Wilmette. National-Louis University also has academic centers in five states 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 the latter programs in 1982 under the Michael W. Louis School of Arts and Sciences.

Another rapid growth area, business programs, culminated with 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 13 degrees extending to the doctoral level and certificate programs across its three colleges plus more than 30 academic programs. The institution serves nearly 15,000 students annually from its four Chicago-area campuses and at academic centers in Northern Virginia/Washington, D.C.; St. Louis, Missouri; Milwaukee/Beloit, Wisconsin; Tampa, Florida; Atlanta, Georgia; and Heidelberg, Germany.

National-Louis University is accredited by the North Central Association of Colleges and Schools.

Accreditation

National-Louis University is accredited by the North Central Association of Colleges and Schools. The Radiation Therapy, Respiratory Care and Medical Technology Programs are accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. The Addiction Counselor Training Program, within the Department of Human Services, is accredited by Illinois Addictions Counselor Certification Board, Inc. Selected programs in the National College of Education are approved by the Illinois State Board of Education for teacher certification.

State Approvals

The University is authorized to operate within specified community college districts in the State of Illinois by the Illinois Board of Higher Education; in Northern Virginia by the Council of Higher Education of the Commonwealth of Virginia; in Florida by the State Board of Independent Colleges and Universities of the Florida Department of Education; in Georgia by the Georgia Nonpublic Postsecondary Education Commission; in Missouri by the Coordinating Board for Higher Education; and in Washington, D.C. by the Education and Licensure Commission of the District of Columbia. In Wisconsin, the University has approval of selected course work for continuing education of teachers from the Secretary of Education. In Germany, the University is authorized to operate by the German Ministry of Education.

Florida: In the State of Florida, National-Louis University

holds Level II Regular Licensure from the State Board of Independent Colleges and Universities of the Department of Education to operate as a university, to offer programs of instruction, and to award degrees.

Notice: Credit and degrees earned from colleges in the State of Florida which are licensed by the State Board of Independent Colleges and Universities 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 Master of Education program 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.

Washington State: National-Louis University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office.

Membership List

American Association of Collegiate Registrars and Admissions Officers
 American Association of Colleges for Teacher Education
 American Association of University Women
 American Council on Education
 Association of Governing Boards
 Association of Independent Liberal Arts Colleges for Teacher Education
 Association for Institutional Research
 College and University Personnel Administrators
 Council for Adult and Experiential Learning
 Evanston (Illinois) Chamber of Commerce
 Federation of Independent Illinois Colleges and Universities
 Illinois Association of College Admissions Counselors
 Illinois Council of Colleges for Teacher Education
 Illinois Association of Collegiate Registrars and Admissions Officers
 Illinois Council on Continuing Higher Education
 Institute for Educational Research
 Midwest Association of Student Financial Aid Administrators
 National Association of College and University Business Officers
 National Association of Foreign Student Affairs
 National Association of Intercollegiate Athletics
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National University Continuing Education Association
 North Central Association of Colleges and Schools
 North Suburban Higher Education Consortium
 Northern Illinois Business Association
 Society for College and University Planning

The Illinois Chamber of Commerce
 West Suburban Post-Secondary Consortium
 Wheeling (Illinois) Chamber of Commerce
 Wilmette (Illinois) Chamber of Commerce

Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact the Associate Vice President for Academic Advancement (Ext. 5215).

Evanston, IL



Wheaton, IL



Heidelberg, Germany



Northern Virginia/Washington, D.C.



Elgin, IL

Atlanta, GA



Wheeling, IL



Chicago, IL



Milwaukee, WI



Tampa, FL



St. Louis, MO

THE UNIVERSITY

Facilities

Chicago Campus

The Chicago campus at 18 South Michigan Avenue occupies five floors of a modern office building. 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. Situated one block from the Art Institute of Chicago, Goodman Theater, and Grant Park, the campus also is within walking distance from Chicago's many cultural activities.

With classes scheduled during daytime, weekend, and evening hours, the Chicago campus furthers National-Louis University's commitment to serving a nontraditional student population.

Evanston Campus

National-Louis University's main 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, recently 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 upper division programming in Lombard in 1980 to accommodate the population boom in Chicago's western suburbs. So successful was this venture, that it outgrew its Lombard facilities and purchased the former DuPage County courthouse complex, 200 S. Naperville Road, Wheaton, where the campus moved during the summer of 1993.

The campus serves a rapidly growing student body with undergraduate and graduate programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business.

Along with the academic programs, the Wheaton Campus also offers unique services through its Library, Center for Learning, Teacher Leadership Center, CAS Counseling Center, and Conference Center.

Wheeling Campus

The opening of National-Louis University's Wheeling Campus in January 1994 marked a record growth year and strengthened the University's commitment to making higher education attainable for working adults.

No stranger to Chicago's northwest suburbs, National-Louis University has 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 County.

The University's Wheeling Campus currently offers graduate courses, the Master of Education in Interdisciplinary Studies in Curriculum and Instruction and the Master of Education in Administration and Supervision from National College of Education, the accelerated Bachelor of Science and Master of Science in Management degree programs from the College of Management and Business, and the Bachelor of Arts in Health Care Leadership degree program from the College of Arts and Sciences. Additional course offerings are planned with the growth of the Wheeling Campus.

The Wheeling Campus occupies a modern, three-story, 87,000 sq. ft. office building on approximately seven acres of land, purchased by the University in 1993. Approximately 150 University faculty, staff members, and administrators are based on the Wheeling Campus.

Academic Centers

Elgin Academic Center

The Elgin Academic Center is conveniently located at the intersection of I-90 (Northwest Tollway) and Route 31 - less than 30 minutes west of I-294. The Center's location in the beautiful Illinois Fox Valley can be accessed from any direction.

The Elgin Academic Center 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. An electronic library is provided for student use.

The College of Education offers both undergraduate and graduate programs. The opportunity to complete the Bachelor of Arts degree and earn Illinois State elementary teaching certification is available at the Elgin Academic Center. Also offered is the Master of Arts in Teaching program, designed for students with undergraduate degrees in fields other than education. For practicing teachers, two graduate programs, the

- 12 Master of Education in Curriculum and Instruction and the Master of Education in Administration and Supervision, are available.

The College of Management and Business offers undergraduate and graduate programs in an accelerated learning format for adults. Programs include the Bachelor of Science in Management and the Master of Science in Management.

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated format) and the Bachelor of Arts in Psychology. Also offered is course work in Human Services at both the undergraduate and graduate levels.

St. Louis Academic Center

The St. Louis Academic Center of National-Louis University, located at Manchester/270, was founded in 1984 with the adult learner in mind. The oldest of the University's academic centers, it is steeped in the century-old tradition of innovation, commitment, and academic excellence that has been the trademark of the institution since its founding in 1886 as National College of Education.

The St. Louis Academic Center provides continuing education for adults employed full time through accelerated programs in which students attend class at convenient times and locations close to home or their place of employment.

St. Louis area students can pursue the Bachelor of Arts in Applied Behavioral Science, the Bachelor of Science in Management, the Master of Science in Management, or the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. All classes meet at the center, in West County, downtown, in the Central West End of St. Louis, and North and South County locations.

The academic center's facilities include administrative offices, classrooms, a computer laboratory, an electronic library and faculty offices. Currently more than 500 students are enrolled at the St. Louis Academic Center. A full range of university services—including enrollment counseling, financial services, student affairs, information and library assistance, and academic development—are provided at the academic center.

Northern Virginia/Washington, D.C. Academic Center

The Northern Virginia/Washington, D.C. Academic Center opened in 1986. Two facilities comprise the center. In addition to University administrative offices, the center, located at 8000 Westpark Drive, McLean Virginia (in the Tysons Corner area), houses faculty offices, eleven classrooms, an electronic library/information resource area and a student lounge/lab area. Additional classroom space and faculty offices are located at the National Press Building, 529 14th St. NW, Suite 1125, Washington D.C. Classes are also offered in the Virginia communities of 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. Center offers the Bachelor of Science in Management, Master of Science in Management, 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. Center serves approximately 600 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.

Tampa Academic Center

The mission of the Tampa Academic Center is to assist adult learners in the realization of their higher educational goals and aspirations through high-quality, innovative degree programs. Founded in 1988 within the Sheraton Grand/Urban Centre complex at 4890 West Kennedy Boulevard, the Tampa Academic Center serves diverse west central Florida student populations by offering degree programs that are distinctive for their effectiveness, accessibility, and practicality.

Currently available to students are the Bachelor of Arts in Applied Behavioral Sciences, the Bachelor of Science in Management, the Master of Science in Management, and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction.

The Center provides enrollment counseling, academic services, financial services, student services, an electronic library, and academic development services.

The Tampa Academic Center facilities include newly renovated classrooms, faculty offices, administrative offices, and a learning resource center.

Milwaukee/Beloit Academic Center

The Milwaukee Academic Center, located in suburban Brookfield at 325 North Corporate Drive, is the administrative site for field programs offered to residents of southeastern Wisconsin. The Center opened in 1984.

Housed in a corporate office park, facilities include administrative offices, classrooms, an electronic library, a computer laboratory, and faculty offices. Enrollment counseling, information and library assistance, student affairs, and academic development services are provided at the academic center.

Currently, the Master of Education and the Education Specialist Degrees in Interdisciplinary Studies in Curriculum and Instruction and the Master of Education and Certificate of Advanced Study Programs in Educational Leadership are offered at many locations in Southern Wisconsin.

National College of Education degrees are also offered to residents of southern Wisconsin and northern Illinois through the Beloit location at 501 Prospect Street, which also houses an electronic library.

Late afternoon and evening classes meet at sites in 10 counties in southern Wisconsin. In addition, extension classes and workshops are offered at the centers and at other locations. The Milwaukee/Beloit Academic Center currently serves more than 400 students.

Atlanta Academic Center

The Atlanta Academic Center is located in the city of Atlanta on the Northeast Expressway, access road at I-85 and North David Hills Road less than five minutes from Atlanta's downtown business district. Housed in a modern office building, its facilities include administrative offices, classrooms, a computer learning laboratory, an electronic library, and faculty offices. The location and facilities of the center make it an ideal setting for offering evening and weekend degree programs to working adults in the metropolitan area.

Academic programs offered through the center include the Bachelor of Arts in Applied Behavioral Science, the Master of Science in Human Resource Management and Development as well as continuing education courses in various areas of student interest.

The Atlanta Academic Center, opened in the spring of 1990, has an enrollment of more than 200 students. A full-time faculty of six, a professional staff of eight and a full-time 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, student affairs, information and library assistance, and academic development are available to students at the Atlanta Academic Center.

Heidelberg Academic Center

The Germany International Academic Center of National-Louis University is located in Heidelberg, Germany. Founded in 1989, the center was established to meet the educational needs of the Department of Defense Dependent Schools (DoDDS) personnel as well as members of the military community who are interested in post-baccalaureate degrees in Education.

Students of the Germany Center can pursue the Master of Education in Interdisciplinary Studies in Curriculum and Instruction (M.Ed.) and the Education Specialist (Ed.S.), a post-master's degree in teacher leadership. These programs are both field-based, logistically and philosophically.

Alumni Statement

National-Louis University has more than 20,000 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.

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 serves as the liaison between the University and the alumni, by 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. National-Louis University alumni link our rich traditions to our vital present and into our exciting future.

1994-96 Academic Calendar

1994 Fall Quarter

September

| | | |
|------|------------------|---|
| 5 | Monday | Labor Day Holiday (University closed) |
| 6 | Tuesday | Rosh Hashanah* |
| 6-10 | Tuesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 12 | Monday | Fall Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 15 | Thursday | Yom Kippur* |

November

| | | |
|--------|-----------------|--|
| 20 | Sunday | Fall Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 21-27 | Monday-Sunday | No Classes |
| 24-25 | Thursday-Friday | Thanksgiving Holiday (University closed) |
| 28 | Monday | Hanukkah* |
| 28 | Monday | |
| Dec. 4 | Sunday | Make-up Week |

December

| | | |
|----|----------|------------------------------------|
| 23 | Friday | Holiday (University closed) |
| 24 | Saturday | Christmas Eve* (University closed) |
| 25 | Sunday | Christmas* (University closed) |
| 26 | Monday | Holiday (University closed) |
| 31 | Saturday | New Year's Eve (University closed) |

1995 Winter Quarter

January

| | | |
|-----|------------------|---|
| 1-2 | Sunday-Monday | New Year's Day (University closed) |
| 3-7 | Tuesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 9 | Monday | Winter Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 16 | Monday | Martin Luther King, Jr., Holiday (University closed) |

March

| | | |
|-------|---------------|--|
| 19 | Sunday | Winter Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 20-27 | Monday-Sunday | Make-up week |

1995 Spring Quarter

March

| | | |
|---------|----------|--|
| 28 | Tuesday- | Undergraduate orientation and registration; |
| April 1 | Saturday | Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |

April

| | | |
|----|----------|---|
| 3 | Monday | Spring Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 14 | Friday | Good Friday* |
| 15 | Saturday | Passover* |
| 16 | Sunday | Easter* |

May

| | | |
|----|--------|--|
| 29 | Monday | Memorial Day Holiday (University closed) |
|----|--------|--|

June

| | | |
|-------|---------------|--|
| 10 | Saturday | Commencement |
| 11 | Sunday | Spring Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 12-18 | Monday-Sunday | Make-up week |

1995 Summer Quarter

June

| | | |
|-------|--------------------|---|
| 21-24 | Wednesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 26 | Monday | Summer Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |

July

| | | |
|---|---------|--|
| 4 | Tuesday | Independence Day Holiday (University closed) |
|---|---------|--|

August

| | | |
|----|--------|--|
| 20 | Sunday | Summer Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
|----|--------|--|

August (continued)

| | | |
|-------|---------------|--------------|
| 21-27 | Monday-Sunday | Make-up week |
|-------|---------------|--------------|

September

| | | |
|---|--------|---------------------------------------|
| 4 | Monday | Labor Day Holiday (University closed) |
|---|--------|---------------------------------------|

1995 Fall Quarter

September

| | | |
|-----|------------------|---|
| 4 | Monday | Labor Day Holiday (University closed) |
| 5-8 | Tuesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 11 | Monday | Fall Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 25 | Monday | Rosh Hashanah* |

October

| | | |
|---|-----------|-------------|
| 4 | Wednesday | Yom Kippur* |
|---|-----------|-------------|

November

| | | |
|--------|-----------------|--|
| 19 | Sunday | Fall Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 20-26 | Monday-Sunday | No Classes |
| 23-24 | Thursday-Friday | Thanksgiving Holiday (University closed) |
| 27 | Monday- | |
| Dec. 3 | Sunday | Make-up Week |

December

| | | |
|----|---------|------------------------------------|
| 18 | Monday | Hanukkah* |
| 24 | Sunday | Christmas Eve* (University closed) |
| 25 | Monday | Christmas* (University closed) |
| 26 | Tuesday | Holiday (University closed) |
| 31 | Sunday | New Year's Eve (University closed) |

1996 Winter Quarter

January

| | | |
|-----|------------------|---|
| 1 | Monday | New Year's Day (University closed) |
| 2-6 | Tuesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 8 | Monday | Winter Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 15 | Monday | Martin Luther King, Jr., Holiday (University closed) |

March

| | | |
|-------|---------------|--|
| 17 | Sunday | Winter Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 18-24 | Monday-Sunday | Make-up week |

1996 Spring Quarter

April

| | | |
|-----|------------------|---|
| 2-6 | Tuesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 4 | Thursday | Passover* |
| 5 | Friday | Good Friday* |
| 7 | Sunday | Easter* |
| 8 | Monday | Spring Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |

May

| | | |
|----|--------|--|
| 27 | Monday | Memorial Day Holiday (University closed) |
|----|--------|--|

June

| | | |
|-------|---------------|--|
| 8 | Saturday | Commencement |
| 16 | Sunday | Spring Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 17-23 | Monday-Sunday | Make-up week |

1996 Summer Quarter

June

| | | |
|-------|--------------------|--|
| 26-29 | Wednesday-Saturday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
|-------|--------------------|--|

July

| | | |
|---|---------|---|
| 1 | Monday | Summer Quarter classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 4 | Tuesday | Independence Day Holiday (University closed) |

August

| | | |
|-------|---------------|--|
| 25 | Sunday | Summer Quarter classes end; graduate***/undergraduate** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 26-30 | Monday-Friday | Make-up week |

* Religious holidays included for informational purposes.

** Classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement during the make-up week.

*** Graduate courses missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement during the make-up week.

* Religious holidays included for informational purposes.

** Classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement during the make-up week.

*** Graduate courses missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement during the make-up week.

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 1994-95 credit hour fee schedule is as follows:

Tuition and Fee Schedule 1994-95

This information is current as of the catalog publication date. The quarterly bulletins will contain the most current fee information.

Undergraduate Tuition and Fees 1994-95

On-Campus Programs

Application fee\$ 25.00
 Tuition deposit (non-refundable).....75.00

Tuition:
 Summer (1994)106.00/QH
 Fall, Winter, Spring212.00/QH
 Full-time/FWS; @ 15QH/term9,540.00
 Full-time/term @ 15 QH.....3,180.00

Fees:
 Course audit fee (not for credit)Same as credit fees
 Credit by proficiency80.00
 Fees for private applied music lessons
 for academic credit - in addition
 to regular tuition20.00/QH

Off-Campus Degree Programs

Application fee\$ 25.00
 Tuition deposit (non-refundable).....75.00

Tuition:
 College of Arts & Sciences225.00/QH*
 College of Management & Business.....240.00/QH*0

Credit by Portfolio Fees:
 Application fee100.00
 Per Essay Assessed80.00

Extension Programs

Tuition: per quarter hour106.00/QH

Graduate Tuition and Fees 1994-95

Application fee\$ 25.00
 Tuition deposit (non-refundable).....75.00

Tuition:
 National College of Education
 (On-Campus Programs).....318.00/SH
 National College of Education
 (Off-Campus Degree Programs).....309.00/SH*
 College of Arts & Sciences
 (On-Campus Programs).....305.00/SH
 College of Management & Business
 (On-Campus Programs).....305.00/SH
 College of Management & Business
 (Off-Campus Programs)360.00/SH*
 Extension Programs160.00/SH

* Inclusive of costs for books and other instructional materials.

General Fees

Miller Analogy Test fee\$ 40.00
 Watson-Glaser Critical Thinking Appraisal15.00
 Late registration fee.....25.00
 Processing fee for withdrawing from courses with
 tuition refund20.00
 Duplicate transcript of records, per copy.....3.00
 Next day service, per copy10.00
 Transcript with completion statement.....10.00
 Special letters10.00
 Course descriptions10.00
 Grade letters10.00
 Graduation fee40.00
 Certificate fee40.00
 Diploma re-order (each time)20.00
 Student I.D. Replacement fee.....5.00
 Deferred Payment Plan fee25.00/Term
 Extended Payment Plan fee20.00
 Late Payment fee5.00
 Payment Plan finance charge: 1-1/2% per month on
 outstanding balances
 Returned check/credit card rejection fee25.00

Room and Board 1994-95

| Per Quarter | Room | | | Board | | | Room & Board | | | |
|---------------------------------------|-------|-------|-------|-------|-------|-------|--------------|---|---|--|
| | A* | B* | C* | A | B | C | A | B | C | |
| Double room | 690 | 690 | 727 | 855 | 1,380 | 1,417 | 1,545 | | | |
| Single room | 855 | 690 | 727 | 855 | 1,545 | 1,582 | 1,710 | | | |
| Double-as-single | 1,030 | 690 | 727 | 855 | 1,720 | 1,757 | 1,885 | | | |
| Three Quarters (Fall, Winter, Spring) | | | | | | | | | | |
| Double room | 2,070 | 2,070 | 2,182 | 2,565 | 4,141 | 4,252 | 4,635 | | | |
| Single room | 2,565 | 2,070 | 2,182 | 2,565 | 4,635 | 4,746 | 5,129 | | | |
| Double-as-single | 3,090 | 2,070 | 2,182 | 2,565 | 5,160 | 5,272 | 5,655 | | | |

Weekly rates - Room only Board: A La Carte
 Double room72.00
 Single room87.00
 Double-as-single108.00

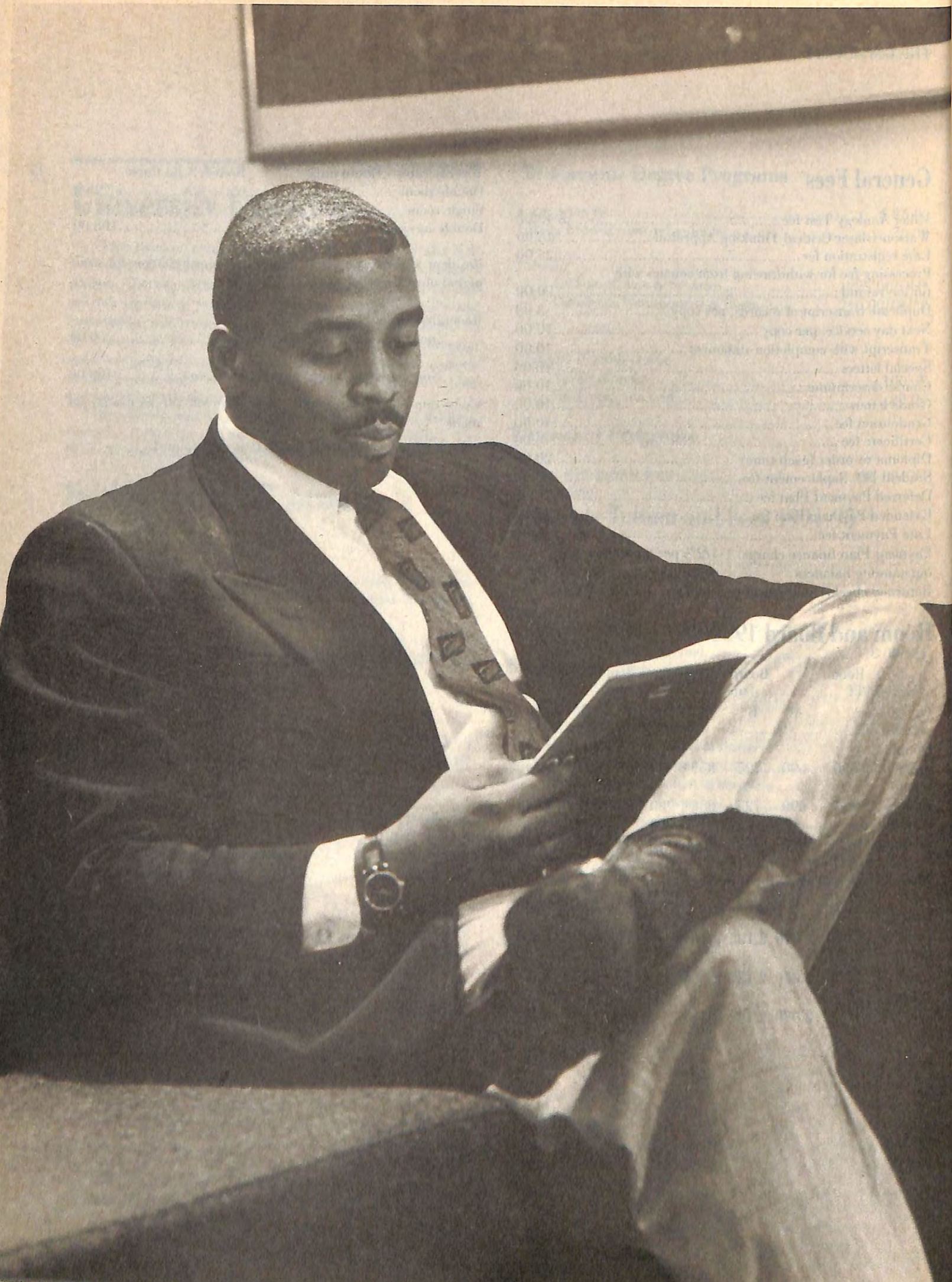
Resident students pay both room and board charges for each period of registration.

Room deposit fee/damage fee
 (non-refundable after 8/1/94)50.00

Non-National-Louis University students100.00

Guest rates: Overnight rooms—All rooms \$20.00 per person per night

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



Academic Programs



20 **Chicago Metropolitan Area**

| | College of Arts and Sciences | College of Management and Business | National College of Education |
|-----------------|---|--|---|
| Chicago | Applied Behavioral Sciences* Health Care Leadership* Human Services Human Services/ Alcohol/Substance Abuse Studies Human Services/ Gerontology Specialization Human Services/Psychology Human Services/ Social and Behavioral Studies Liberal Arts Studies Psychology Sport Management | Accounting Entrepreneurship Specialization International Business Specialization Business Administration/ Entrepreneurship Specialization International Business Specialization Computer Information Systems & Management Entrepreneurship Specialization International Business Specialization Management* | Early Childhood Education Elementary Education |
| Evanston | Applied Behavioral Sciences* Health Care Leadership* Human Services Human Services/ Alcohol/Substance Abuse Studies Human Services/ Gerontology Specialization Human Services/Psychology Human Services/ Social and Behavioral Studies Liberal Arts Studies Medical Technology Psychology | Management* | Early Childhood Education Elementary Education |

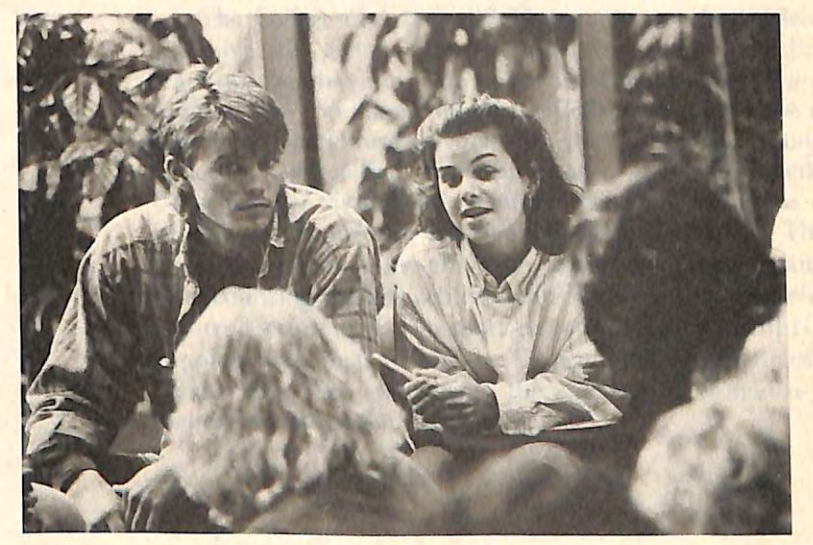
* Offered in Field experience program model at locations throughout metropolitan area.

| | | | |
|-----------------|---|-------------|---|
| Evanston | Radiation Therapy Respiratory Care Sport Management Theatre Arts | | |
| Wheaton | Applied Behavioral Sciences* Health Care Leadership* Human Services Human Services/ Alcohol/Substance Abuse Studies Human Services/ Gerontology Specialization Human Services/Psychology Human Services/ Social and Behavioral Studies Liberal Arts Studies Psychology | Management* | Early Childhood Education Elementary Education |
| Elgin | Applied Behavioral Sciences* Human Services Psychology | Management* | Elementary Education |

Out-of-State Academic Centers

| | | |
|---|------------------------------|-------------|
| St. Louis, MO | | Management* |
| Northern, VA/ Washington, D.C. | | Management* |
| Tampa, FL | Applied Behavioral Sciences* | Management* |
| Atlanta, GA | Applied Behavioral Sciences* | |

* Offered in Field experience program model at locations throughout metropolitan area.



The College of Arts and Sciences is committed to providing a high quality education for all students. Our programs are designed to be challenging and to prepare students for the workforce. We offer a variety of majors and minors, and we have a strong emphasis on research and scholarship. Our faculty are experts in their fields, and they provide excellent instruction and mentorship to their students. We are proud of our graduates and the success they achieve in their careers and lives.

Division of Health and Human Services

Allied Health Programs

The Allied Health Department offers programs to prepare students for initial entry into health professions as well as career advancement. Degree programs leading to professional careers include Medical Technology, Radiation Therapy, and Respiratory Care. These programs are offered in collaboration with several area hospitals and involve substantial periods of intensive clinical instruction. After completion of required prerequisite study, students must apply for admission to the professional program of their choice.

Allied health professionals who have obtained their professional credentials may seek career advancement through the Health Care Leadership program. Students are given opportunities to develop skills in health care team building, supervision, 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.

Allied Health Program Bachelor of Arts in Health Care Leadership

Program Admission Requirements

The Bachelor of Arts 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 13-week terms with classes held 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

To enter the program students must enroll in the course Blueprints for Lifelong Learning. This course allows the student to

- a. examine past achievements, current skills, and interests,
- b. define personal and professional goals and

- c. develop an educational plan for achieving their goals.

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. Successful completion of the course Blueprints for Lifelong Learning.
3. 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.
4. A grade point average of 2.0 or above (on a 4.0 scale) in all postsecondary work.
5. Two letters of recommendation from persons qualified to judge academic or professional expertise.
6. Development of a degree completion plan with the assistance of an academic advisor.
7. Complete academic skill assessment. (Depending on the results of this assessment, the academic plan may include Strategies for Effective Learning, other preparatory courses or provisional status.)

Health Care Leadership Program (B.A.)

General Studies Requirements 60 QH

Humanities
 Natural Sciences and/or Mathematics
 Behavioral Sciences
 Additional courses in above areas to total 60 QH

Blueprints for Lifelong Learning 2

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 |
| AHG400 | Overview of Health Care Delivery | 4 |
| LAP340 | Effective Interpersonal Relationships | 4 |
| LAS331 | Dynamics of Group Behavior | 4 |

28 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 studies credit through National-Louis University course work, transfer credit, credit by exam, credit by proficiency and credit by portfolio.

Total Minimum Hours 180 QH

Allied Health—Administration Minor

Allied Health—Education Minor

The Allied Health minor is available to students in related programs. A minimum of 30 quarter hours selected with advisor approval from Allied Health, Human Services, Management, Education, or related courses must be successfully completed.

School Nurse Certification Program

Registered nurses with a bachelor's degree may complete school nurse certification requirements as part of a Master's in Education degree. (See Graduate Catalog). The School Nurse Program Director is responsible for program admission and student advising.

Medical Technology Program (B.A.)

The baccalaureate degree program in Medical Technology is offered in collaboration with The Evanston Hospital and Lutheran General Hospital. The first three years at National-Louis University consist of a balanced program of liberal arts and sciences with an emphasis on the application of the sciences to the clinical laboratory. The professional component in the fourth year is hospital-based at one of the two affiliates and provides clinical education specific to the laboratory sciences.

At the completion of the program, the student is eligible to sit for the national certification examinations and a Bachelor of Arts with a concentration in Medical Technology is awarded.

The program is accredited by the Committee on Allied Health Education Accreditation in conjunction with the American Medical Association and the National Accrediting Agency for Clinical Laboratory Sciences.

Medical Technology combines the health professional's goals of caring, helping, and healing in support of patient care. The medical technologist performs a variety of tests in the clinical laboratory for the purpose of diagnosing disease, evaluating the type of treatment to be employed, and monitoring the implications pertaining to the cause of disease. Many career opportunities outside the medical laboratory are also available.

Program Admission Requirements

The curriculum in Medical Technology consists of three years in the preclinical area at National-Louis University and one year of clinical education at one of the affiliated hospitals. A baccalaureate degree is mandatory to be eligible to sit for the certification examinations.

To be considered for the clinical experience, students are expected to demonstrate professional promise and must maintain minimum science and cumulative grade point averages of 3.0/4.0. Transfer students with college credit will be evaluated on an individual basis. Placement in a specific clinical affiliate is determined by a Board of Admissions.

Further information concerning program requirements can be found in the Medical Technology Program Student Handbook. All university academic requirements must be met.

General Studies Requirements 50 QH

Humanities

| | | |
|--------|----------------------------------|---|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAE305 | Philosophy of Values & Ethics or | 5 |
| LAE320 | Philosophy of Death & Dying | |
| | Humanities Elective | 5 |

Behavioral Science

| | | |
|--------|------------------------------|---|
| LAP100 | Introductory Social Science | 5 |
| | General Psychology | 5 |
| | Behavioral Science or | |
| | Social Science elective | 5 |

Natural Science

| | | |
|---------|-----------------|---|
| | Mathematics | 5 |
| LAN110 | General Biology | 5 |
| LAN351* | General Physics | 5 |

Medical Technology Requirements

Preclinical Requirements 88 QH

| | | |
|---------|--|---|
| LAM111 | Logarithm/Trigonometry Unit (if taking College Math) | 1 |
| LAN200 | Anatomy and Physiology I | 5 |
| LAN205 | Anatomy and Physiology II | 5 |
| LAN250* | Inorganic Chemistry I | 5 |
| LAN251* | Inorganic Chemistry II | 5 |
| LAN302* | Zoology | 5 |
| LAN358* | Organic Chemistry | 7 |
| LAN360* | Biochemistry | 5 |
| LAN364 | Quantitative Analysis | 5 |
| LAN366 | Biostatistics | 5 |
| LAN409 | Genetics | 5 |

| | | |
|---------|---|----|
| LAN410 | Fundamentals of Immunology | 5 |
| LAN411 | Microbiology | 5 |
| LAN412* | Medical Microbiology | 5 |
| | Electives (2) | 10 |
| AHM301 | Introduction to Hematology and Immunohematology | 5 |
| | Science elective or Pathology | 5 |

Clinical Requirements **45QH

| | | |
|---------|--|---|
| AHM400 | Orientation to Clinical Laboratory Science | 0 |
| AHM402 | Clinical Microbiology | 3 |
| AHM402A | Clinical Microbiology Laboratory I | 3 |
| AHM402B | Clinical Microbiology Laboratory II | 3 |
| AHM402C | Clinical Parasitology/Mycology | 2 |
| AHM402D | Clinical Virology | 1 |
| AHM403 | Clinical Hematology/Coagulation | 3 |
| AHM403A | Clinical Hematology/Coagulation Laboratory I | 2 |
| AHM403B | Clinical Hematology/Coagulation Laboratory II | 3 |
| AHM404 | Clinical Immunohematology/Transfusion Medicine | 1 |
| AHM404A | Clinical Immunohematology/Transfusion Medicine Laboratory I | 3 |
| AHM404B | Clinical Immunohematology/Transfusion Medicine Laboratory II | 2 |
| AHM405 | Clinical Immunoserology | 1 |
| AHM405A | Clinical Immunoserology Laboratory I | 2 |
| AHM405B | Clinical Immunoserology Laboratory II | 2 |
| AHM408 | Phlebotomy | 1 |
| AHM409 | Clinical Laboratory Science Management/Education | 1 |
| AHM410 | Clinical Biochemistry | 3 |
| AHM410A | Clinical Biochemistry Laboratory I | 3 |
| AHM410B | Clinical Biochemistry Laboratory II | 3 |
| AHM411 | Body Fluids | 1 |
| AHM411A | Body Fluids Laboratory | 2 |

Total Minimum Hours 183 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 grades of "C" or better.

* Students who meet the residency requirements will also earn a science concentration.

** Prerequisites for clinical year consist of successful completion of all general studies and pre-clinical requirements. Minimum cumulative and science averages of 3.0/4.0 must be earned

before placement at a clinical site. Students must meet minimum academic criteria for each course to earn the baccalaureate degree and eligibility for certification.

Radiation Therapy Program (B.A.)

This baccalaureate degree program with a professional sequence educates therapists for hospital staff positions to deliver a planned course of radiation therapy to cancer patients.

It may be possible for some students to complete the professional requirements for certification to The American Registry of Radiologic Technologists (ARRT), before completing the requirements of the degree. Radiation Therapy students are only required to take a single major concentration. They may elect to take an additional minor or major of their choice.

Entering students should consult the program director early in their studies and must follow established course sequences to avoid delays in program completion.

Radiographers with A.A. or A.S. degrees are awarded advanced standing in the program. Depending upon the transfer courses accepted, some radiographers may be very close to receiving their degree at the time they have completed the professional requirements of the program. Graduates of hospital-based programs will be reviewed on an individual basis for advanced standing.

All Radiation Therapy students must take and successfully pass a course in Cardiopulmonary Resuscitation as prescribed by the American Heart Association before they complete the professional sequence of the program. Students can complete this requirement during their clinical assignment or by taking any American Heart Association class in CPR.

The professional sequence of the program received its accreditation in October, 1985 from the Committee on Allied Health Education and Accreditation of the American Medical Association.

The program has established affiliations with six area hospitals for the purpose of providing the clinical education. The clinical affiliates are:

- The Evanston Hospital, Evanston
- Lutheran General Hospital, Park Ridge
- Northwest Community Hospital, Arlington Heights
- Northwestern Memorial Hospital, Chicago
- Resurrection Hospital, Chicago
- St. Francis Hospital, Evanston

Program Admission Requirements

Students seeking admission to the Radiation Therapy Program must first gain admission to the University and then complete at least 45 quarter hours of college level course work, with a minimum cumulative grade point average of 3.0 on a 4.0 scale. The following prerequisite courses are required for admission to the clinical sequence:

| | | |
|----|--------|---|
| 30 | LAE101 | Fundamentals of Composition or equivalent |
| | LAH320 | Philosophy of Death and Dying or |
| | LAH305 | Philosophy of Values and Ethics |
| | LAM110 | College Math or equivalent |
| | LAM111 | Log/Trig Unit |
| | LAN110 | General Biology |
| | LAN200 | Anatomy and Physiology I |
| | LAN205 | Anatomy and Physiology II |
| | LAP100 | General Psychology |
| | AHG102 | Medical Terminology |
| | | Introductory course in computers |

All Language Institute and developmental courses prescribed based on entry testing must be completed before program admission.

Students should contact the Program Director for information about program application procedures and deadlines. Admission is currently limited to 25 students per year. If space is available, individual prerequisite courses may be deferred with Allied Health Department approval. Early application is encouraged. Students who miss the application deadline or are not accepted for the clinical sequence may be considered for the following year.

Students considering application to the program should be aware of the physical requirements for the performance of the clinical objectives. The performance of the clinical objectives requires the ability to: walk, bend, stretch, lift and pull; good eye-hand coordination; the ability to see, differentiate color and depth through natural or corrected vision; the ability to discriminate subtle changes in pitch and quality of sound. Further, students must be at least 18 years of age before being permitted to register for clinical courses.

Transfer students are welcome; advanced standing will be determined by a review of their transcripts. Before admission to the clinic, students will be required to have a physical examination with certain requisite tests: chest x-ray, complete blood count, urinalysis, and tuberculin skin test. The examining physician must complete the Examining Physician Form. The form can be obtained from the Program Director. Students must have two copies of the results of their tests, and the Examining Physician Form. One copy goes to the Program Director and the other to the Clinical Supervisor. Tests cannot be over six months old by the first clinical day.

General Studies Requirements 56 QH

| | | |
|-----------------|-------------------------------|---|
| Humanities | | |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH320** | Philosophy of Death and Dying | 5 |
| | Humanities elective | 5 |
| Natural Science | | |
| LAM110** | College Mathematics | 5 |

| | | |
|----------|-----------------------------|---|
| LAM111** | Logarithm/Trigonometry Unit | 1 |
| LAN110** | General Biology | 5 |
| LAN200** | Anatomy and Physiology I | 5 |
| LAN205** | Anatomy and Physiology II | 5 |

| | | |
|--------------------|---------------------------------------|---|
| Behavioral Science | | |
| LAP100 | General Psychology | 5 |
| | Introductory Course in Social Science | 5 |
| | Behavioral Science elective | 5 |

Radiation Therapy Requirements 105 QH

| | | |
|---------|--|----|
| AHG102 | Medical Terminology | 2 |
| AHR200* | Introduction to Radiation Therapy | 5 |
| AHR201 | Patient Care | 5 |
| AHR202 | Imaging Techniques in Medicine | 2 |
| AHR203* | Radiation Physics I | 5 |
| AHR313* | Radiation Physics II | 5 |
| AHR314 | Radiation Protection | 2 |
| AHR315 | Quality Assurance | 2 |
| AHR412* | Oncology | 5 |
| AHR413* | Radiation Biology | 5 |
| AHR415 | Radiation Research Seminar | 2 |
| AHR416 | Radiation Oncology I | 5 |
| AHR417 | Radiation Oncology II | 5 |
| AHR418 | Dosimetry | 5 |
| AHR420* | Pathology | 5 |
| AHR481 | Clinical Practicum I | 8 |
| AHR482 | Clinical Practicum II | 6 |
| AHR483 | Clinical Practicum III | 6 |
| AHR484 | Clinical Practicum IV | 10 |
| AHR485 | Clinical Practicum V | 8 |
| AHR481S | Practicum Seminar I | 1 |
| AHR482S | Practicum Seminar II | 1 |
| AHR483S | Practicum Seminar III | 1 |
| AHR484S | Practicum Seminar IV | 1 |
| AHR485S | Practicum Seminar V | 1 |
| LAM107 | Utilization of Microcomputers or an Introductory Computer Course | 2 |

Electives Under Advisement 19

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.

* These courses may be counted toward a science concentration.

** In addition to the radiation therapy professional requirements, these General Studies courses are required for certification to the ARRT.

Respiratory Care Program (B.A.)

The baccalaureate program is offered in collaboration with clinical affiliates in the Chicago area. Freshmen begin their studies with a balanced program of liberal arts and science courses. The professional sequence typically begins in the junior year. Respiratory Care didactic courses are integrated with clinical rotations in area hospitals.

The professional component of the program is a continuation of the hospital-based program offered by the University of Chicago Medical Center. As such, it is the oldest accredited respiratory therapy educational program in current operation. The University of Chicago Hospitals, Columbus Hospital, the Evanston Hospital and Northwestern Memorial Hospital act as clinical affiliates for the program, adding great diversity of clinical experience available for students. The program is accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association in consultation with the Joint Review Committee for Respiratory Care Education (JRCRCE).

This unique model combines intensive hospital training with the solid academic foundation of a baccalaureate program to enhance the prospects for continuing professional growth and development. Upon completion of the professional course (sequence) requirements (typically at the end of the fall quarter of the senior year), the student is recognized as a Graduate Respiratory Therapist and is qualified to take the National Board for Respiratory Care (NBRC), Entry Level Examination. After passing this examination, graduates are eligible for the Advanced Practitioner (Registry) Examinations. Students may elect to seek employment while completing degree requirements on a full- or part-time basis. The final quarters of the degree program involve completion of B.A. degree requirements.

Program Admission Requirements

Enrollment in the Respiratory Care Program is limited to the number of available clinical rotations. Application to the professional sequence will normally occur during the spring quarter of the second year. If space allows, students can be admitted to an extended professional sequence option which involves taking one Respiratory Care course per quarter. (Typically these courses are AHP301, AHP302 and AHP303.) Students are expected to have a G.P.A. of 3.0 on a 4.0 scale in their preparatory studies. Exceptions will be evaluated on an individual basis. The final admission decision will be based on academic performance in general studies and required prerequisite courses, and other indicators of professional promise. Applicants and students in clinical rotations are required to comply with all procedures and policies including infectious disease screening and immunization requirements established by the University and its clinical affiliates. Transfer students are welcome; previous work is evaluated on a course-by-course basis.

Further information concerning program requirements can be found in the Respiratory Care Program Student Handbook. Although the professional courses and clinical rotations must be completed in a prescribed sequence, students have considerable flexibility in designing their total academic program. All students seeking the B.A. degree must complete at least 180 quarter hours. If this option is chosen, it must be noted that several additional specific requirements must also be considered in planning any individual's program.

General Studies Requirements 50 QH

| | | |
|------------|---|---|
| Humanities | | |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH320 | Philosophy of Death and Dying or | |
| | Humanities elective | 5 |
| | Humanities elective | 5 |

| | | |
|------------------|-------------------------|---|
| Natural Sciences | | |
| LAM110 | College Mathematics | 5 |
| LAN110 | General Biology | 5 |
| LAN110L | General Biology Lab | 0 |
| LAN250 | Inorganic Chemistry | 5 |
| LAN250L | Inorganic Chemistry Lab | 0 |

| | | |
|---------------------|-------------------------------------|---|
| Behavioral Sciences | | |
| LAP100 | General Psychology or | |
| LAP203 | Life Span Development | 5 |
| LAS115 | Introduction to Economics or | |
| | Social Science elective | 5 |
| | Social Science elective | 5 |

Respiratory Care Requirements

Required Prerequisite Courses (for program admission) 18 QH

| | | |
|---------|----------------------------------|---|
| AHG102 | Medical Terminology | 2 |
| LAM111 | Logarithm/Trigonometry Functions | 1 |
| LAN205 | Anatomy and Physiology II | 5 |
| LAN250L | Anatomy and Physiology II Lab | 0 |
| LAN351 | General Physics | 5 |
| LAN351L | General Physics Lab | 0 |
| LAN411 | Microbiology | 5 |
| LAN411L | Microbiology Lab | 0 |

Professional Sequence and Clinical Courses 74 QH

| | | |
|---------|--|---|
| AHP301* | Pulmonary Physiology | 5 |
| AHP302* | Pulmonary Pathology | 5 |
| AHP303* | Cardiovascular Diseases and Therapy | 5 |
| AHP311 | Patient Assessment/Medical Gas Therapy | 5 |

| | | | |
|----|---------------------|---------------------------------------|--------|
| 32 | AHP312 | Airway Care | 5 |
| | AHP313 | Respiratory Care Pharmacology | 3 |
| | AHP411 | Mechanical Ventilators | 5 |
| | AHP412 | Pulmonary Diagnostics | 2 |
| | AHP421 | Respiratory Critical Care | 6 |
| | AHP431 | Respiratory Care Specialties | 6 |
| | AHP481 | Clinical Practice I | 6 |
| | AHP482 | Clinical Practice II | 6 |
| | AHP483 | Clinical Practice III | 5 |
| | AHP484 | Clinical Practice IV | 6 |
| | AHP499A | Current Topics in Respiratory Care I | 2 |
| | AHP499B | Current Topics in Respiratory Care II | 2 |
| | Electives | | 37 |
| | 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 grades of "C" or better.

* These courses can be taken in the extended sequence option.

In addition to academic requirements, students must comply with infection control, health screening, and immunization requirements of individual clinical affiliates.

Human Services Programs

Department of Human Services programs are designed to assist students in developing a broad understanding of the issues concerning human services through course work and practical application. Students work in team efforts with experts to develop professional skills and gain experience.

The Department offers both undergraduate and graduate 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 graduate programs offer additional opportunities for the development of advanced knowledge and skills in a number of specialized areas.

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.

All undergraduate students in the Department of Human Services are admitted to the Social and Behavioral Studies Program for preprofessional study. Upon completion of preprofessional requirements, the student may continue in the Social and Behavioral Studies Program or seek admission to one of the Human Service professional studies sequences.

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. (See Human Services Department Undergraduate Handbook for details.) Undergraduate students may, with undergraduate advisor 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 the acceptance into the Professional Studies Sequence.

If a student has a lower GPA than 3.0 (B), he or she may be accepted provisionally into the Professional Studies Sequence under exceptional circumstances.

C. A grade of "D" in any Human Services course requires a repeat of the course.

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 under 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 listed on page ??, 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. Students in the Human Services and Psychology Program must complete at least 10 quarter hours of upper division work in each area 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 advisor.

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. The student will be assessed a fee upon registration for the practicum to cover this expense.

(See Human Services Undergraduate Student 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 service study is expected to subscribe to the code of ethics and to abide by the Department's policy on attitudes and behavior with respect to drug use, as published in the Human Services Student Handbook.

Policy Statement for Students in Human Services

The pursuit of study in Human Services demands of all students responsible attitudes and behavior with respect to drug use. Any inappropriate or abusive drug use may necessitate a meeting with the program coordinator and the student may be requested to engage in treatment before continuing the human services sequence.

Recovering alcoholics and recovering substance abusers face a significant challenge in learning to see their recovery programs in the context of the field at large. Those who have at least one year of sobriety/abstinence before beginning their studies are less vulnerable to relapse. While there is no abstinence requirement for most course work, it is strongly recommended that recovering persons register for practicum courses only if they have one year of abstinence/sobriety. All recovering persons should feel free to meet with the program coordinator or their advisor to clarify conflicts between the field at large and the student's recovery program.

If drug abuse occurs during the practicum course, the student may be requested to stop the practicum; it is strongly recommended that the student be abstinent for at least three months before returning to the practicum site. In addition, the student may be requested to verify that he or she is engaged in an appropriate abuse treatment program before continuing their abuse studies at National-Louis University.

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 service 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.

Counseling Students Out of the Human Services Program

Faculty and administration at National-Louis University take the concept of preparing future professionals very seriously. We believe that the values and ethics needed to work in the Human Service Agencies will be reflected in the behavior of the students, both in the classroom as well as in the field. Thus, in order to evaluate performance on a continual basis, students are staffed at department meetings. Campus Coordinators review all Student Recommendation forms and grades each quarter. If faculty observe behavior that is in violation of the Code of Ethics or other behavior of concern, the faculty member and/or department can recommend that the student be counseled out of the program. This means that even a straight "A" student can be advised to seek a different major either at National-Louis University or at some other institution. Examples of this would include: coming to class under the influence of alcohol or nonprescription drugs, consistent efforts to disrupt classroom activity either verbally or nonverbally, cheating, plagiarizing work, or personal issues consistently interfering with classroom learning.

The student is referred to the Human Service Program Student Handbooks to review the Code of Ethics as well for further information on this policy.

Student Rights and Appeals Processes

It is the students' 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 of the Council on Student Affairs.

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 Studies Requirements 55 QH

| | | |
|------------|--|---|
| Humanities | | |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| | Fine Arts elective | 5 |
| LAH120 | Logic and Effective Thinking or | |
| | Humanities elective | 5 |

Natural Sciences

| | | |
|--------|-------------------------------|---|
| LAM110 | College Mathematics or | 5 |
| LAM216 | Statistical Methods | 5 |
| LAN110 | General Biology | 5 |
| | Math and Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|---|
| LAP100 | General Psychology or | 5 |
| LAP203 | Life Span Development | 5 |
| | Introductory Social Science course | 5 |
| | Social Science elective | 5 |
| | Humanities, Natural or Behavioral Sciences | 5 |
| | elective | 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 | Administration of Health and Human Services Organizations | 5 |
| HSC503 | Counseling and Development in a Multicultural Society | 5 |
| HSM415 | Strategies of Community Intervention | 5 |
| HSM406 | Human Services and the Law | 5 |
| INT310 | Research Methods in Behavioral Sciences | 5 |
| | Human Service electives under advisement | 50 |
| | Free Electives | 20 |
| 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.

Human Services Program (B.A.)

General Studies Requirements 55 QH

Humanities

| | | |
|--------|--|---|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| | Fine Arts elective | 5 |
| LAH120 | Logic and Effective Thinking or | |
| | Humanities elective | 5 |

Natural Sciences

| | | |
|--------|---------------------------------|---|
| LAM110 | College Mathematics or | 5 |
| LAM216 | Statistical Methods | 5 |
| LAN110 | General Biology | 5 |
| | Math or Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|---|
| LAP100 | General Psychology or | 5 |
| LAP203 | Life-Span Development | 5 |
| | Introductory Social Science course | 5 |
| | Social Science elective | 5 |
| | Humanities, Natural or Behavioral Sciences | 5 |
| | elective | 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 | Administration of Health and Human Services Organizations | 5 |
| HSC503 | Counseling and Development in a Multicultural Society | 5 |
| HSM415 | Strategies of Community Intervention | 5 |
| HSM406 | Human Services and the Law | 5 |
| INT310 | Research Methods in 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 |

Electives under advisement (specialization) 40 35

Free Electives 10

Total Minimum Hours 180 QH

Gerontology Specialization

Students emerging from this specialization are able to work in a variety of settings with the elderly including long term care facilities, community agencies and senior centers. This combination of theory and practice enhances the hands-on skills available to provide a professional practice to the aged.

In order for the Gerontology specialization to be noted on the transcript, the following courses must be included as part of the Human Services Program requirements listed above:

| | | |
|--------|--|-------|
| | | 25 QH |
| HSC101 | Introduction to Gerontology | 5 |
| HSC441 | Health Care for Older Adults | 5 |
| HSC548 | Counseling Elders and Their Families | 5 |
| | Gerontology electives under advisement | 10 |

At least one Practicum within the Human Services Program must be designated as Gerontology or conducted in a center serving older adults.

Human Services and Psychology Program (B.A.)

General Studies Requirements 55 QH

Humanities

| | | |
|--------|--|---|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| | Fine Arts elective | 5 |
| LAH120 | Logic and Effective Thinking or | |
| | Humanities elective | 5 |

Natural Sciences

| | | |
|--------|---------------------------------|---|
| LAM110 | College Mathematics or | 5 |
| LAM216 | Statistical Methods | 5 |
| LAN110 | General Biology | 5 |
| | Math or Science elective | 5 |

Behavioral Sciences

| | | |
|--------|--|---|
| LAP100 | General Psychology | 5 |
| | Introductory Social Science course | 5 |
| | Social Science elective | 5 |
| | Humanities, Natural or Behavioral | |
| | Sciences elective | 5 |

36 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 |
| LAP203 Life Span Development <u>or</u> One Developmental Psychology course | 5 |
| LAP303 Social Psychology | 5 |
| LAP306 Theories of Personality | 5 |
| LAP307 Abnormal Psychology | 5 |
| LAP425 Mental Health | 5 |
| Psychology electives under advisement | 20 |
| Electives under advisement | 15 |
| Free electives | 15 |
| 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/Alcoholism Substance Abuse Programs

National-Louis University has three programs available to students interested in pursuing study in Alcoholism/Substance Abuse. These programs are:

- B.A. Human Services and Alcoholism/Substance Abuse
- Certificate in Alcoholism/Substance Abuse Counselor Studies (35 quarter hours) (Does not include practicum)
- Certificate in Alcoholism/Substance Abuse Training (45 quarter hours) (Does include practicum)

These degree and certificate programs are accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.

Human Services and Alcoholism/Substance Abuse (B.A.)

General Studies Requirements 55 QH

| | |
|---|---|
| Humanities | |
| LAE101 Fundamentals of Composition | 5 |
| LAE102 Composition and Literature | 5 |
| Fine arts elective | 5 |
| LAH120 Logic and Effective Thinking <u>or</u> Humanities elective | 5 |
| Natural Sciences | |
| LAM110 College Mathematics <u>or</u> | |
| LAM216 Statistical Methods | 5 |
| LAN110 General Biology | 5 |
| Math <u>or</u> Science elective | 5 |
| Behavioral Sciences | |
| LAP100 General Psychology <u>or</u> | |
| LAP203 Life Span Development | 5 |
| Introductory Social Science course | 5 |
| Social Science elective | 5 |
| Humanities, Natural <u>or</u> Behavioral Sciences elective | 5 |

Human Services Requirements 65 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 <u>or</u> | |
| HSC305 Special Needs Populations | 5 |
| HSC310 Administration of Health and Human Services Organizations | 5 |
| HSC503 Counseling and Development in a Multicultural Society | 5 |
| HSS531 Addictions and the Family | 5 |
| HSM406 Human Services and the Law | 5 |
| HSM415 Strategies of Community Intervention | 5 |
| HSM481-3 Human Service Practicum and Practicum Supervision | 10 |
| INT310 Research Methods in Behavioral Sciences | 5 |

Alcoholism/Substance Abuse Requirements 30 QH

| | |
|---|---|
| HSS100 Introduction to Alcoholism/Substance Abuse | 5 |
| HSS200 Physiology of Alcoholism and Substance Abuse | 5 |

| | |
|---|---------------|
| HSS201 Sociocultural Aspects of Alcohol/Substance Abuse | 5 |
| HSS202 Applied Clinical Strategies in Alcoholism/ Substance Abuse | 5 |
| HSS481-3 Alcohol/Substance Abuse Practicums and Practicum Supervision | 10 |
| Electives under advisement | 30 |
| Total Minimum Hours | 180 QH |

Course work is selected with departmental faculty advisement to meet specialization requirements and address academic and professional career interests.

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.

Alcoholism/Substance Abuse Certificate Programs

National-Louis University provides the alcoholism/substance abuse counselor trainee the opportunity to develop professional competencies necessary to become an effective counselor by providing closely supervised clinical learning experiences in alcoholism and drug treatment centers as accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.

NOTE: Transfer students may apply a maximum of 20 quarter hours of previous college course work towards certificate programs.

Certificate Program I: Undergraduate Certificate in Alcoholism/ Substance Abuse Counselor Studies.

Designed for experienced and/or currently employed alcoholism counseling personnel employed as entry- and mid-level service providers.

Certificate Program II: Undergraduate Certificate in Alcoholism/ Substance Abuse Training.

Designed for persons desiring entry- and mid-level positions in the alcoholism counseling field, who are essentially new trainees with little or no work experience under agency supervision in direct counseling of alcoholic clients.

Requirements for Both Certificates: 35 QH

| | |
|--|---|
| HSC102 Introduction to Applied Group Processes | 5 |
| HSC201 Principles and Dynamics of Interviewing | 5 |
| HSC203 Principles of Family Intervention <u>or</u> | |
| HSS531 Addictions and the Family | 5 |

| | |
|--|---|
| HSS100 Introduction to Alcoholism and Substance Abuse | 5 |
| HSS200 Physiology of Alcoholism/Substance Abuse | 5 |
| HSS201 Sociocultural Aspects of Alcoholism/ Substance Abuse | 5 |
| HSS202 Applied Clinical Strategies in Alcohol/ Substance Abuse | 5 |

Additional Courses for Certificate II

| | |
|---|-----|
| HSS481 Alcoholism/Substance Abuse Practicum I | 4-5 |
| HSM385 Practicum Supervision | 1 |

(A minimum of 150 hours of clinical contact and experience in an approved alcoholism treatment center.)

| | |
|--|-----|
| HSS482 Alcoholism/Substance Abuse Practicum II | 4-5 |
| HSM385 Practicum Supervision | 1 |

(A minimum of 150 hours of clinical contact and experience in an approved alcoholism treatment center.)

Division of Language and Academic Development

The Division of Language and Academic Development (LAD) delivers undergraduate and graduate course work, grants graduate degrees, promotes lifelong learning, and responds proactively to the University's needs by providing educational services that uphold academic standards and increase student persistence while affirming and furthering institutional diversity.

The LAD division, through its individual departments, supports and maintains National-Louis University's academic standards by developing students' abilities in language and communication. The Department of Developmental Studies and the Center for Academic Development, and the Department of Applied Language and the Language Institute promote this mission by the assessment and placement of students into appropriate academic coursework and into programs of study and support that provide opportunities for students to become independent learners capable of reaching their full potential. The Department of Adult Education supports this mission by providing graduate programs which increase the professional knowledge and skills professionals need for engaging in the various fields which have the adult learner as their central focus.

In offering programs which increase students' chances of success in higher education as well as their satisfaction with the institution, the division enhances institutional efforts toward greater student retention. The programs meet the needs and interests of a multi-socioethnic, multi-aged population by offering opportunities for achieving excellence that go beyond the provision of access to higher education. In this academic support role, the division guides students toward the completion of degrees in the liberal arts and sciences and the professions.

As part of its commitment to lifelong learning, LAD graduate programs in the Adult Education Department focus on facilitating the education, training, and development of adults in a variety of settings. The goal of the Master of Adult Education program is to provide a complete professionalizing experience in key areas of adult learning and development. Specifically, it builds on the learner's existing career and professional skills while updating new knowledge and skills. The graduate programs in Developmental Studies provides training for professionals to facilitate learning assistance at the postsecondary level.

The Division of Language and Academic Development provides educational services to the faculty and staff of the institution. Also, the division offers assistance in accommodating the needs of a diverse community of learners. This assistance includes translating and interpreting services, information on appropriate and effective teaching strategies and learning styles, in-class workshops, conference presentations, and the dissemination of research, theory, and effective practices in the fields of adult education, language teaching, and learning assistance.

The division furthers the University's goal of increasing institutional diversity with its active participation in the design and teaching of corporate sector offerings, the development and delivery of community outreach and intervention programs, and the delivery of on-campus services to a multi-socioethnic population. The divisional faculty's collective expertise in adult learning theory, human resource development, language acquisition, and cross-cultural communication provides a unique perspective which enables the college to further its mission.

The Center for Academic Development and The Department of Developmental Studies

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 course work, tutoring, and seminars which integrate learning strategies with specific discipline course work, the programs promote academic excellence by guiding students to become efficient, independent learners.

Center for Academic Development (CAD)

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, subject-area 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 course work; to present workshops for students/faculty; to design intervention programs for special populations; and to disseminate model retention programs through presentations at national conferences. Through the Office of Continuing Education and Outreach, the CAD delivers corporate communication skills courses and seminars in the workplace. 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 elementary and 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.

Department of Developmental Studies

The faculty of the Department of Developmental Studies design, and deliver credit and non-credit courses, programs, workshops, and staff development seminars which enhance communication skills and promote learning across the University curricula.

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 opportunities for graduate students concentrating in developmental studies to apply theory to practice. The Department is committed to developing programs for students, faculty and staff which foster student retention, and to providing continuing education opportunities for corporations, educational institutions, and community-based organizations.

The Developmental Studies Program

| | | QH |
|---------|--|-----|
| DVS100A | Strategies for Effective Reading I: Integration of Study Skills with Basic Comprehension | 2 |
| DVS100B | Strategies for Effective Reading II: Critical Analysis of Expository Text | 2 |
| DVS105 | University Success Seminar | 1-2 |
| DVS106 | Vocabulary Development | 2-4 |
| DVS200 | Strategies for Effective Writing | 0-5 |
| DVS205A | Communication Development I | 4 |
| DVS205B | Communication Development II | 4 |
| DVS300A | Strategies for Effective Learning I | 2 |
| DVS300B | Strategies for Effective Learning II | 2 |
| DVS301 | Perspectives on Prior Learning | 2 |
| DVS490 | Independent Study | 2-5 |
| DVS495 | Special Topic | 2-5 |

Additional Programs Delivered in Cooperation with the Center for Academic Development

Passports to College Success

Passports to College Success is a summer support program for incoming sophomore, junior, and senior high school students. Students spend their mornings at National-Louis University's Chicago Campus. They are exposed to college life and the many fields of study at National-Louis University. The program strengthens students academically via group instruction in reading, writing, math, and study skills; also, students receive individualized, computer-assisted instruction in National-Louis University's computer labs. Weekly field trips to companies and professional organizations help students explore the manifold career opportunities available to them if they pursue university studies. Passports includes counseling regarding students' academic and behavioral readiness for college.

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 school in the fall. Participants meet daily for four hours over two weeks with a faculty member from the Center for Academic Development. During the daily sessions, they become familiar with resources at National-Louis University 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.

Latino Outreach Program

The Latino Outreach Program fulfills the Center for Academic Development's commitment to provide programs of outreach to the community. This is an early intervention family literacy program providing English language instruction, early childhood education, and parental support for immigrant Hispanic men, women and their young children aged 3 months to 3-1/2 years old. The program is offered throughout the Chicago metropolitan area and in Syracuse, N.Y. Private foundations, corporations, and Federal and State agencies fund the program.

Academic Services for College Students with Learning Disabilities

The Learning Disabilities Program at National-Louis University is designed to assist the learning disabled student to pursue and complete a college education. It is a supportive program for students admitted by the University and enrolled in regular and developmental college courses. While the total services furnished in this program are provided by the University to all students who might experience difficulty with a regular college curriculum, emphasis is placed on individual program planning, tutoring, monitoring, arranged counseling, and special testing for the learning disabled.

Supplemental Instruction

The goal of the program is to lower the attrition rate and increase 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.

The Language Institute and The Department of Applied Language

The Language Institute and the Department of Applied Language collaborate in the assessment, placement, advising, and English language instruction of postsecondary and adult students whose native languages are other than English. In addition, these units offer coursework designed to enhance global awareness and knowledge of the universals and diversity of linguistic and cultural expression.

These activities are 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. Today, the Language Institute and the Department of Applied Language help to provide the means by which a diverse community of individuals can achieve personal, professional, and academic goals.

The Language Institute

The Language Institute administers and implements the ESOL and foreign language courses, laboratories, tutorials, and workshops which are developed and approved by the Department of Applied Language. As an integral part of its university-wide function, the Institute coordinates the processes and procedures related to assessing the oral and written English language proficiency of nonnative speakers of English who apply for admission to National-Louis University. In addition, the Language Institute promotes and administers a variety of courses and programs for specific purposes offered on- and off-campus, in the community and the workplace.

The Language Institute also provides services to the institution and the community by offering translating, interpreting, multilingual and cultural advising, and in-services. As a resource center, the Institute works with the Department of Applied Language and other university units in seeking grants and contracts, and in scanning the internal and external environment for possible program and service provision. Working closely with the immigrant and international student body, the Institute provides a forum for institutional and community individuals interested in issues such as the role of education in the economic progress of immigrants, international economic development, immigration policy, and the promotion of intercultural contact and cooperation.

The Department of Applied Language

The faculty of the Department of Applied Language create, approve and deliver credit and noncredit courses, programs and workshops designed to develop language and intercultural communication skills. The teaching staff hold advanced degrees in second language instruction or related fields, and are active in the internal and external promotion of scholarship, consultation, and professional development. The selection and development of curricula and faculty reflect a concern for the learner as an individual whose potential is progressively realized through innovative and responsive implementation in the classroom and in a variety of other settings.

The ESOL Program (English for Speakers of Other Languages)

| Course | Description | QH |
|---------|----------------------------|----|
| ESL100A | ESOL Level 1 | 13 |
| ESL100B | ESOL Level 2 | 13 |
| ESL200 | ESOL Level 3 | 13 |
| ESL201 | ESOL Level 4 | 13 |
| ESL202 | ESOL Level 5 | 13 |
| ESL203 | Writing Skills Development | 4 |

Additional Applied Language Courses

| | | |
|--------|--|-----|
| ESL490 | Independent Study | 2-5 |
| ESL495 | Special Topic | 2-5 |
| APL100 | Conversational Foreign Language I | 5 |
| APL110 | Conversational Foreign Language II | 5 |
| APL210 | Characteristics of Language in Culture | 5 |

English for Professional Success, Intermediate noncredit

English for Professional Success, Advanced noncredit

Introduction to English noncredit

Beginning English noncredit

Division of Liberal Arts and Sciences

The Division of Liberal Arts and Sciences offers undergraduate students at National-Louis University courses in three general categories:

1. General studies foundation for all professional programs as described along with degree requirements in each area;
2. Upper-level course work toward satisfaction of academic or professional program requirements for an area of concentration or specialization;
3. Completion of degree requirements in the Liberal Arts Studies program.

Applied Behavioral Sciences Degree 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.

General Studies Requirements 60 QH

| | |
|--|---|
| Humanities | 9 |
| Natural Sciences (science and/or mathematics) | 9 |
| Behavioral Sciences | 9 |
| Additional courses in above areas to total 60 QH | |

Applied Behavioral Science Requirements 48 QH 41

| | | |
|---------|---|---|
| INT310 | Research Methods in the Behavioral Sciences | 4 |
| INT410 | Leadership in a Contemporary World | 5 |
| LAH305 | Philosophy of Values and Ethics | 5 |
| LAP300 | Adult Development and Learning Assessment | 5 |
| LAP340 | Effective Interpersonal Relationships | 3 |
| LAS331 | Dynamics of Group Behavior | 4 |
| LAS426 | Multicultural Dimensions | 3 |
| LAS430 | Economic Issues in a Global Perspective | 5 |
| LAS431 | Managerial and Supervisory Behavior | 5 |
| LAS490A | Independent Study: Practical Integrative Inquiry I | 2 |
| LAS490B | Independent Study: Practical Integrative Inquiry II | 3 |
| LAT210 | Effective Speaking | 4 |

As an elective course, ABS students may wish to take DVS301 Perspectives On Prior Learning, in order to generate credit through the Portfolio process.

Total Minimum Hours 180 QH

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 Studies Requirements 69 QH

Humanities

| | | |
|--------|--|---|
| LAA110 | Introduction to Art | 2 |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| | English, Speech <u>or</u> Drama elective | 5 |
| LAH120 | Logic and Effective Thinking | 5 |
| LAU110 | Introduction to Music | 2 |

Natural Sciences

| | | |
|---------|-----------------------------|---|
| LAM110* | College Mathematics | 5 |
| LAM112* | Concepts of Mathematics | 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.

42 Behavioral Sciences

| | | |
|--------|---|---|
| LAP100 | General Psychology | 5 |
| | Introductory Social Science course | 5 |
| LAS200 | U.S. History and Culture: 1492-1828 or | |
| LAS201 | U.S. History and Culture: 1828-1898 or | |
| LAS203 | U.S. History and Culture: 1898-present | 5 |
| LAS300 | Contemporary World Cultures | 5 |

Liberal Arts Major Requirements 45 QH

- Anthropology
- Art
- Biology
- English
- Psychology/Human Development
- Mathematics (Quantitative Studies)
- Multicultural Studies
- Psychology
- Science
- Social Science
- Sport Science
- Theatre Arts
- Theatre/Fine Arts

Liberal Arts Minor Requirements 30 QH

- Art
- Biology
- English
- Psychology/Human Development
- Mathematics (Quantitative Studies)
- Philosophy
- Psychology
- Science
- Social Science
- Sport 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 25 required upper level hours taken at National-Louis University.

General studies courses are included in the major and minor concentrations.

Students must demonstrate English competency by passing the English competency examination.

Anthropology

The Social Science Department offers the major in Anthropology.

Anthropology Major Requirements 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

Total Minimum Hours 45 QH
(25 must be upper level)

Art

The Art Department at National-Louis University features a heavy emphasis on studio art, while art theory and history courses, required of art majors, give students background and appreciation for hands-on experiences.

Art Major Requirements QH

| | | |
|--------|----------------------|----|
| LAA110 | Introduction to Art | 2 |
| LAA301 | Design | 5 |
| | Art History elective | 5 |
| | Art electives | 33 |

Total Minimum Hours 45 QH

Art Minor Requirements

| | | |
|--------|---------------------|----|
| LAA110 | Introduction to Art | 2 |
| LAA301 | Design | 5 |
| | Art History | 5 |
| | Art electives | 18 |

Total Minimum Hours 30 QH

Students in the elementary teacher education program will need to consult with their art department advisor concerning additional art electives, art methods course (CIH481 Theory and Methods of Teaching Art, 3 quarter hours) and preclinical hour requirements for art specialist certification (K-12 grades) or secondary art certification (6-12 grades) which may be possible after degree completion and teaching experience.

The following is the recommended program of study for students interested in being considered for the art specialist certification through ISBE (Illinois State Board of Education) evaluation.

General Studies 2 QH

| | | |
|--------|---------------------|---|
| LAA110 | Introduction to Art | 2 |
|--------|---------------------|---|

Standard Teaching Concentration 30 QH

One of the following: 2-5

| | | |
|--------|--------------|--|
| LAA306 | Painting | |
| LAA495 | 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

| | | |
|--------|--|--|
| LAA320 | African Art | |
| LAA321 | Sources and Development of American Art | |
| LAA322 | Nineteenth and Twentieth Century Art | |
| LAA323 | History of Far Eastern Art—China and Japan | |
| LAA495 | Art History Special Topics | |

Electives from any of the above areas and/or: 5-20

| | | |
|---------|--|--|
| LAA340A | Creative Expression—Self Development through Art I | |
|---------|--|--|

| | | |
|---------|---|--|
| LAA340B | Creative Expression—Self Development through Art II | |
|---------|---|--|

| | | |
|--------|-----------------------|--|
| LAA490 | Art Independent Study | |
|--------|-----------------------|--|

| | | |
|--------|--------------------|--|
| LAA495 | Art/Special Topics | |
|--------|--------------------|--|

Electives needed for Conventional Concentration 8-13 QH

Additional upper level electives 8-13

NOTE: Students completing Conventional Concentration in Art should be advised to take an art course for their Humanities Elective. Doing so reduces the number of electives needed here from 13 quarter hours to 8 quarter hours.

Total Minimum Hours 45 QH

Biology

Students seeking a major in biology through the College of Arts and Sciences (CAS) must have completed 45 quarter hours of biological sciences coursework, 25 hours of which must be upper level and 15 hours of which must be taken at National-Louis University. The courses must include:

| | |
|-----------------|----|
| General Biology | 43 |
| Zoology | |
| Botany | |
| Genetics | |

Electives can be selected from the following list of currently available National-Louis University biology courses.

| | | |
|---------|----------------------------|--------|
| LAN200 | Anatomy and Physiology I | 5 QH |
| LAN205 | Anatomy and Physiology II | 5 QH |
| LAN300 | Ecology and Conservation | 5 QH |
| LAN304 | Human Physiology | 5 QH |
| LAN305 | Animal Behavior | 5 QH |
| LAN366 | Biostatistics | 5 QH |
| LAN410 | Fundamentals of Immunology | 5 QH |
| LAN411 | Microbiology | 5 QH |
| LAN412 | Medical Microbiology | 5 QH |
| LAN499B | General Biology Seminar | 3-5 QH |

Furthermore, biology majors must successfully complete the following physical science courses:

| | | |
|--------|---|------|
| LAN250 | Inorganic Chemistry I | 5 QH |
| LAN251 | Inorganic Chemistry II (qualitative analysis) | 5 QH |
| LAN358 | Organic Chemistry I | 7 QH |
| LAN360 | Biochemistry I | 5 QH |
| LAN351 | Physics | 5 QH |

Biology majors are required to complete 25 quarter hours of physical science courses. These students can use physical science credits towards a minor or a second major in order to complete the degree requirements of the CAS.

Biological Sciences Minor

A minor in biological sciences shall consist of 30 quarter hours of biological science courses.

English

The English Department has courses in composition and in literature which can be combined in a classic English major or selected to create a specialty in either composition or literature. This opportunity to specialize at the undergraduate level—rarely found in English Departments—allows students to build a very attractive dossier for future employment.

English Composition Major Requirements

| | | |
|--|----------------------------------|---|
| General Studies composition and literature courses | 15 | |
| LAE301 | Advanced Composition | 5 |
| LAE303 | English Language and Linguistics | 5 |

| | | |
|--|--|-------|
| | Three electives from upper-division or graduate-level composition courses | 15 |
| | Composition or Literature elective: | 5 |
| Total Minimum Hours | | 45 QH |
| English Literature Major Requirements | | |
| | General Studies composition and literature courses | 15 |
| LAE303 | English Language and Linguistics | 5 |
| | Two literary period courses | 10 |
| | Electives from literary period or genre courses | 10 |
| | Composition or Literature electives | 5 |
| Total Minimum Hours | | 45 QH |
| English Major (Non-specific) Requirements | | |
| | General Studies composition and literature courses | 15 |
| LAE303 | English Language and Linguistics | 5 |
| | One literary period course | 5 |
| | Composition or Literature electives | 20 |
| Total Minimum Hours | | 45 QH |
| English Composition Minor | | |
| | General Studies composition and literature courses | 15 |
| LAE301 | Advanced Composition | 5 |
| | Two electives from upper division or graduate-level composition courses | 10 |
| Total Minimum Hours | | 30 QH |
| English Minor (Nonspecific) | | |
| | General Studies composition and literature courses | 15 |
| | Composition or Literature electives | 15 |
| Total Minimum Hours | | 30 QH |

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

Required courses

Students will select required courses in each of the following areas in consultation with a psychology department advisor: (Total: 30-35 quarter hours).

I. General Psychology 5 QH

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 QH
General requirement:

Three developmental psychology courses, including Life-Span Development required. Students should complete Psychology of Early Childhood, Life-Span Development and one other developmental psychology course.

III. Social and/or Personality/Clinical Psychology 5 QH

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 QH

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 QH

A minimum of one course is required. Students in early childhood education should take Cross-Cultural Communications (LAP348) or Culture and Self (LAP350).

Total Minimum Hours 30-35 QH

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 advisor.

Total elective courses 10-15 QH

Total Minimum Hours 45 QH

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 advisors 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 studies requirements in consultation with a psychology department advisor. 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 studies requirements in consultation with a psychology department advisor. Two additional electives may be selected in psychology or other liberal arts areas.

Psychology/Human Development Minor

Required courses: Students will select required courses in each of the following areas in consultation with a psychology department advisor: (Total: 15-20 quarter hours).

I. General Psychology 5 QH

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 QH

General requirement: Three developmental psychology courses, including Life-Span Development required.

Total Required Hours 15-20 QH

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 advisor.

III. Social and/or Personal/Clinical Psychology 5 QH 45

A minimum of one course is recommended.

IV. Cognitive and/or Experimental Psychology 5 QH

A minimum of one course is recommended.

V. Community Psychology 5 QH

A minimum of one course is recommended.

Total elective courses (minimum) 10-15

Total Minimum Hours 30 QH

Mathematics

National-Louis University is not only dedicated to building a firm foundation of mathematical skills for all students, but also offers a major in mathematics. This major in mathematics is founded on the belief that quantitative studies is the common basis for the current revolutions in the physical sciences, social sciences, technology, and information science.

The bachelor's degree in Liberal Arts: Mathematics/Quantitative Studies with a suitable 'minor' field of study will prepare the student for further study and/or entrance into many fields such as anthropology, business, computer science, earth science, economics, history, management science, political science, psychology, sociology, and (high school) teaching as well as the more traditional areas such as biology, chemistry, mathematics, physics, statistics, and others.

The bachelor's degree in Liberal Arts: Mathematics/Quantitative Studies will prepare the student for rewarding careers/positions in the following areas: actuary, business, banking, ecology, economics, science, cryptography, management science, communication security, data analysis, and others.

Students in the elementary teacher education program can select mathematics as a major area of concentration. The student may elect one of three mathematics program options which may include endorsement by the State of Illinois for junior high school teaching. For specific requirements please consult the National College of Education Preservice Teacher Education Handbook as well as a mathematics department advisor.

Mathematics Major Requirements QH

General Studies 69

Mathematics (Courses numbered above LAM110-College Mathematics and must include 5 upper level courses with at least two 400 level courses)

46 Mathematics Core Courses:

| | | |
|---|---------------------------------------|-----------|
| LAM214 | Mathematics for Management Science | 5 |
| LAM220 | College Algebra | 5 |
| LAM310 | Analytical Geometry & Trigonometry | 5 |
| LAM303 | Computer Programming | 5 |
| LAM311 | Calculus | 5 |
| LAM403 | Mathematical Probability & Statistics | 5 |
| Mathematics Electives: | | 15 |
| Total Minimum Quarter Hours in Mathematics | | 45 |

Second Major (45 quarter hours) or Two Minor Fields of Study (30 quarter hours each)

Mathematics Minor Requirements
 Mathematics (Courses numbered above LAM110-College Mathematics) 30 QH

Multicultural Studies

(Available at Chicago Campus Only)
 National's 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

| | | |
|----------------------------|---|--------------|
| 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 |
| LAA495 | Art Special Topic: History of 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 |
| Total Minimum Hours | | 45 QH |

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 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 |
| Total Minimum Hours | | 30 QH |

Physical Science

Students seeking a major in physical science through the College of Arts and Sciences (CAS) must have completed 45 quarter hours of physical sciences coursework, 25 hours of which must be upper level and 15 hours of which must be taken at National-Louis University. These may consist of any combination of courses in chemistry, physics, physical science, geology and/or astronomy.

Physical Science Minor

A minor in physical sciences shall consist of 30 quarter hours of physical science courses.

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 advisors 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

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 advisor: (Total: 20-25 quarter hours.)

| | |
|-------------------------------------|-------------|
| I. General Psychology* | 5 QH |
| II. Developmental Psychology | 5 QH |

A minimum of one course is required.

| | |
|---|-----------------|
| III. Social and/or Personality/Clinical Psychology | 5 QH |
| A minimum of one course is required. | |
| IV. Cognitive and/or Experimental Psychology | 5 QH |
| A minimum of one course is required. | |
| V. Community Psychology | 5 QH |
| A minimum of one course is required. | |
| Total Minimum Hours | 20-25 QH |

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 advisor.

| | |
|----------------------------------|-------|
| Total elective courses (minimum) | 20-25 |
| Total Minimum Hours | 45 QH |

* 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.

Standard Teaching Concentration in Psychology/Generalist Emphasis Elementary Education

Students in elementary education should select a minimum of 35 quarter hours in psychology, including psychology courses elected as general studies requirements in consultation with a psychology department advisor. Two additional electives may be selected in psychology or other liberal arts areas.

Psychology Minor Requirements

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 advisor: (Total: 15 quarter hours.)

| | |
|---|--------------|
| I. General Psychology* | 5 QH |
| II. Developmental Psychology | 5 QH |
| III. Social and/or Personality/Clinical Psychology | 5 QH |
| IV. Cognitive and/or Experimental Psychology | 5 QH |
| V. Community Psychology | 5 QH |
| Total Minimum Hours | 15 QH |

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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 advisor.

| | |
|----------------------------------|-------|
| Total elective courses (minimum) | 15 |
| Total Minimum Hours | 30 QH |

* 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.

Science

At National-Louis University the science department offers courses in all of the natural sciences. Students can study biological sciences such as botany, zoology, and physiology; physical sciences such as chemistry and physics; and earth sciences such as geology and astronomy.

Science Major Requirements QH

| | |
|--|--------------|
| General education science courses and science elective courses | 45 |
| Total Minimum Hours | 45 QH |

Science Minor Requirements

| | |
|---|--------------|
| General studies science courses and science electives | 30 |
| Total Minimum Hours | 30 QH |

Social Science

The Social Science Department offers courses in Anthropology, Economics, History, Political Science and Sociology.

Social Science Major Requirements QH

| | |
|---|--------------|
| Social science general education and elective courses (at least 25 should be upper level) | 45 |
| Total Minimum Hours | 45 QH |

Social Science Minor Requirements

| | |
|---|--------------|
| Social science general education and elective courses (at least 15 should be upper level) | 30 |
| Total Minimum Hours | 30 QH |

Sport Science

Sports Science Major Requirements QH

Students will complete 52 quarter hours from the Sport Science course listing on page 50.

Total Minimum Hours 52 QH

Sport Science Minor Requirements

Students will complete the following courses:

| | | |
|--------|---|---|
| LAR303 | Nutrition for Fitness | 2 |
| LAR310 | Fitness Programs Through the Life Cycle | 3 |
| LAR311 | Physiology of Exercise | 5 |
| LAR312 | Kinesiology | 5 |
| LAR325 | Psychology of Sport and Physical Activity | 5 |

Choice of Courses Below to Equal 10 QH's

| | | |
|--------|---|---|
| LAR101 | Survey of Sport Management | 3 |
| LAR102 | First Aid and Safety | 1 |
| LAR120 | The Science of Health and Nutrition | 5 |
| LAR203 | Scientific Foundation of Physical Fitness | 3 |
| LAR301 | Sport in Society | 5 |

Total Minimum Hours 30 QH

Theatre Arts

Theatre Arts Major Requirements

Students will select 45 quarter hours, under advisement, from the required core theatre arts courses on page 51.

Total Minimum Hours 45 QH

Theatre Arts Minor Requirements

Students will select 30 quarter hours, under advisement, from the required core theatre arts courses on page 51.

Total Minimum Hours 30 QH

Theatre/Fine Arts

Students in the Teacher Education (K-9) Program may choose a standard teaching concentration in Theatre/Fine Arts.

**Standard Teacher Concentration in Theatre/
Fine Arts Requirements 30 QH**

| | | |
|--------|-----------------------------------|---|
| LAT214 | Acting I or | 5 |
| LAT320 | Storytelling and Story Theatre | |
| LAT220 | Introduction to Theatre | 5 |
| LAT223 | Children's Theatre | 5 |
| LAT231 | Creative Drama | 5 |
| LAT330 | Theatre History and Literature I | 5 |
| LAT430 | Theatre History and Literature II | 5 |

Noncredited program requirements for Theatre/Fine Arts concentrators:

- Performance Convocation
- Three quarters of Play Reading
- Jr. and Sr. Recital
- All Theatre Arts concentrators are required to audition for all Theatre Arts Productions

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 30 quarter-hour psychology core, and a 50 quarter-hour specialization in either Developmental Psychology or Social and Community Psychology.

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 advisors for additional options.

General Studies Requirements 69 QH

Humanities

| | | |
|--------|---|---|
| LAA110 | Introduction to Art | 2 |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| | English, Speech, or Drama elective | 5 |
| LAH120 | Logic and Effective Thinking | 5 |
| LAU110 | Introduction to Music | 2 |

Natural Science

| | | |
|--------|---------------------|---|
| LAM110 | College Mathematics | 5 |
| LAM216 | Statistical Methods | 5 |
| LAN110 | General Biology | 5 |
| LAN150 | Physical Science | 5 |
| | Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|---|
| LAP100 | General Psychology | 5 |
| | Introductory Social Science course | 5 |
| LAS200 | U.S. History and Culture: 1492-1828 or | |
| LAS201 | U.S. History and Culture: 1828-1898 or | |
| LAS203 | U.S. History and Culture: 1898-present | 5 |
| LAS300 | Contemporary World Cultures | 5 |

Required Core Courses in Psychology¹ QH

| | | |
|--------|---|---|
| LAP204 | Life Span Development | 5 |
| LAP306 | Theories of Personality | 5 |
| LAP425 | Mental Health | 5 |
| LAP307 | Abnormal Psychology | 5 |
| LAP420 | Social Psychology | 5 |
| LAP350 | Culture & Self | 5 |
| LAP401 | Psychology of Learning or | |
| LAP305 | Memory and Cognition | 5 |
| INT310 | Research Methods in the Behavioral Sciences | 5 |
| LAP499 | Senior Seminar | 5 |

Total Minimum Hours 45

¹A course in General Psychology or Introduction to Psychology should be included in General Studies Requirements. The course is required in both Track 1 and Track II program sequences.

Track I. Emphasis on Developmental Psychology

Required QH

| | | |
|--------|---|---|
| LAP200 | Psychology of Development in Infant-Toddler Years or | |
| LAP201 | Psychology of Early Childhood | 5 |
| LAP202 | Psychology of Middle Childhood-Adolescence or | |
| LAP203 | Psychology of Adolescence-Young Adulthood | 5 |
| LAP300 | Adult Development and Learning | 5 |
| LAP540 | Abnormal Psychology of Aging | 5 |
| LAP450 | Human Sexuality | 5 |
| LAP348 | Cross Cultural Communications | 5 |
| LAP506 | Advanced Human Development or | |
| LAP507 | Theories of Cognitive Psychology | 5 |

Total Minimum Hours 35

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.

Track II. Emphasis on Social and Community Psychology 49

Required QH

| | | |
|--------|--|---|
| LAP352 | Children and Families Under Stress | 5 |
| LAP411 | Psychology of Exceptional Children and Adolescents | 5 |
| LAP325 | Psychology of Play and Therapeutic Applications | 5 |
| LAP450 | Human Sexuality | 5 |
| LAP348 | Cross Cultural Communications | 5 |
| LAP501 | Psychological Assessment I | 5 |
| INT450 | Dynamics of Group and Organizational Behavior | 5 |

Total Minimum Hours 35

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.

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 and 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 (four courses required) QH

| | | |
|---------|---|---|
| LAP200 | Psychology of Development in the Infant/Toddler Years | 5 |
| LAP201 | Psychology of Early Childhood | 5 |
| LAP203 | Life Span Development | 5 |
| LAP320/ | Psychological Assessment of the Young Child, | |
| LAP321 | Parts I and II | 5 |
| LAP325 | Psychology of Play and Therapeutic Applications | 5 |

Total 20

| | | | |
|----|---|-----------|--|
| 50 | Track II. Intergenerational (four courses required) | QH | |
| | LAP203 Life Span Development | 5 | |
| | LAP204 Psychology of Adolescence | 5 | |
| | LAP306 Abnormal Psychology | 5 | |
| | LAP350 Culture and Self | 5 | |
| | LAP407 Psychology of the Exceptional Person: A Life-Span Perspective | 5 | |
| | LAP425 Mental Health | 5 | |
| | Total | 20 | |
| | Human Services Courses (two courses required) | QH | |
| | HSC101 Introduction to Human Services | 5 | |
| | HSC201 Principles and Dynamics of Interviewing | 5 | |
| | HSC203 Principles of Family Intervention | 5 | |
| | Total | 10 | |
| | Total for Certificate | 30 | |

Sport Management Program (B.A.)

The Sport Management program at National-Louis University leads to the Bachelor of Arts degree. The curriculum reflects a commitment to the professional preparation of students with a foundation in business administration as outlined by the NASPE Accreditation Standards, and the objectives set forth by the American College of Sport Medicine's Fitness Instructors Certificate.

The management component of the program includes courses in accounting, marketing, management, and computer science. Taking advantage of the superb offerings of the University's College of Management and Business, sport management students work closely with an academic advisor to select courses from the departments of Accounting, Business Administration, and Computer Information Systems and Management. These courses include those offered in the concentrations in Entrepreneurial Studies and International Business.

The sport science courses concentrate on the disciplines of prudent applied physiology and exercise guidelines. They are aimed at providing awareness of motor development processes and at developing an understanding of the anatomical, kinesiological, physiological, and maturational aspects of the exercise process.

A strong liberal arts foundation rounds out the Sport Management program extending the University's commitment to liberal arts as an essential part of professional preparation in all endeavors.

| | | |
|--------|--|--------------|
| | General Studies Requirements | 60 QH |
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition & Literature | 5 |
| LAH120 | Logic & Effective Thinking | 5 |
| | Humanities elective | 5 |
| LAM110 | College Mathematics | 5 |
| LAM214 | Mathematics for Management Science | 5 |
| LAN110 | General Biology & Laboratory | 5 |
| | Math or Science elective-advisement | 5 |
| LAP100 | General Psychology | 5 |
| LAS115 | Introduction to Economics | 5 |
| LAS300 | Contemporary World Cultures | 5 |
| | Psychology or Social Science elective | 5 |
| | Pass English competency examination or "B" or better in LAE101 and LAE102 taken at National-Louis University. | |
| | Sport Management Major Requirements | |
| | Management | 51 QH |
| MGT101 | Business Organization and Management | 4 |
| MGT104 | Business Law | 4 |
| MGT120 | Accounting Principles I | 4 |
| MGT121 | Accounting Principles II | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT160 | Entrepreneurship | 4 |
| MGT300 | Principles of Marketing | 4 |
| MGT302 | Principles of Management and Supervision | 5 |
| MGT360 | Accounting for Entrepreneurs | 4 |
| MGT361 | Finance for Entrepreneurs | 4 |
| MGT362 | Marketing for Entrepreneurs | 4 |
| MGT461 | Business Planning for Entrepreneurs | 4 |
| | Sport Science | 52 QH |
| | The 52 quarter hours of Sport Science courses fulfills the requirements for the Liberal Arts Studies' Sport Science major. | |
| LAR101 | Survey of Sport Management | 3 |
| LAR102 | First Aid and Safety | 1 |
| LAR120 | The Science of Health and Nutrition | 5 |
| LAR203 | Scientific Foundation of Physical Fitness | 3 |
| LAR301 | Sport in Society | 5 |
| LAR303 | Nutrition for Fitness | 2 |
| LAE310 | Fitness Programs Through the Life Cycle | 3 |
| LAR311 | Physiology of Exercise | 5 |
| LAR312 | Kinesiology | 5 |
| LAR325 | Psychology of Sport and Physical Activity | 5 |
| LAR460 | Practicum in Sport Management | 5 |
| LAR470 | Internship in Sport Management | 5 |
| | Physical Education Activities (five)—1 quarter hour each | 5 |
| | Free electives | 17 |

If a student elects to pursue only a Sport Science component or a Business Administration component, that can be arranged under academic advisement.

Theatre Arts Program (B.A.)

Students in the Theatre Arts Program must complete a total of 180 credit hours: a 69-quarter-hour liberal arts/general education core, a 100-quarter-hour Theatre Arts specialization in either General Theatre Arts, Children's Theatre/Creative Drama, Stage Production/Management or Music Theatre and an additional 11 quarter hours of electives under advisement. National-Louis University's close proximity to the professional Chicago theatre community provides students with unique and rich intern opportunities in all areas of specialization. In addition, National-Louis University's own Baker Demonstration School serves as a valuable laboratory for Children's Theatre and Creative Drama students.

| | | |
|--------|--|--------------|
| | General Studies Requirements | 69 QH |
| | Humanities | |
| LAA110 | Introduction to Art | 2 |
| LAE101 | Fundamentals of Composition 1 Literature course | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH120 | Logic and Effective Thinking 1 Humanities elective | 5 |
| LAT220 | Introduction to Theatre | 5 |
| LAU110 | Introduction to Music | 2 |
| | Natural Science | |
| LAM110 | College Mathematics | 5 |
| LAN110 | General Biology or | 5 |
| LAN150 | Survey of Physical Science 1 Natural Science elective | 5 |
| | Behavioral Science | |
| LAP100 | General Psychology 1 Introductory Social Science course | 5 |
| LAS200 | U.S. History and Culture: 1492-1828 or | 5 |
| LAS201 | U.S. History and Culture: 1828-1898 or | 5 |
| LAS203 | U.S. History and Culture: 1898 to the present | 5 |
| LAS300 | Contemporary World Cultures | 5 |
| | Required Core Theatre Arts Courses | 55 QH |
| LAT214 | Acting I | 5 |
| LAT230 | Stagecraft | 5 |
| LAT231 | Creative Drama | 5 |
| LAT232 | Modern Drama | 5 |
| LAT233 | Stage Directing | 5 |
| LAT309 | Acting II | 5 |

| | | | |
|--------|-----------------------------------|---|----|
| LAT330 | Theatre History and Literature I | 5 | 51 |
| LAT430 | Theatre History and Literature II | 5 | |
| LAT435 | Dramatic Theory and Criticism | 5 | |
| LAT470 | Communication Arts Internship I | 5 | |
| LAT495 | Special Topic/Seminar | 5 | |

Noncredited Program Requirements

- Performance Convocation (1 hour per week)
- Three quarters of Play Reading (2 hours per week)
- Six quarters of Musical Performance Ensemble (Music Theatre Students Only)
- Basic music skills and piano proficiency exam (Music Theatre Students Only)
- Jr. and Sr. Recital
- All students must audition for all Theatre Arts Productions
- English Competency Exam

Specialization I—General Theatre 45 QH

In addition to the required Theatre Arts Core, General Theatre Arts students are required to take, under advisement, 45 quarter hours of Theatre Arts Electives.

| | |
|---|----|
| Theatre Arts electives under advisement | 45 |
| Electives under advisement | 11 |

Specialization II—Children's Theatre and Creative Drama 45 QH

In addition to the required Theatre Arts Core, Children's Theatre/Creative Drama students must take an additional 45 quarter hours of Theatre Arts courses as follows:

| | | |
|--------|--|----|
| LAT223 | Children's Theatre | 5 |
| LAT240 | Puppetry | 5 |
| LAT312 | Theme-Oriented Drama | 5 |
| LAT316 | Advanced Children's Theatre | 5 |
| LAT320 | Storytelling and Story Theatre | 5 |
| LAT410 | National Children's Theatre Company, Production | 5 |
| LAT411 | National Children's Theatre Company, Tour | 5 |
| LAT461 | Practicum in Creative Drama | 10 |

| | |
|----------------------------|----|
| Electives under advisement | 11 |
|----------------------------|----|

Specialization III—Music Theatre 45 QH

In addition to the required Theatre Arts Core, Music Theatre students must take an additional 45 quarter hours of Theatre Arts and Music courses as follows:

| | | |
|-----------------|---------------|---|
| Required | | |
| LAT222 | Music Theatre | 5 |

| | | | |
|----|-------------|---------------------|---|
| 52 | LAU205 | Musicianship I | 2 |
| | LAU206 | Musicianship II | 2 |
| | LAU207 | Musicianship III | 2 |
| | LAU210 | Music Theory | 5 |
| | LAU320 | History of Music I | 5 |
| | LAU321 | History of Music II | 5 |
| | Recommended | | |

19 quarter hours of Applied Music* and/or Dance

| | | |
|---------|---------------|---|
| LAT200A | Ballet I | 3 |
| LAT200B | Ballet II | 2 |
| LAT201A | Jazz Dance I | 3 |
| LAT201B | Jazz Dance II | 2 |

* It is recommended that students take Private Piano and Private Voice.

Electives under advisement 11

Specialization IV—Production and Management 45 QH

In addition to the required Theatre Arts Core, Production and Management students must take an additional 45 quarter hours of Theatre Arts courses as follows:

| | | |
|--------|--|----|
| LAT310 | Advanced Stagecraft | 5 |
| LAT313 | Lighting Design | 5 |
| LAT314 | Scenic Design | 5 |
| LAT315 | Costume Design | 5 |
| LAT461 | Practicum in Theatre Production/Management | 5 |
| LAT490 | Independent Study/Stage Management | 5 |
| | Additional Theatre Arts electives | 15 |

Electives under advisement 11

Total Minimum Hours 180 QH

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 advisor 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

Allied Health (AH-)

- AHA-Administration
- AHE-Education
- AHG-General
- AHM-Medical Technology
- AHN-Nursing
- AHP-Pulmonary Science/Respiratory Care
- AHR-Radiation Therapy

Human Services (HSM)

- HSA-Administration
- HSC-Core/Counseling
- HSE-Employee Assistance Program
- HSG-Gerontology
- HSM-Multiple Program
- HSP-Prevention
- HSS-Substance Abuse

Language and Academic Development

- APL-Applied Language Courses
- DVS-Department of Development Studies
- ESL-English for Speakers of Other Languages

Liberal Arts and Sciences (LA-)

- LAA-Art
- LAE-English
- LAH-Philosophy
- LAL-Legal
- LAM-Mathematics
- LAN-Natural Science
- LAP-Psychology
- LAR-Sport and Physical Education
- 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.

Allied Health

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 avocational 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

54 **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*

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 such 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*

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- 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*

AHG101 Introduction to Allied Health Professions
This course provides an overview of the history, current practice and future potential for allied health. Legal, ethical, and interpersonal aspects of patient care are introduced. Educational requirements, credentialing procedures, and career opportunities are outlined. Observation of an allied health professional is required. *1 quarter hour*

AHG102 Medical Terminology
Introduction to the basic medical terminology needed by beginning students of an allied health occupation. *2 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

55 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*

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*

Medical Technology

AHM301 Introduction to Hematology and Immunohematology
Prerequisite course for clinical hematology and clinical immunohematology/transfusion medicine; microscope use; hematopoiesis; cell structure; genetics of blood group and type; donor screening; elementary laboratory procedures. Prerequisites: Completion of a minimum of 121 quarter hours preclinical courses and acceptance into clinical program. *5 quarter hours*

AHM400 Orientation to Clinical Laboratory Science
Orientation to the entire clinical program and to the profession of Medical Technology. Medical terminology, laboratory mathematics, laboratory safety, quality control/assurance, communication, and ethics are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *0 quarter hours*

56 **AHM402 Clinical Microbiology**
Study of morphology, classification physiology, cultivation and staining of bacteria in relation to clinical disorders and disease states. Principles and interpretation of antibiotic and susceptibility testing. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Microbiology Laboratory I. *3 quarter hours*

AHM402A Clinical Microbiology Laboratory I
Introduction to basic clinical microbiology laboratory techniques and principles. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *3 quarter hours*

AHM402B Clinical Microbiology Laboratory II
Incorporation of principles and techniques from Clinical Microbiology Laboratory I; participation in clinical microbiology procedures at a competency level appropriate for an entry level certified medical technologist. Quality control; safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Microbiology Laboratory I. *3 quarter hours*

AHM402C Clinical Parasitology/Mycology
Integration of didactic approach and laboratory study of morphology, classification of physiology, cultivation of parasites and fungi. Clinical correlation is stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *2 quarter hours*

AHM402D Clinical Virology
Study of morphology and classification of specific human viruses and their relationship to human diseases and clinical disorders. Includes epidemiology, diagnostic and treatment theories. *1 quarter hour*

AHM403 Clinical Hematology/Coagulation
Theory and application of basic and advanced instrumentation. Study of the function, maturation, and morphology of blood cells. Microscopic and chemical study of blood cells in clinical disorders and disease states. Evaluation of platelets, vascular clotting, and fibrinolytic system; monitoring and evaluation of anticoagulant drugs. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Hematology Laboratory I. *3 quarter hours*

AHM403A Clinical Hematology Laboratory I
Introduction to basic hematology laboratory techniques and principles. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *2 quarter hours*

AHM403B Clinical Hematology/Coagulation Laboratory II
Incorporation of principles and techniques from Clinical Hematology Laboratory I; participation in clinical

hematology/coagulation procedures at a competency level appropriate for an entry level certified medical technologist. Quality control, safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Hematology Laboratory I. *3 quarter hours*

AHM404 Clinical Immunohematology/Transfusion Medicine
Theory and application of immunologic principles in relation to blood groups and types; identification of antibodies, compatibility testing, transfusion and component therapy, transfusion reactions, preparation and utilization of blood and its components. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Immunohematology/Transfusion Medicine Laboratory I. *1 quarter hour*

AHM404A Clinical Immunohematology/Transfusion Medicine Laboratory I
Introduction to basic immunohematology/transfusion medicine laboratory techniques and principles. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *3 quarter hours*

AHM404B Clinical Immunohematology/Transfusion Medicine Laboratory II
Incorporation of principles and techniques from Clinical Immunohematology/Transfusion Medicine Laboratory I; participation in clinical immunohematology/transfusion medicine procedures at a competency level appropriate for an entry level certified medical technologist. Quality control, safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Immunohematology/Transfusion Medicine Laboratory I. *2 quarter hours*

AHM405 Clinical Immunoserology
Study of theory and application involving antigens and antibodies and their interactions. Lymphoid system, complement, immune response. Correlation of laboratory tests with autoimmune and infectious diseases. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Immunoserology Laboratory I. *1 quarter hour*

AHM405A Clinical Immunoserology Laboratory I
Introduction to basic clinical immunoserology laboratory techniques and principles. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *2 quarter hours*

AHM405B Clinical Immunoserology Laboratory II
Incorporation of principles and techniques from Clinical Immunoserology Laboratory I; participation in clinical immunoserology procedures at a competency level appropriate for an entry level certified medical technologist. Quality control, safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Immunoserology Laboratory I. *2 quarter hours*

AHM408 Phlebotomy
Anatomy of circulatory system and application of appropriate blood collection techniques. Interpersonal relations, communication, and ethical behavior are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *2 quarter hours*

AHM409 Clinical Laboratory Science Management/Education
Application and synthesis of the multiple aspects of education and management in laboratory science area. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *1 quarter hour*

AHM410 Clinical Biochemistry
Theory and application of basic and advanced instrumentation. Physiology, methodology, and clinical correlation involved in biochemical testing in the areas of routine biochemistry, toxicology, and endocrinology. Emphasis on quality control, preventive maintenance, statistics. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Biochemistry Laboratory I. *3 quarter hours*

AHM410A Clinical Biochemistry Laboratory I
Introduction to basic biochemistry laboratory techniques and principles. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *3 quarter hours*

AHM410B Clinical Biochemistry Laboratory II
Incorporation of principles and techniques from Clinical Biochemistry Laboratory I; participation in clinical biochemistry procedures at a competency level appropriate for an entry level certified medical technologist. Quality control, safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program; Clinical Biochemistry Laboratory I. *3 quarter hours*

AHM411 Body Fluids
Theory and application involved in microscopic and chemical testing of urine, stool, and other body fluids. Physiology, methodology, clinical correlation. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *1 quarter hour*

AHM411A Body Fluids Laboratory
Participation in body fluids procedures at a competency level appropriate for an entry level certified medical technologist. Quality control, safety, clinical laboratory work flow, and incorporation of laboratory policy are stressed. Prerequisites: Completion of all preclinical courses and acceptance into clinical program. *2 quarter hours*

School Nurse Program

AHN440 Introduction to Community Health Problems
Supervised field study designed to assist in the identification of leading health problems in the community. Includes assignment to several different health agencies to acquire understanding of different functions and services offered in the community, public, private, and voluntary health agencies. *5 quarter hours*

AHN441 Introduction to Public Health Nursing/Theory and Practice
Incorporates classroom and practicum components; classroom instruction to focus on three basic areas: (1) the PHN working with the family, (2) the PHN working with the community, (3) the PHN working in the health care system; practicum focuses on nursing care to families in the home and to groups within the community. *5 quarter hours*

AHN470 School Nurse Internship
A nine-week, supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials and programs in a public school under the supervision of a certified school nurse; a Seminar in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. Prerequisite: completion of the courses required for school nurse certification. Student must make arrangements with the program coordinator for the internship at least one quarter before registering for the internship. *12 quarter hours*

AHN499N Issues in School Nursing
Twenty-four contact hours for school nurses preparing for certification. Provides information about the organization of public schools and the administration of a school health program, including mandated programs, screening programs, evaluation of children with special needs, and the role of the nurse as a health educator. Course is taken concurrently with the School Nurse Internship. *4 quarter hours*

Respiratory Care

AHP301 Pulmonary Physiology
An in-depth study of the functional anatomy and physiology of the respiratory system. Ventilation, gas transport, lung mechanics, internal respiration and control mechanisms are examined in detail. Prerequisite: Admission to the Respiratory Care Program or instructor permission. *5 quarter hours*

58 **AHP302 Pulmonary Pathology**
A survey of the pathology, diagnosis, and treatment of diseases affecting respiration. Common obstructive, restrictive, and chest wall disorders are emphasized. The respiratory effects of nonpulmonary diseases are considered. Prerequisite: AHP301
5 quarter hours

AHP303 Cardiovascular Diseases and Therapy
A survey of cardiovascular physiology, pathology, and therapeutics as it relates to the expanding role of the advanced respiratory therapy practitioner. Cardiac (and postcardiac surgical) patient care, electrocardiography. Hemodynamic monitoring and advanced CPR techniques will be emphasized. A variety of cardiovascular diagnostic and therapeutic procedures will be reviewed. Prerequisite: Admission to the Respiratory Care Program or instructor permission.
5 quarter hours

AHP311 Patient Assessment and Medical Gas Therapy
An introduction to the respiratory therapist's role in patient care. Review of the medical record and basic bedside assessment techniques are emphasized. The physiological basis, indications, hazards, and common delivery systems for medical gas therapy are examined. Basic cardiopulmonary resuscitation is presented. Prerequisite: Admission to the Respiratory Care Program or instructor permission.
5 quarter hours

AHP312 Airway Care
A comprehensive examination of the therapeutic modalities involved in maintaining or restoring a functional airway. Aerosol and humidity therapy, chest physiotherapy, manual resuscitators, suctioning, and various hyperinflation techniques are examined in detail. The application, maintenance, and discontinuance of various artificial airways are presented. Prerequisite: Admission to the Respiratory Care Program or instructor permission.
5 quarter hours

AHP313 Respiratory Care Pharmacology
A survey of pharmacology as it relates to respiratory care. Pharmacological principles, drug administration, and dosage calculations are reviewed. The clinical application of drugs for acute and chronic airway maintenance is emphasized. Common ICU medications, including cardiovascular, neuromuscular, analgesic, and antimicrobial agents are surveyed. Prerequisite: Admission to the Respiratory Care Program or instructor permission.
3 quarter hours

AHP411 Mechanical Ventilators
An in-depth study of mechanical ventilators. General operational characteristics, control systems, and ventilator classifications will be surveyed. Representative adult and pediatric ventilators will be examined in detail. Prerequisites: AHP301, AHP311, AHP312; Admission to the Respiratory Care Program or instructor permission.
5 quarter hours

AHP412 Pulmonary Diagnostics
An introduction to pulmonary function and blood gas laboratory techniques. Standard procedures for measurement of lung volumes and flow rates are presented. Arterial sampling, laboratory techniques, instrumentation, and quality control procedures for blood gas analysis are examined in detail. Noninvasive monitoring techniques are introduced. The interpretation of laboratory values is emphasized. Prerequisites: AHP301, AHP311; Admission to the Respiratory Care Program or instructor permission.
2 quarter hours

AHP421 Respiratory Critical Care
A comprehensive examination of the respiratory therapist's role in adult critical care. The common pathologies and the general physiological mechanisms of ventilatory failure are examined. The effective application, monitoring, management, discontinuance, and physiological effects of mechanical ventilation are emphasized. Related diagnostic and therapeutic measures and ventilator adjuncts are examined. Prerequisites: AHP302, AHP303, AHP313, AHP411; Admission to the Respiratory Care Program or instructor permission.
6 quarter hours

AHP431 Respiratory Care Specialties
The course examines the patient problems and variations in therapy associated with the major special care areas, including neonatal/pediatric ICU, emergency room, or/recovery, rehabilitation and chronic care facilities, and home care. Coordination of respiratory care services, patient education, and discharge planning are examined. Prerequisites: AHP303, AHP421; Admission to the Respiratory Care Program or instructor permission.
6 quarter hours

AHP481 Clinical Practice I
Basic cardiopulmonary assessment techniques, medical gas therapy procedures, and recognized airway care procedures are observed and practiced in the hospital setting. Prerequisites: AHP301, AHP311, AHP312, AHP313.
6 quarter hours

AHP482 Clinical Practice II
All aspects of respiratory care are performed in the critical care environment. The comprehensive support of mechanically ventilated patients is emphasized. Patient assessment techniques are expanded to include a more complete evaluation of ventilatory status, plus invasive and noninvasive cardiovascular monitoring. Prerequisites: AHP302, AHP311, AHP312, AHP313, AHP411, AHP412, AHP481.
6 quarter hours

AHP483 Clinical Practice III
All aspects of respiratory care are performed in representative specialty care environments. Planning, evaluation, modification, and coordination of respiratory patient care to meet the needs of specific patient populations is emphasized. The full range of patient assessment techniques and diagnostic procedures is considered. Prerequisites: AHP303, AHP411, AHP421, AHP482.
5 quarter hours

AHP484 Clinical Practice IV
A continuation of Clinical Practice III rotations. Prerequisites: AHP431, AHP483.
6 quarter hours

AHP490 Pulmonary Science/Independent Study
Prerequisite: Admission to the Respiratory Care Program or instructor permission.
1-6 quarter hours

AHP495 Pulmonary Science Special Topic
Prerequisite: Admission to the Respiratory Care Program or instructor permission.
2-5 quarter hours

AHP499 Pulmonary Science Seminar
0-5 quarter hours

AHP499A 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. Prerequisites: AHP303, AHP421; Admission to the Respiratory Care Program or instructor permission. Prerequisites: AHP303, AHP421; Admission to the Respiratory Care Program or instructor permission.
2 quarter hours

AHP499B 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 reviews, and research of assigned topics. Preparation for professional credentialing and employment will also be included. Prerequisites: AHP303, AHP421; Admission to the Respiratory Care Program or instructor permission.
2 quarter hours

The following courses (AHP450-AHP454) are offered through Extension Services as the nontraditional program option. Enrollment in these courses is restricted to students with prior education, clinical training, and experience in respiratory therapy.

AHP450 Accelerated Basic Respiratory Therapy
An accelerated presentation of the basic concepts of respiratory therapy for students with prior respiratory care training and/or experience. Patient assessment, medical gas therapy, airway care, humidity, and aerosol therapy are reviewed. Prerequisite: Admission to the nontraditional option Respiratory Care Program option or instructor permission.
3 quarter hours

AHP451 Accelerated Pulmonary Pathophysiology
An accelerated presentation of pulmonary physiology and pathology for students with prior respiratory care training and/or experience. Prerequisite: Admission to the nontraditional option Respiratory Care Program option or instructor permission.
3 quarter hours

59 **AHP452 Accelerated Cardiopulmonary Diagnostics**
An accelerated presentation of pulmonary and cardiovascular diagnostic procedures used in respiratory care; intended for students with prior training and/or experience in respiratory care. Patient physical assessment, pulmonary function testing, chest radiography, electrocardiography, hemodynamic monitoring, and related procedures are considered. Prerequisite: Admission to the nontraditional option Respiratory Care Program option or instructor permission.
3 quarter hours

AHP453 Accelerated Pulmonary Therapeutics
An accelerated presentation of advanced level therapeutics for students with prior respiratory care training and/or experience. The comprehensive survey of care for acute and chronic respiratory failure including pharmacology, mechanical ventilation, patient monitoring, and respiratory therapies in a variety of critical care and specialty settings. Prerequisite: Admission to the nontraditional option Respiratory Care Program option or instructor permission.
6 quarter hours

AHP454 Clinical Proficiency Evaluation
Assessment of clinical proficiency developed through prior clinical training and experience. A clinical experience/proficiency summary, clinical proficiency checks on critical tasks, and a behavioral scale are completed by the clinical evaluator. A written examination of clinical simulation is also required. All essential clinical proficiencies from the traditional program must be documented to fulfill the clinical training requirements of the program. Prerequisite: Admission to the nontraditional option Respiratory Care Program or instructor permission.
8 quarter hours

Radiation Therapy

AHR200 Introduction to Radiation Therapy
For students intending to enter the Radiation Therapy Technology program or for students desiring to learn about radiation therapy. Subject areas include the social/economic impact of cancer patients, their families, and society; an overview of cancer and its treatment; radiation therapy technology; the radiation therapist and other allied health professionals. Prerequisite: Admission to the program or approval of the Program Director. Clinical observations required.
5 quarter hours

AHR201 Patient Care
Handling, transporting and moving patients; proper bandaging and cleansing of wounds; obtaining vital signs and recognizing variations in a patient's physiological and emotional status; gowning and gloving procedures. Emphasis on nursing care of the cancer patient. Prerequisite: Admission to the program or approval of the Program Director.
5 quarter hours

AHR202 Imaging Techniques in Medicine
Principles, theory, and techniques of imaging and their relationship to radiation therapy. Prerequisite: Admission to the program or approval of the Program Director. *2 quarter hours*

AHR203 Radiation Physics I
An introduction to the physical principles of radiation therapy to include principles of energy, energy conservation, mechanics, electricity, magnetism, types and sources of ionizing radiations and their interactions with matter will be taught. Prerequisites: LAM110, LAM111. *5 quarter hours*

AHR313 Radiation Physics II
Advanced physical principles of radiation therapy to include radioactivity, particulate and photon radiation, the inverse square law, quality vs. quantity, penetrability vs. wave length, and physical measurements will be included. Prerequisites: LAM110, LAM111, AHR203. *5 quarter hours*

AHR314 Radiation Protection
Basic methods of radiation protection to include standards, regulations, and recommendations of the NCRP and NRC will be taught. Advanced physical principles related to radiation protection, legal and ethical responsibilities, personnel monitoring, and physical measurements will be included. Prerequisite: AHR313. *2 quarter hours*

AHR315 Quality Assurance
Knowledge of the principles and concepts of quality assurance as it applies to radiation therapy. Taught in the environment of a radiation therapy department and physics lab. Prerequisites: AHR313, AHR314. *2 quarter hours*

AHR412 Oncology
An in-depth study of the neoplastic disease process, including spread, staging, treatment, and prognosis. Prerequisite: AHR420. *5 quarter hours*

AHR413 Radiation Biology
The effects of ionizing radiations on cells and tissues; and the physiologic syndromes associated with total and partial body irradiations. Prerequisites: LAN200, LAN205. *5 quarter hours*

AHR415 Radiation Research Seminar
A required independent study. Allows the student opportunity to investigate a specific area of interest, culminating in a written and oral report. It is expected that students will take more than one quarter to finish their research. *2 quarter hours*

AHR416 Radiation Oncology I
An introduction to the study of radiation therapy treatment techniques to include generation and parameters of isodose curves, comparison of treatment units, and the rationale for treatment decisions will be taught. Prerequisites: AHR200; Admission to the Radiation Therapy Program of instructor permission. *5 quarter hours*

AHR417 Radiation Oncology II
Advanced and special radiation treatment techniques will be taught. The role of anatomy and pathology in the selection of radiation therapy technique will be covered. Prerequisite: AHR416. *5 quarter hours*

AHR418 Dosimetry
Advanced radiation therapy treatment planning techniques and calculations will be taught. Prerequisite: AHR313. *5 quarter hours*

AHR420 Pathology
Study of the effect disease has on the anatomical and physiological process. Introduces concept of disease and the disease process. Prerequisites: LAN200, LAN205. *5 quarter hours*

AHR430 Current Professional Issues in Radiation Therapy
Affords students an opportunity to discuss or present in an informal setting items of professional interest or concern. *2 quarter hours*

AHR481 Clinical Practicum I
Orientation to the radiation therapy department; elementary treatment set-ups and patient care; orientation to the treatment machines. The student spends 40 hours per week, Monday through Friday, in the clinic during the summer quarter. Prerequisite: Admission to the program or approval of the Program Director. *8 quarter hours*

AHR481S Practicum Seminar I
A seminar that is to be taken concurrently with Clinical Practicum I. The seminar is designed to encourage discussion of the clinical experience; to bring out problems or misconceptions; to reinforce positive attitudes about the students experience; and to correlate the didactic courses to the clinical experience. *1 quarter hour*

AHR482 Clinical Practicum II
Radiation therapy technique; treatment simulation. The student spends 24 hours per week in the clinic. Prerequisite: AHR481. *6 quarter hours*

AHR482S Practicum Seminar II
A seminar that is to be taken concurrently with Clinical Practicum II. The seminar is designed to encourage discussion of the clinical experience; to correlate the didactic courses to the clinical experience; to review and discuss current literature in radiation therapy technology; to discuss and compare treatment techniques through actual case presentations. *1 quarter hour*

AHR483 Clinical Practicum III
Advanced radiation therapy treatment and simulation techniques; basic calculations and record keeping; radiation safety and quality assurance; observations in various hospital departments. The student spends 24 hours per week in the clinic. Prerequisite: AHR482. *6 quarter hours*

AHR483S Practicum Seminar III
A seminar that is to be taken concurrently with Clinical Practicum III. The seminar is designed to encourage discussion of the clinical experience; to correlate the didactic courses to the clinical experience. Topics of discussion will include advanced radiation therapy techniques, quality assurance, and radiation protection. *1 quarter hour*

AHR484 Clinical Practicum IV
Advanced radiation treatment and simulation techniques to include brachytherapy, medical imaging techniques; treatment planning; and special adjunct treatment techniques. Prerequisite: AHR483. *10 quarter hours*

AHR484S Practicum Seminar IV
A seminar designed to encourage discussion of the students' clinical experience and to correlate the didactic course work to the clinical experience. Topics of discussion will include case and journal presentation, special treatment techniques. Students are required to take and pass a comprehensive examination on all radiation therapy course and clinical work to date. *1 quarter hour*

AHR485 Clinical Practicum V
Advanced radiation therapy treatment procedures, techniques, and simulation; physics rotation to include radiation safety, quality assurance, research and special projects; elective rotations. Prerequisite: AHR484. *8 quarter hours*

AHR485S Practicum Seminar V
The seminar is to be taken concurrently with Clinical Practicum V. The seminar is designed to pull together all the knowledge learned during the professional sequence of the radiation therapy program by relating the didactic course objectives to the clinical experience. Topics of discussion will include advanced treatment, simulation, dosimetry, and planning techniques. *1 quarter hour*

AHR490 Radiation Therapy Independent Study
Students, with the direction of the Program Advisor, pursue a specific personal interest within the discipline. *2 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 advisor.

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 Service 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*

HSC411 Diagnostic Tests and Approaches to Personality Assessment

An introduction to projective personality testing, familiarizing the student with a variety of personality tests. Focus is on introducing the student to test materials, administering procedures, and clinical interpretations of tests such as figure drawings, sentence completion, and other projective type tests. Prerequisite: Junior standing. *3-5 quarter hours*

HSC414 Vocational Counseling

Examination of principles of rehabilitation care and retraining for new careers; developing networks/resources supportive to the individual client and identifying lifestyle changes necessary to vocation readjustment. Prerequisites: HSC101, HSC201. *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 advisor. *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 advisor. *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 advisor. *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*

HSC220 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: HSC101. *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 advisor. *5 quarter hours*

HSM303 The Stepfamily

An overview of the stepfamily structure and 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. Prerequisite: HSC201. *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. Prerequisite: HSC202. *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 advisor 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

64 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 for HSM385 Practicum Supervision thus receiving on-site and university supervision. Prerequisites: HSM482 and departmental approval. *1-5 quarter hours*

HSM484 Human Service 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 advisor 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 services agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with advisor 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 advisor 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 services agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with advisor 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 advisor 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*

HSS100 Introduction to Alcoholism/Substance Abuse

A short history of alcohol use and abuse from prehistory to the present; the influence on contemporary American society of alcohol use in several other social systems; the causes of alcoholism/substance abuse, the emergence of alcoholism drug counseling as a profession, with certification. *5 quarter hours*

HSS200 Physiology of Alcoholism and Substance Abuse

An examination of the effects of alcohol and drugs on the body; including an overview of the anatomy and physiology of body systems and major organs, how alcohol and drugs are metabolized by the body and the observable symptomatology of the resulting effects. Also, the importance of nutrition to the substance abuser and the effects of acute and long-term intoxication. *5 quarter hours*

HSS201 Sociocultural Aspects of Alcoholism/Substance Abuse

The effects of culture, ethnic background, and social change as they influence the drinking patterns of certain groups; the effects of these influences on treatment and recovery for the alcoholic; discussion of special populations, including women, adolescents, elderly blacks, Latinos, Native Americans, persons with disabilities, and those with psychiatric impairments. Prerequisite: HSS100. *5 quarter hours*

HSS202 Applied Clinical Strategies in Alcoholism/Substance Abuse

Focus on the process of counseling (particularly with alcoholic clients), from evaluation and initial phase to middle and termination phases; emphasis on the expression of interviewing skills, organization and evaluation data, establishment of a treatment plan, and counselor self-awareness. Prerequisites: HSC201, HSS102 or concurrent, HSS200. *5 quarter hours*

HSS430 Theory and Perspective of Addiction

The course will include a short history of alcohol and drug use and abuse from prehistory to the present. The influence of several societies on contemporary American society will be discussed. Efforts to treat alcoholism and drug abuse as a societal problem, e.g., temperance and prohibition, as well as the development of treatment modalities by Dr. Benjamin Rush, The Oxford Group Movement, and Alcoholics Anonymous. The emergence of alcoholism/drug abuse counseling as a profession will be studied briefly with some discussion of certification. Service delivery models, i.e. in-patient, out-patient, halfway

house, therapeutic community, methadone maintenance, etc., are also discussed. Theories of etiology (sociocult, learning, psycho-dynamic, moral, disease concept) are included as well as intervention models (family, DUI). *5 quarter hours*

HSS431 Physiology of Addictions

This course provides a review of anatomy and physiology of the major organs and body systems, and how they are affected by the various drugs of abuse: alcohol, heroin, cocaine, marijuana, amphetamines, barbiturates, and other hallucinogens. Pharmacological aspects of these drugs are also covered. *5 quarter hours*

HSS445 Adolescent Alcoholism Treatment and Addiction Dynamics

Participants will attend the in-patient treatment programs at Parkside Lodge of Mundelein in the adolescent unit. As observers for a one-week period, participants will experience adolescent addiction and treatment on a first-hand basis. On-site: Parkside Lodge of Mundelein—enrollment limited and by permission/invitation of LCSA only. *1-5 quarter hours*

HSS446 Understanding Alcoholism Treatment

Teachers and other school professionals, as appropriate, participate in the in-patient treatment program at LCSA. As participant-observers, participants follow the patient program with several exceptions: reaction groups are substituted for group therapy sessions and participants receive additional training in addiction dynamics during some of the patient "free time." Enrollment by permission/invitation only. *5 quarter hours*

HSS447 Peer Counseling

Course is designed to assist school personnel in developing and implementing a peer counseling program in their school to provide students with skills in active listening and learning to participate effectively in groups. Enrollment by permission/invitation only. *5 quarter hours*

HSS448 Substance Abuse Education

Objectives of the course are to develop a well-informed nucleus of key personnel within a community education district, to examine attitudes toward chemicals commonly used and to foster helpful approaches toward people with addictions. Skills will be developed to sharpen identification of addiction and to increase awareness of the impact of alcohol and other drug problems on the family and especially children. Enrollment by permission/invitation only. *5 quarter hours*

HSS449 Alcoholism: Intervention and Treatment Modalities

Examination of progressive symptomatology; key diagnostic and treatment issues, particularly denial, treatment needs of alcoholic women, senior citizens, children and adolescents; and using the family as the unit of intervention. Prerequisite: junior standing. *3-5 quarter hours*

HSS481 Practicum in Alcohol and Substance Abuse I

65 An intern program designed to provide opportunities to apply clinical skills and knowledge. These practice hours are under the clinical supervision of a certified alcoholism counselor, at a site agreed upon by the student and the instructor. One hundred fifty hours are required at the practicum site, plus other class or written work. Prerequisite: HSS202. *1-5 quarter hours*

*Student is required to enroll in HSM305 Practicum Supervisor Concurrent.

HSS482 Practicum in Alcohol and Substance Abuse II

A continuation of Practicum I. Prerequisites: same as Practicum I, plus HSS202.* *1-5 quarter hours*

HSS483 Practicum in Alcohol and Substance Abuse III

A continuation of Practicum II. Prerequisites: same as Practicum II, plus HSS481 and HSS482.* *1-5 quarter hours*

HSS531 Addictions and the Family

This course will help students understand the process a family experiences living with an active alcoholic/substance abuser. Roles of the spouse and children in the addictive process will be explored. The role of the family in the recovery process will also be explored. Intervention techniques will be demonstrated. Family systems theory will be discussed as a method of intervention with families. Prerequisites: HSS202, junior or senior status and written consent of academic advisor. *5 quarter hours*

Interdisciplinary

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*

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, Allied Health, 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 Contemporary 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*

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*

Language and Academic Development/ Department of Developmental Studies

DVS100A Strategies for Effective Reading I: Integration of Study Skills with Basic Comprehension

The first term in a two-term sequence. Reading I offers the student strategies for becoming a more effective and independent learner through instruction in study skills as well as reading comprehension. Emphasis is placed on applying learning principles directly to the academic areas in which the student is engaged. Successful completion leads to a grade of "X" which converts to Pass (P) or Not Pass (N) following Reading II. *2 quarter hours*

DVS100B Strategies for Effective Reading II: Critical Analysis of Expository Text

The second term of Reading continues to emphasize development of the student as an independent learner. Instruction focuses on the relationship between reading and writing as well as on the importance of critical thinking. The student refines comprehension skills through writing summaries and critiques of journal articles in appropriate academic disciplines. Grading is Pass (P) or Not Pass (N). *2 quarter hours*

DVS105 University Success Seminar

This seminar provides strategies that help new students learn how to be successful in a college environment, to develop a sense of commitment to the National-Louis University community, and to gain a greater self-awareness of academic and career goals. *1-2 quarter hours*

DVS106 Vocabulary Development

Strategies for improving college-level vocabulary are taught with an emphasis on learning Greek and Latin word elements, 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 organizing 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. Prerequisites: DVS205B Communication Development II (for non-native speakers), or placement. *0-2 quarter hours*

DVS205A Communication Development I

Holistic experiences incorporating academic skills, reading, writing, listening, and 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 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. Grading is Pass/No Credit, and the "X" grade is used if progress is satisfactory but further language development is necessary in order to reach full competency. *4 quarter hours*

DVS205B Communication Development II

Term II of Communication Development provides students with the skills to analyze and to summarize narrative and expository selections. The emphasis is on developing active readers by building prereading skills as well as by introducing various strategies for text-processing. Students are encouraged to identify main ideas and organizational patterns to prepare for writing. Students registering for Communication Development are required to enroll in both Term I and Term II in consecutive quarters. If they need to develop their skills further and remain in the course for a third term, an Incomplete grade (I) will be issued to be completed by contract. *4 quarter hours*

DVS300A Strategies for Effective Learning I

The first in a two-term sequence of courses, which develop and integrate the basic skills of reading, writing, math, and critical thinking. Skills are developed within an academic context that will most directly transfer to the student's program of study. Provides students with a set of strategies for processing information in content area courses. Prerequisites: Blueprints course (INT300). *2 quarter hours*

DVS300B 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 a degree program utilizing Credit by Portfolio. *2 quarter hours*

DVS490 Independent Study

Students develop 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 is permitted since topics vary each term. *2-5 quarter hours (total degree credit limited to 5 quarter hours)*

The Department of Applied Language The ESOL Program

The English for Speakers of Other Languages (ESOL) courses provide an integrated-skills approach to reading, writing, listening, and speaking. They are designed to prepare students for success in baccalaureate degree programs.

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*

68 **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. *4 quarter hours*

Additional Applied Language Courses

ESL490 Independent Study
Students develop a project related to their English language acquisition with faculty approval. *2-5 quarter hours*

ESL495 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*

APL100 Conversational Foreign Language I (formerly CFL100)
Develops basic functional abilities in foreign language. Emphasis is on aural comprehension and oral communication needs at the most elementary level. Instruction is delivered using innovative methodologies and activities that maximize learner participation. Prerequisite: Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. *5 quarter hours*

APL110 Conversational Foreign Language II (formerly CFL110)
Enhances and expands skills acquired in Conversational Foreign Language I. Prerequisites: APL100 or placement. Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. *5 quarter hours*

APL210 Characteristics of Language in Culture (formerly LIN210)
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. Prerequisite: Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. *5 quarter hours*

English for Professional Success, Intermediate noncredit
Assists college-educated foreign-born professionals in developing English language skills for career advancement.

English for Professional Success, Advanced noncredit
Builds upon skills acquired in English for Professional Success, Intermediate.

Introduction to English noncredit
Individuals with no prior knowledge or formal study of English develop academic and listening skills, acquire basic functions and vocabulary, and receive a cultural orientation to American life and education prior to enrollment in ESOL Level 1.

Beginning English noncredit
Builds upon vocabulary and listening skills acquired in Introduction to English in presenting basic high-frequency structures in both oral and written modes.

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*

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 and Japan from the dawn of history to present day. Contributions of Eastern Asia to art and humanity will also be explored. *2-5 quarter hours*

LAA340A Creative Expression—Self-Development Through the Arts I

LAA340B Creative Expression—Self-Development Through the Arts II

Through the media of art, music, language, drama and movement, experience will be designed to develop the senses, imagination, insights, and perceptions of students. Awareness of the creative process will be developed. Following Creative Expression I, students may elect a 5 quarter-hour course from one of the following areas: studio art, music, theatre, or creative writing in lieu of Creative Expression II. This course cannot apply toward the required English or speech elective for the B.A. degree. *2-5 quarter hours each*

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

LAE100 Writing Laboratory
An intensive skill-building course designed for students who show significant writing weaknesses (such as repeated mechanical errors, use of non-standard dialect forms in formal writing, inability to be clear, inability to organize adequately). This course, if required, must be completed before any other English courses are attempted; students are further advised to take it their first term, since most coursework at National-Louis University requires the skills taught in the course. (Total degree credit for Reading Laboratory, Writing Laboratory, Communication Development, and/or Arithmetic/Algebra limited to 5 quarter hours.) To be taken on a pass/no pass credit basis. *2-5 quarter hours*

LAE101 Fundamentals of Composition
First in a two-term sequence of composition courses. Expository writing with emphasis on the short essay. Practice in organization, illustration, persuasion, research, and documentation. May be offered in modules LAE101A (3 QH) and LAE101B(2 QH). Prerequisite: LAE 100, or passing the English placement test. *5 quarter hours*

LAE102 Composition and Literature
Second in a two-term sequence of composition courses. Continued practice in expository writing with emphasis on the literary critique. Development of criteria for understanding literature as an art form. Introduction to structure of the major types of literature (such as fiction, poetry, drama) and common terms used in literary criticism. Analysis and discussion of literary technique. Prerequisite: LAE101. *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: LAE100 or passing the English placement test. *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

LAE203 Survey of the English Language

A course in practical English grammar for elementary and secondary teachers, covering traditional syntactical analysis (including the difference between prescriptive and descriptive grammars) and introducing students to the study of English language semantics, usage, dialects, history, and the teaching of composition. Fulfills Illinois certification requirement. Does not count as English concentration credit. Prerequisite: LAE102 or equivalent. 5 quarter hours

LAE301 Advanced Composition

Advanced instruction and practice in a variety of expository writing modules, including some specialized types of writing. Use of illustration for clarity and effectiveness is emphasized. Course encourages development of new approaches and techniques of writing. Style analysis and modeling help students learn to write for a variety of audiences and develop their own style options. 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: LAE101, LAE102. 5 quarter hours

LAE303 English Language and Linguistics

General survey of structure and history of the English language, including American English. Course introduces the study of modern linguistics, including phonology, morphology, generative grammar, language acquisition, and dialect study. 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. 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. 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: LAE101. 5 quarter hours

LAE308 World Literature

Masterpieces of world literature from the earliest times to the present in translation. Syllabus includes primarily Western—Greek, Italian, Spanish, German, French, Russian—but some attention also given to non-Western literature. Prerequisite: LAE102. 5 quarter hours

LAE309 Minority Voices in American Literature

Study of important literary works by representatives of minority groups, including, critical essays and polemical writings. Prerequisite: LAE102. 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. 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 an historical approach or it may be structured by type. Prerequisite: LAE102. 5 quarter hours

LAE312 Poetry

Examination of poetry as a literary form and the tools needed for criticism. Prerequisite: LAE102. 5 semester 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/or from poets such as Whittier, Longfellow, and Whitman. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. Prerequisite: LAE102 5 quarter hours

LAE406 American Writers II: 1900-1945

A survey of classic 20th-century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. Brief attention to poets, focusing on T.S. Eliot's *The Waste Land*. Prerequisite: LAE102. 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. 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, Jong, Woolf, Irving, Styron, Morrison and Walker. Assesses the impact of the Sixties and examines literary phenomena such as Absurdism and the "New Journalism" against the still on-going tradition of realism. Prerequisite: LAE102. 5 quarter hours

LAE410 Modern British Fiction: 1900-1950

A survey of major 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. 5 quarter hours

LAE415 Popular Literature

Study of well-known examples 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. 5 quarter hours

LAE434 Shakespeare and Elizabethan Drama

Study of the Elizabethan stage and Elizabethan-Jacobean drama; development of Shakespeare's dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. Prerequisite: LAE102. 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. 5 quarter hours

LAE460 Editing and Publishing the Small Journal

A course introducing the practical skills involved in editing, managing, and publishing a small periodical—for a school, a corporation, or any 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 various types of "desktop publishing" software - both Apple and IBM-compatible. More traditional methods of working with printers are also explained. Prerequisite: LAE102. 5 quarter hours

LAE461 Writing Promotional and Advertising Copy

A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media. Public relations strategies are introduced: how to build and communicate the corporate image. Available markets for writers will be explored. Speakers discuss working for agencies and writing free-lance. Prerequisite: LAE102. 5 quarter hours

LAE465 The Rhetoric of Humor

An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course examines various styles of humor, including iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc. Examples of the various types are first analyzed rhetorically; then students attempt their own versions. Prerequisite: LAE102. 5 quarter hours

LAE490 English Independent Study

Opportunity for students in this concentration to pursue acceptable study in an aspect of literature or writing independently. Students are assigned to department advisors 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 are given hands-on experience with traditional printed bibliographies as well as computer-assisted searches and databanks. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper. This course is usually taught in modules of 2 quarter hours or 1 semester hour each with a different module being offered each term: LAE492a in Fall, LAE492b in Winter, LAE492c 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. Contrast: LAE501: Writing from Reading)

LAE495 English Special Topic

Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties:

72 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 advisor and evaluator. Prerequisite: consent of instructor. 3-5 quarter hours.

Philosophy

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

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

LAH499 Philosophy Seminar

Experimental and exploratory inquiries into special areas of interest to philosophical inquiry. Specific offerings will be determined by cultural trends, academic values, and students' interests. 3-5 quarter hours

Mathematics

LAM100A Arithmetic

This course presents a review of arithmetic operations and basic mathematical principles. Topics covered include estimation, operations with fractions and decimals, number systems, percent, ratio and proportion, and an introduction to algebra. Calculator use is encouraged throughout. Applicable as free elective credit but not toward requirements in General Studies or a concentration. (Total degree credit for Reading Laboratory, Writing Laboratory, Communication Development, Arithmetic, and/or Basic Algebra limited to 5 quarter hours. To be taken on a pass/no credit basis.) 5 quarter hours

LAM100B Basic Algebra

This course covers introductory algebra for students with no algebra background or for those who need a review of basic algebraic principles. Topics covered include number systems, integer arithmetic, integer exponents, polynomial arithmetic, first and second degree equations in one variable, literal equations, and an introduction to radicals. Calculator use is encouraged throughout. Applicable as a free elective credit but not toward requirements in General Studies or a concentration. (Total degree credit for Reading Laboratory, Writing Laboratory, Communication Development, Arithmetic, and/or Basic Algebra limited to 5 quarter hours. To be taken on a pass/no credit basis.) Prerequisite: Placement or LAM100A. 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 of 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

This course provides the basic preparation for more specialized courses in mathematics as determined by the student's major. Topics include graphical and numeric solutions of problems, number systems, first and second degree equations, inequalities in two variables, systems of equations, measurement, geometry, and problem solving. This course does not apply toward the math concentrations. Prerequisite: Placement or LAM100A & B. 5 quarter hours

LAM111 Logarithm/Trigonometry Unit for Allied Health Students

This module surveys exponential and logarithmic functions and their graphs, computations involving logarithms and 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. Prerequisite: LAM110 or concurrent enrollment. 1 quarter hour

LAM112 Concepts of Mathematics

This basic mathematics course examines the underlying conceptual framework of the topics of sets, numeration, whole number operations, geometry, probability, and statistics. Students will use estimation, models and graphs, and apply mathematical reasoning in a variety of problem-solving situations. A weekly lab component is required. This course applies toward a mathematics concentration. Prerequisite: LAM110. 5 quarter hours

LAM213 Math Content for Elementary Teachers

This course is designed specifically to meet the needs of prospective elementary and junior high school teachers. It examines the underlying conceptual framework of the elementary mathematics topics of geometry, measurement, rational and real number operations, percent, probability, and statistics. Students will use estimation, models, and graphs, and

apply mathematical reasoning in a variety of problem-solving situations. A weekly lab component is required. This course applies toward a mathematics concentration. Prerequisites: LAM110, 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 and nonlinear functions, systems of equations and inequalities, linear programming, and an introduction to probability and statistics. Calculator and computer software will be integrated throughout the problem-solving course. Prerequisite: LAM110 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 concentrations. 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. Applies toward the math concentration. Prerequisite: LAM110 or placement. 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 a mathematics concentration. Prerequisites: LAM110, LAM112; LAM213, LAM220 recommended. 5 quarter hours

LAM303 Computer Programming

This is a programming course within a mathematical context. Mathematical functions and graphs are employed within subroutines using proper program design. The techniques of structured programming are developed with problems taken from number theory, probability, statistics, and geometry. A final project will be required. Prerequisite: LAM110. 5 quarter hours

74 **LAM307 Investigatory Geometry and Measurement**
Investigates geometry and measurement and relates these to nature, art, and mathematical thought. Materials and problem-solving techniques included. Inductive approach provides students with another point of view as well as additional knowledge and skills. Prerequisite: LAM112. *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. Prerequisite: LAM112. *5 quarter hours*

LAM309 Theory of Numbers
Involves students in discovering, developing, evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. Prerequisite: LAM220. *5 quarter hours*

LAM310 Analytic Geometry with Trigonometry
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. Prerequisite: LAM220. *5 quarter hours*

LAM311 Calculus I
Introductory concepts of calculus presented: limits, continuity, derivatives, techniques of differentiation, applications of derivatives to related rates and extreme problems, Rolle's Theorem and Mean Value Theorem, antiderivatives, and Fundamental Theorem of Calculus. 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. 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. 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 realms, 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. Prerequisite: LAM311; LAM307 recommended. *5 quarter hours*

LAM409 Structure of Arithmetic and 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. Prerequisite: LAM311. *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*

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

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, evolution, basic plant biology, and the physiology of human reproduction. Laboratory. *5 quarter hours*

LAN150 Survey of Physical Science
This course follows the concept of conservation through basic units in physics, chemistry, astronomy, meteorology and geology. Techniques of measurements and problem solving emphasized. Laboratory. Prerequisite: Appropriate score on math placement exam. *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. 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*

LAN250 Inorganic Chemistry I
A comprehensive introduction to inorganic chemistry. Measurement techniques; theoretical aspects of atomic structure, periodicity of elements, 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, oxidation, radioactivity, and chemical equilibrium and kinetics. Laboratory. Prerequisite: LAN250. *5 quarter hours*

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 products. Food and food additives analyzed for basic constituents. Other consumer products such as nonprescription drugs, cosmetics and textiles investigated. *5 quarter hours*

LAN300 Ecology and Conservation
The basic principles of ecology are introduced, followed by discussion and analysis of current environmental problems such as energy resources, pollution, water resources, and human overpopulation. Field trips will be taken when possible. A research paper and presentation are 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*

75 **LAN303 Botany**
The basic principles of plant biology, such as taxonomy, reproduction, cell structure, growth and development, hormones, and economic botany. Laboratory. 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. 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. Prerequisite: LAN150 or consent of instructor. *5 quarter hours*

LAN351 General Physics
An introduction to the application of basic physics principles to mechanics, dynamics, behavior of gases, sound, electromagnetic radiation, heat, electricity, magnetism, and nuclear physics. 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. Prerequisites: LAN250, 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. Prerequisite: LAN358. 5 quarter hours

LAN361 Biochemistry II

See Biochemistry I course description. 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. 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 standard statistical package (SPSS/PC+). Prerequisites: 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 of 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 and molecular genetics will be discussed. Topics such as chromosome

mapping, Chi square analysis of data, chromosomal aberrations, DNA replication, protein synthesis, genetic engineering, and gene repair systems will be investigated in detail. This course has a strong emphasis on problem solving. Laboratory. Prerequisite: LAN110. 5 quarter hours

LAN410 Fundamentals of Immunology

An introductory course presenting the basic concepts of the human immune response. Topics include: antigen specificity and immunogenicity; immunoglobulin structure and synthesis; the reticulolymphatic tissues, specific lymphoid cell subpopulations and their roles in generation of the regulation of cell-mediated and humoral immune responses, tissue rejection, autoimmune and hypersensitivity disease; host immune responses to microbial parasites. Prerequisites: LAN110, LAN411, or consent of instructor. 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, consent of instructor. 5 quarter hours

LAN412 Medical Microbiology

An introduction to the etiology, epidemiology, and immunology of microbes and their relationship to infectious disease. Laboratory. Prerequisite: LAN411. 5 quarter hours

LAN490B Independent Study, General 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. 2-5 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. Trips are also taken to an arboretum, conservatory, sewage disposal center, and purification plant. Laboratory. Prerequisite: LAN110. 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, 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

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

LAP203 Life-Span Development

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) 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, experimental 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

LAP301 Psychological Foundations for Reading and Writing

An examination of the process of speech and language development of young children, the relationship between language and cognitive development, and readiness for formal instruction in reading and written expression. Prerequisite: one developmental psychology course or consent of instructor. (Developmental Psychology) 5 quarter hours

LAP304 Psychology of Language

Aspects of communication in sociocultural, cognitive and affective contexts; structure and function of language; how language shapes the way we look at life; development and learning in language acquisition and use; different points of view. Laboratory experiences included. Prerequisite: one previous psychology course. (Social 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 III-R*. Aspects of prevention and types of intervention and psychotherapies in various settings included. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) 5 quarter hours

- 78 **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
- LAP344 Diagnostic Tests and Approaches to Personality Assessment**
Introduction to projective personality testing, familiarizing the student with a variety of personality tests. Focus is on introducing the student to test materials, administration procedures, and clinical interpretations of tests such as figure drawings, sentence completion, and other projective tests. Prerequisite: junior standing. (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

LAP407 Psychology of the Exceptional Person: A Life-Span Perspective
An examination of the impact of handicapping conditions on the cognitive, social, emotional, and personality development of human beings from birth through old age from a variety of theoretical perspectives. Investigates current research findings and changing social attitudes toward the exceptional person in the family, school, community, and work place. Prerequisites: One previous course in developmental psychology and junior, senior, or graduate standing; one previous course in community mental health recommended. (Personality/Clinical 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
- LAP430 Parent Training Resources**
An examination of the field of parent training/education, familiarizing the student with historical background, current theoretical viewpoints and policies, and technology for appropriate applications. Models of intervention will be explored. Related issues such as assessment, funding, and research will be investigated. Prerequisites: One course in Human Development (preferably child, middle, or adolescent), a course in interviewing. 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: LAP203 or LAP201 and LAP202 or consent of instructor. 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

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A pursuit of independent study in an area of psychology by students who have elected psychology majors. Consent of the department is required. 2-5 quarter hours

LAP495 Psychology Special Topic
2-5 quarter hours

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 Psychological Assessment I (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

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

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80 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

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 (formerly LAP405)

Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. Neo-analytic, statistical and behavioral approaches. Assessment. Prerequisite: Senior or graduate standing with previous undergraduate course in personality theories or consent of department. (Personality/Clinical Psychology) 5 quarter hours

Sport Management and Physical Education**LAR101 Survey of Sport Management**

An examination of the organization and management of sport agencies: including public and private fitness, sports, recreation, and marketing/promotion agencies. Practical aspects of management and leadership including budgeting, personnel, scheduling, policy making, etc. 3 quarter hours

LAR102 First Aid and Safety

A standard official American Red Cross course having two components: First Aid and Safety, and Cardiopulmonary Resuscitation. Red Cross certifications available upon successful completion. 1 quarter hour

LAR120 The Science of Health and Nutrition

Exploration of factors that affect growth and development: heredity, environment, and lifestyle. The roles of nutrition and social problems in physical and mental health. Application of health science to personal lifestyle decisions. 5 quarter hours

LAR203 Scientific Foundation of Physical Fitness

An analysis of physical fitness as it relates to the total well-being of the individual. Specific units on the fitness parameters, hypokinetic disease and physical inactivity, stress, current levels of physical fitness, training programs, and the beneficial aspects of regular exercise. 3 quarter hours

LAR207 Sports Officiating

Understanding of officials' responsibilities regarding positioning, rules, mechanics, dress, and qualifications. Students apply skills by working with children in the elementary schools. Written examination required. 2 quarter hours

LAR300 Adapted Sport and Physical Activity

Investigation of the conditions requiring adaptive or corrective activities; methods and procedures for engaging the handicapped individual in appropriately beneficial activities. A survey of a variety of disabilities/diseases/disorders that are acquired in the prenatal, perinatal, and postnatal birth process, as well as some that occur throughout life. 3 quarter hours

LAR301 Sport in Society

The study of group behavior in sport and physical activity. An overview of sport as a social process and structured social activity. Social influences affecting sport: family, community, ethnicity. Prerequisite: Introductory behavioral science course. 5 quarter hours

LAR302 Prevention and Care of Sport Injuries

Current trends pertaining to sports and physical activity injuries. Emphasis upon prevention as well as treatment of typical injuries. Practical understanding of taping, bandaging, and supporting to prevent the recurrence of injuries. Prerequisites: LAR102, LAN200. 3 quarter hours

LAR303 Nutrition for Fitness

General and specific nutritional needs for developing a balanced diet aimed at personal fitness programs and goals, use of dietary supplements, nutrition for everyday work, personal fitness, amateur athletics, and professional sports. Prerequisite: LAR120. 2 quarter hours

LAR310 Fitness Programs Through the Life Cycle

Investigations of fitness programs for special populations, ranging from the sedentary adult, cardiac patient, diabetic, and pregnant person to the elderly. Prerequisite: LAR203. 3 quarter hours

LAR311 Physiology of Exercise

Exercise and its effect on the cardiovascular, musculoskeletal, and respiratory systems. Emphasis on application and investigation of biochemical alterations as a result of exercise. Prerequisites: LAN110, LAN200. 5 quarter hours

LAR312 Kinesiology

Human movement explored from the standpoint of origin, function, and efficiency. The laws of movement and motion as they relate to the muscles and joints of the body. The science of human movement including the practical application of movement and exploration of more efficient methods of movement. Prerequisites: LAN110, LAN200. 5 quarter hours

LAR325 Psychology of Sport and Physical Activity

The purpose of this course is to explore the behavior of individuals participating in sport and physical activity. The focus is placed on why people behave the way they do in various settings, e.g., the athletic fields, the health club, as a spectator, while playing golf, etc. Particular stress is placed on the study of group dynamics, personality, aggression, leadership, motivation, and other selected aspects of social and applied psychology. Prerequisites: Introductory psychology/social science course. 5 quarter hours

LAR330 Principles, Ethics, and Problems of Coaching

Provides an ethical foundation to the decision-making process in coaching management. Introduces areas from which basic coaching principles and techniques for various sports can be developed. Encourages coaches to examine practical managerial problems that influence the quality of an athletic program whatever the level. 4 quarter hours

LAR460 Practicum in Sport Management

On-the-job learning in a sport management setting. An opportunity to observe and participate in an agency generally outside of the student's specific area of specialization or chosen option. A minimum of 200 hours over a 10 week period (minimum of 60 clock hours). Prerequisite: approval of Coordinator, Sport Management Program. 5 quarter hours

LAR470 Internship in Sport Management

Extended field experience (400 hours minimum) in a program-related sport management agency; for advanced students only. Opportunity to experientially investigate specific areas of expertise and/or allow individualization to meet students needs. Expected to investigate area beyond that covered in Practicum LAR460. Intern will work closely with and receive supervision from both agency and faculty supervisors. Prerequisites: all major concentration requirements; completion of Practicum; approval of Coordinator, Sport Management. CPR and Standard First Aid are prerequisites for Fitness and Aquatics specialists. 5 quarter hours

LAR490 Sport Management Independent Study

A laboratory project, field study, or library study of a related topic to sport management. Emphasis will be placed on planning, carrying out, and writing a report on an independent study agreed upon by the student and faculty member. Prerequisites: upper level standing and consent of advisor. 2-5 quarter hours

LAR495 Sport Management Special Topic

A student selects a sport management topic of special interest. More than one registration is permitted since topics vary each term. Prerequisites: upper level standing, and consent of advisor. 2-5 quarter hours

Physical Education Activities

All 1 quarter hour

| | |
|--------|--|
| PEA012 | Basketball Team |
| PEA014 | Beginning Bowling |
| PEA026 | Beginning Tennis |
| PEA028 | Beginning Weight Training |
| PEA034 | Fundamentals of Basketball |
| PEA058 | Independent PE: Biking, Fencing, Skating |
| PEA062 | Intermediate Bowling |
| PEA068 | Intermediate Tennis |
| PEA070 | Intermediate Weight Training |
| PEA082 | Soccer Team |
| PEA086 | Softball Team |
| PEA088 | Volleyball Team |

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

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*

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*

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*

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*

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: Introductory 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: Introductory social science course. *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*

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*

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*

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*

LAS426 Multicultural Dimensions

Cultural diversity as it affects issues, policies and the quality of life. *3 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*

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*

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 recommendation of the faculty. *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. *3-5 quarter hours*

Theatre Arts**LAT200A Ballet I (3 qh)****LAT200B Ballet II (2 qh)**

Taken sequentially, these courses offer a sound foundation for the beginning ballet dancer. Extensive work in barre and floor exercise leads to choreographed pieces. Spans two quarters of work. (Should be taken as separate modules, according to proficiency level.) May be used as Humanities elective.

LAT201A Jazz Dance I (3 qh)**LAT201B Jazz Dance II (2 qh)**

Taken in sequence, these courses offer a strong foundation in body alignment, awareness and dance composition. Section one focuses on basic jazz form, while section II leans more heavily on student-choreographed works. Spans two quarters of work. (Should be taken as separate modules, according to proficiency level.) May be used as Humanities elective.

LAT209 Accent Modification

Designed for nonnative English-speaking students to develop strategies to modify their accents. Students will develop tools for self-monitoring by analyzing and practicing the American sound system, words, phrases, sentence stress, intonation patterns, body language and language styles. Students will be expected to make oral presentations drawn from prose, poetry and dramatic literature. Prerequisites: concurrently enrolled in LAE100 or LAD consent. This course does not take the place of Effective Speaking for those programs that require it. *3-5 quarter hours*

LAT210 Effective Speaking

Through a series of speeches, students learn to improve their diction, articulation, vocal performance, gestures, poise, and organization of ideas. Development of speech in the child, speech disorders, psychology of communication. *3-5 quarter hours*

LAT211 Voice and Diction

Designed to strengthen the actor's ability to communicate with the spoken word. Focuses on effective breathing techniques, healthy vocal production, and clear diction. May be used as Humanities elective. *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*

LAT309 Acting II

Focuses on analysis, interpretation, and performance of classical theatre styles including Greek Tragedy, Moliere, and Shakespeare. A studio course designed to broaden the actor's range while strengthening acting technique. Prerequisite: LAT214. *5 quarter hours*

LAT310 Advanced Stagecraft

An advanced stage craft course dealing with specialized construction techniques, materials, and technology. Specialized painting for the stage is also explored. Full scale theatre productions are scheduled concurrently, enabling students to put theory into practice. Prerequisites: LAT220, LAT230. *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*

LAT313 Lighting Design

The study of scenic lighting design placed in a historical and artistic context. Provides extensive background in the study of color, light, and technical instrumentation. Students help to design mainstage productions. Culminates in final student-generated light design project. Prerequisites: LAT220, LAT230. *5 quarter hours*

LAT314 Scenic Design

The study and practice of stage scenic design placed in a historical and artistic context. The history and evolution of the physical stage and scenic convention serve as the foundation for this course which culminates in student-generated scenic design projects. Prerequisites: LAT220, LAT230. *5 quarter hours*

LAT315 Costume Design

The study and practice of stage costuming placed in a historical and artistic context. The history and evolution of fashion design serve as the foundation for this course. The study of line, color, and texture culminates in a student-generated costume design project. Prerequisites: LAT220, LAT230. *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*

LAT317 Playing Shakespeare

Stemming from the work of John Barton and the Royal Shakespeare Company, this course is designed to help students bring Shakespeare alive through performance. Focuses on Shakespeare's internal, dramatic, and literary craftsmanship. Prerequisite: LAT221. *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*

LAT322 Musical Theatre

Study of the dominant forces in the development of the American Musical Theatre. Devoted primarily to the study of the music as the heart of this genre, this studio course involves learning and performing classic songs and dances from musical theatre repertoire. Prerequisite: LAT220. *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. Prerequisites: LAT220, LAT221. *5 quarter hours*

86 LAT325 Use of Computer in Theatre Production and Management

Practical usage of computer software designed to supplement all aspects of production, including scenic light and costume design, budget and box office management. Also involves a software design component. Prerequisites: LAT220, LAT230. *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, 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, LAT221 or consent of instructor. *5 quarter hours*

LAT401 Studio Production

Students direct, rehearse, produce, and present a final one-act play before a live audience in concert with fellow classmates. Students work throughout the term to develop skills as actors, coaches, and directors. *5 quarter hours*

LAT410 National Children's Theatre Co./Production

LAT411 National Children's Theatre Co./Touring
Spans the work of two quarters. First quarter, students rehearse a Children's Theatre production while supporting the technical production staff. Second quarter involves touring production to area grade schools. Critique and analysis sessions follow performances. Prerequisites: LAT220 and Audition, LAT410. A prerequisite to LAT411. *0-5 quarter hours*

LAT412 National Puppet Co./Production

LAT413 National Puppet Co./Tour
This practicum spans the work of two quarters. The first quarter, students write, design and build a puppet show in preparation for live performance. The second quarter, students tour this original puppet show. Critique and analysis of sessions follow performances. Prerequisites: LAT220, LAT412. A prerequisite to LAT413. *0-5 quarter hours*

LAT430 Theatre History and Literature II

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 Renaissance to the present. Prerequisites: LAT220, LAT330. *5 quarter hours*

LAT435 Dramatic Theory and Criticism

A survey of the basic theories and analyses of the major traditional dramatic genres from ancient to modern times. This course features reading and discussion to examine the larger theoretical issues related to drama as both literature and theatrical experience. Prerequisites: LAT220, LAT330, LAT430. *5 quarter hours*

LAT460 Practicum in Creative Drama

Students serve as creative drama apprentices to practicing drama specialists. Designed for those wishing to actually integrate drama into their specific work. Prerequisites: LAT220, LAT231, LAT312. *5-10 quarter hours*

LAT461 Practicum in Theatre Production/Management

By placing students with Chicago area professional theatres, this practicum is designed specifically for individuals with unique production interest. May include professional work in the areas of stage management, design, construction, publicity, or box office. Prerequisites: All core courses. *5-10 quarter hours*

LAT470 Communication Arts Internship I

This internship provides the student an opportunity to participate one half-day per week throughout one complete term in a planned sequence of roles and activities related to an on-the-job experience. The student's personalized program is planned and guided by the College supervisor in conjunction with the field-site cooperating supervisor. *10 quarter hours*

LAT471 Communication Arts Internship II

This internship provides the student an opportunity to participate a full day throughout the term in a planned sequence of roles and activities related to an on-the-job experience. The student's personalized program is planned and guided by the College supervisor in conjunction with the field-site cooperating supervisor. *15 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*

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, 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, 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, LAU205. *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, 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. *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, LAU320. *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

An honors course varying in content from time to time. *5 quarter hours*

College of Management and Business



Don't expect business as usual from National-Louis's College of Management and Business. Vast changes are sweeping across the world's economies, creating undreamed of 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 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. Further, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. That adds up to excellent value for students and their employers.

We offer programs on our four Chicago area campuses and at our full-service academic centers in Washington, Atlanta, St. Louis, Tampa, and Orlando. Full-time tenure track professors are stationed at campuses and at all of our academic centers, 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 with 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 that 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 back on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional — a knowledge worker that 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 don't expect business as usual. National-Louis University's College of Management and Business is the place where knowledge workers prepare to assure our 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, Business Programs, prepare students for professional careers in business, industry, government, and non-profit institutions with baccalaureate degrees in Accounting, Business Administration, and Computer Information Systems and Management. Elective specialties in International Business and Entrepreneurship are available within the Business Administration curriculum. The College 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 students toward a bachelor's degree.

The Business Programs, based at National-Louis University's Chicago campus, offer students the opportunity to study in the heart of Chicago's vibrant business community, from which the Business Programs draw many of its 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 bring 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 the day, evenings, and on weekends to accommodate full- and part-time students. Liberal arts courses are woven throughout the programs to guarantee that graduates have a solid foundation on which to build their business skills.

Accounting Program (B.A.)

The Accounting Program at National-Louis University prepares students for careers as accountants in business, industry, government, and not-for-profit institutions. The Accounting curriculum includes courses in beginning to advanced accounting, 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, 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).

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 Studies Requirements

Humanities

| | | |
|--------|------------------------------|-----|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH120 | Logic and Effective Thinking | 5 |
| | Fine Arts elective | 2-5 |

Natural Sciences

| | | |
|--------|------------------------------------|---|
| LAM110 | College Mathematics | 5 |
| LAM214 | Mathematics for Management Science | 5 |
| LAM216 | Statistical Methods | 5 |
| | Laboratory Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|-----|
| INT305 | Dynamics of Group and Organizational Behavior | 5 |
| LAP100 | General Psychology | 5 |
| LAS115 | Introduction to Economics | 5 |
| | Social Science elective | 2-5 |

Additional General Studies electives if needed

Accounting Requirements

| | | |
|--------|--|---|
| MGT120 | Accounting Principles I | 4 |
| MGT121 | Accounting Principles II | 4 |
| MGT122 | Accounting Principles III | 4 |
| MGT220 | Managerial Accounting | 4 |
| MGT221 | Individual Taxation | 4 |
| MGT222 | Corporate and Partnership Taxation | 4 |
| MGT320 | Intermediate Accounting I | 4 |
| MGT321 | Intermediate Accounting II | 4 |
| MGT322 | Intermediate Accounting III | 4 |
| MGT323 | Cost Accounting | 4 |
| MGT420 | Advanced Accounting | 4 |
| MGT421 | Accounting for Governmental and Nonprofit Entities | 4 |
| MGT422 | Principles of Auditing | 4 |
| MGT423 | Operational Auditing | 4 |

Business Requirements

| | | |
|--------|---|---|
| MGT101 | Business Organization and Management | 4 |
| MGT104 | Business Law I | 4 |
| MGT105 | Business Law II | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT140 | Introduction to Computers & Computer-based Applications | 6 |
| MGT141 | Management Information Systems | 4 |
| MGT170 | Survey of International Business | 4 |
| MGT300 | Principles of Marketing | 4 |
| MGT301 | Principles of Finance | 4 |
| MGT106 | Entrepreneurship <u>or</u> | |
| MGT304 | Business Ethics | 4 |

94 MGT305 Operations Management 4

Total Minimum Hours 180 QH

Students must demonstrate English competency 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 Program (B.A.)

The Business Administration Program offers 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, which equip students for a wide variety of career options and prepare students for graduate study. Elective specialization in International Business and Entrepreneurship is 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 Studies Requirements 70 QH

Humanities

| | | |
|--------|------------------------------|-----|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH120 | Logic and Effective Thinking | 5 |
| LAT210 | Effective Speaking | 3-5 |
| | Fine Arts elective | 2-5 |

Natural Sciences

| | | |
|--------|-------------------------------------|---|
| LAM110 | College Mathematics | 5 |
| LAM214 | Mathematics for Management Sciences | 5 |
| LAM216 | Statistical Methods | 5 |
| | Laboratory Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|---|
| INT305 | Dynamics of Group and Organizational Behavior or Psychology elective or Social Science elective | 5 |
| LAP100 | General Psychology | 5 |
| LAS115 | Introduction to Economics | 5 |

Additional General Studies electives if needed

Business Requirements

| | | |
|--------|---|---|
| MGT101 | Business Organization and Management | 4 |
| MGT103 | Money and Banking | 4 |
| MGT104 | Business Law I | 4 |
| MGT105 | Business Law II | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT120 | Accounting Principles I | 4 |
| MGT121 | Accounting Principles II | 4 |
| MGT122 | Accounting Principles III | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT160 | Entrepreneurship | 4 |
| MGT170 | Survey of International Business | 4 |
| MGT220 | Managerial Accounting | 4 |
| MGT300 | Principles of Marketing | 4 |
| MGT301 | Principles of Finance | 4 |
| MGT302 | Principles of Management and Supervision | 4 |
| MGT303 | Business Research and Communication | 4 |
| MGT304 | Business Ethics | 4 |
| MGT305 | Operations Management | 4 |
| MGT400 | Business Policy | 4 |
| | Computer Information Systems elective | 4 |

Total Minimum Hours 180 QH

Students must demonstrate English competency 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.

Computer Information Systems and Management Program (B.A.)

The Computer Information Systems and Management (CISM) program offers students the opportunity to become information system professionals with extensive business expertise. The CISM program combines computer training with business courses that enable students to use computers to solve real business problems. In addition to Management Information Systems Analysis Methods and Database Program Development, programming courses in BASIC, COBOL, and in "C" are required. Students may elect courses in other computer languages, application software packages, or computer management functions. The concluding requirement, Applied Software Development Project, promotes a deeper understanding of computer operations in business by allowing students to apply the knowledge they have gained through involvement in a complete system design project.

Three upper-level computer courses, in addition to the Applied Software Project, need to be completed at National-Louis University in order to qualify for graduation in Computer Information Systems and Management from National-Louis University.

Computer courses are taught in computer laboratories rather than lecture rooms. The laboratory settings provide each student with a hands-on opportunity to combine theory and practice with the direct help of a qualified faculty member who is a practitioner in the computer field.

General Studies Requirements 70 QH

Humanities

| | | |
|--------|------------------------------|-----|
| LAE101 | Fundamentals of Composition | 5 |
| LAE102 | Composition and Literature | 5 |
| LAH120 | Logic and Effective Thinking | 5 |
| | Fine Arts elective | 2-5 |
| | Humanities elective | 5 |

Natural Sciences

| | | |
|--------|-------------------------------------|---|
| LAM110 | College Mathematics | 5 |
| LAM214 | Mathematics for Management Sciences | 5 |
| LAM216 | Statistical Methods | 5 |
| | Laboratory Science elective | 5 |

Behavioral Sciences

| | | |
|--------|---|---|
| INT305 | Dynamics of Group and Organizational Behavior | 5 |
| LAP100 | General Psychology | 5 |
| LAS115 | Introduction to Economics | 5 |
| | Social Science or Psychology elective | 5 |
| | Social Science elective | 5 |

Additional General Studies electives if needed

Computer Information Systems Requirements 58 QH

| | | |
|--------|---|----|
| MGT139 | Introduction to Database Management | 2 |
| MGT140 | Introduction to Computers & Computer-based applications | 6 |
| MGT141 | Management Information Systems | 4 |
| MGT143 | Programming in BASIC | 4 |
| MGT240 | Programming in COBOL | 6 |
| MGT241 | Advanced COBOL | 6 |
| MGT242 | Spreadsheet Application | 2 |
| MGT340 | Systems Analysis Methods | 4 |
| MGT341 | Database Program Development | 4 |
| MGT443 | Introduction to C Programming | 4 |
| MGT445 | Applied Software Development project | 4 |
| | Computer Information Systems electives | 12 |

Business Requirements

| | | |
|--------|--------------------------------------|---|
| MGT101 | Business Organization and Management | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT120 | Accounting Principles I | 4 |

| | | |
|--------|--|---|
| MGT121 | Accounting Principles II | 4 |
| MGT122 | Accounting Principles III | 4 |
| MGT170 | Survey of International Business | 4 |
| MGT220 | Managerial Accounting | 4 |
| MGT300 | Principles of Marketing | 4 |
| MGT301 | Principles of Finance | 4 |
| MGT302 | Principles of Management and Supervision | 4 |
| MGT401 | Business Law I | 4 |

Total Minimum Hours 180 QH

Students must demonstrate English competency 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 Certificates of Completion

Students who are pursuing the Business Administration major may elect a specialty in International Business or Entrepreneurship. Non-degree candidates may also pursue one of the options as a certificate of completion.

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 the international business environment. They are prepared for careers in international accounting, finance, management, and marketing.

International Business Specialty Requirements

| | | |
|---------------------|--------------------------|---|
| LAS310 ¹ | International Relations | 5 |
| MGT370 | International Accounting | 4 |
| MGT371 | International Finance | 4 |
| MGT372 | International Management | 4 |
| MGT373 | International Marketing | 4 |

¹LAS300 Contemporary World Cultures, LAS430 Economic Issues in Global Perspective or any Acceptable Enculturation course may be taken with the approval of the Specialized Option advisor to fulfill the requirement of LAS310.

Entrepreneurship

Entrepreneurship is an elective specialty available to students in Business Administration. The specialization is designed for students interested in exploring realistically the required commitment and skills, the opportunities and risks, and the accompanying lifestyle of an entrepreneurial career.

The six courses that make up the Entrepreneurship specialization were designed with the help of an advisory committee made up of some of Chicago's most successful and well-known entrepreneurs. The cornerstone course, Entrepreneurship, provides insight into the challenges and rewards of running a business. The unique Accounting for Entrepreneurs course prepares students to construct and use financial statements and to select and evaluate an accountant. Finance for Entrepreneurs addresses how to deal with investors, how to complete a loan application, and how to negotiate a loan. Students learn about conducting inexpensive market research, determining appropriate advertising options, and developing a public relations plan among other topics in the Marketing for Entrepreneurs course. Also included in the Entrepreneurship option is a course in Business Planning and a practicum in which students apply their classroom studies to solve problems or to capitalize on opportunities for local entrepreneurs and small businesses.

Entrepreneurship Specialty Requirements

| | | |
|--------|-------------------------------------|---|
| MGT160 | Entrepreneurship | 4 |
| MGT360 | Accounting for Entrepreneurs | 4 |
| MGT361 | Finance for Entrepreneurs | 4 |
| MGT362 | Marketing for Entrepreneurs | 4 |
| MGT460 | Practicum for Entrepreneurs | 4 |
| MGT461 | Business Planning for Entrepreneurs | 4 |

One-Year Certificate Programs

Business Education for Career Advancement

The one-year certificate in Business Education for Career Advancement (BECA) enables students to get an early start on their careers. The BECA program provides the accounting, business administration, or data processing skills needed to hold entry-level jobs while providing an option of continuing toward completion of the bachelor's degree.

BECA: Accounting (Entry Level) 48 QH

| | | |
|--------|--------------------------------------|---|
| MGT101 | Business Organization and Management | 4 |
| MGT102 | Business Mathematics | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT120 | Accounting Principles I | 4 |

| | | |
|--------|---|---|
| MGT121 | Accounting Principles II | 4 |
| MGT122 | Accounting Principles III | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT142 | Word Processing | 4 |
| MGT200 | Practicum Experience | 2 |
| MGT242 | Spreadsheet Applications | 2 |
| MGT247 | Advanced Spreadsheet Applications | 2 |
| MGT324 | Electronic Accounting | 4 |
| | Accounting Elective | 4 |

BECA: Business Administration (Entry Level) 48 QH

| | | |
|--------|---|---|
| MGT101 | Business Organization and Management | 4 |
| MGT102 | Business Mathematics <u>or</u> | |
| MGT120 | Accounting Principles I | 4 |
| MGT104 | Business Law I | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT142 | Word Processing | 4 |
| MGT160 | Entrepreneurship | 4 |
| MGT170 | Survey of International Business | 4 |
| MGT200 | Practicum Experience | 2 |
| MGT242 | Spreadsheet Applications | 2 |
| MGT247 | Advanced Spreadsheet Applications <u>or</u> | |
| MGT139 | Introduction to Database Management | 2 |
| MGT302 | Principles of Management and Supervision | 4 |
| | Business Administration Elective | 4 |

BECA: Business Computer Programming (Advanced Level) 48 QH

| | | |
|--------|---|---|
| MGT101 | Business Organization and Management | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT143 | Programming in BASIC | 4 |
| MGT200 | Practicum Experience | 2 |
| MGT240 | Programming in COBOL | 6 |
| MGT241 | Advanced COBOL | 6 |
| MGT242 | Spreadsheet Applications <u>or</u> | |
| MGT139 | Introduction to Database Management | 2 |
| MGT341 | Database Program Development | 6 |
| MGT443 | Introduction to "C" Programming | 4 |
| MGT446 | Introduction to Expert Systems | 4 |
| | Computer Elective | 4 |

BECA: Data Processing (Entry Level) 48 QH

| | | |
|--------|--------------------------------------|---|
| MGT101 | Business Organization and Management | 4 |
| MGT102 | Business Mathematics | 4 |
| MGT106 | Applications of Business Writing | 4 |
| MGT120 | Accounting Principles I | 4 |

| | | |
|--------|---|---|
| MGT139 | Introduction to Database Management | 2 |
| MGT140 | Introduction to Computers and Computer-based Applications | 6 |
| MGT141 | Management Information Systems <u>or</u> | |
| MGT243 | Office Information Systems | 4 |
| MGT142 | Word Processing | 4 |
| MGT143 | Programming in BASIC | 4 |
| MGT200 | Practicum Experience | 4 |
| MGT242 | Spreadsheet Applications | 2 |
| MGT247 | Advanced Spreadsheet Applications | 2 |
| | Computer Elective | 4 |

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 36 QH

| | | |
|--------|---|---|
| LAS115 | Introduction to Economics | 5 |
| MGT101 | Business Organization and Management | 4 |
| MGT120 | Accounting Principles I | 4 |
| MGT121 | Accounting Principles II | 4 |
| MGT140 | Introduction to Computers and Computer-based Applications | 4 |
| MGT141 | Management Information Systems | 6 |
| MGT300 | Principles of Marketing | 4 |
| MGT302 | Principles of Management and Supervision | 5 |

Sport Management (B.A.)

The College of Management and Business and the College of Arts and Sciences jointly sponsor a four-year degree program in Sport Management. The business administration and entrepreneurship concentration, coupled with the sport science curriculum, enables students to prepare for careers related to sport and fitness management in a variety of organizational settings or as independent owners of facilities. For degree information, see page 50 in the College of Arts and Sciences.

Management Programs

Management (B.S.) 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

This innovative program engages adults in a learning process that is highly interactive, personalized, and experiential. Sophisticated learning technologies, such as large-scale behavioral simulations, case studies, team projects, computer simulations, and individual managerial assessment are used extensively. These technologies assist the students in applying managerial theories and concepts to their work settings.

Course work concentrates on developing managerial and leadership competencies required of organizations in the 1990s and beyond. The curriculum focuses on developing managers who can lead, organize, innovate, motivate, negotiate, inspire, and establish positive, productive relationships with those they manage.

Core Competencies

The management curriculum develops managers in four key areas: managerial, cognitive, affective, and humanistic. Courses in the program address these four areas through integrating the following knowledge and skills:

- Communication skills—interpersonal, oral, written, listening
- 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
- Computer literacy and knowledge of technological advances
- 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

98 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.

Admission Standards for the B.S. in Management Program

Admissions Procedures

Because of the unique design of the B.S.-M. program, students apply to the University and the program before the first class meeting. All necessary forms for admission to the University should be completed before the B.S.-M. registration meeting including:

1. An application for admission.
2. Application fee (nonrefundable).
3. Official transcripts from all colleges and universities attended.
4. Two letters of recommendation.
5. Proof of high school graduation is required of transfer students entering with fewer than 90 quarter hours of transferable credit.

Admissions Requirements

The requirements for admission to the B.S.-M. program are:

1. A minimum of 90 quarter hours (or 60 semester hours) of transferable credit ("C" level or above) from accredited colleges and universities.
2. A cumulative grade point average of 2.2 or above on all previous coursework.

Types of Admission

1. **Full Admission:** Student has met the B.S.-M. admission requirements as listed above.
2. **Provisional Admission:** Students who meet the B.S.-M. transfer credit requirement may be admitted to the B.S.-M. program on a provisional basis. Provisionally admitted students must earn a minimum 2.5 grade point average for courses in the first term of the program with no "I" grades. Students meeting these requirements at the end of their first term are changed from provisional to good academic standing.

Admissions Appeal

If an applicant or student wished to appeal an admissions decision, the appeal must be made in writing to the Director of University Admissions (or local representative) within ten days of receipt of the non-admit or withdrawal 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.

The Academic Issues Governance Unit will notify the applicant/student, the Registrar, the Admissions Director, and the faculty Program Director of its decisions. Further appeals will be administered in accordance with the University Policy on Academic Appeals as outlined in the General Information section of this catalog.

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 the program admissions requirement. An exemption is required when an applicant does not meet the minimum requirements for provisional admission. Requests for an exception will be forwarded to the Academic Issues Governance Unit for an admissions decision.

Enrollment Requirements

Students may not enroll for the first term of the B.S.-M. program until they meet the requirements for admission unless the student is permitted to enroll under the conditions of special student status. Students who are not eligible to be admitted to the B.S.-M. program may be admitted to the University to earn additional credit or to raise their grade point average. (See university admission requirements, page 125.)

Special Student Status

Students who have not submitted all B.S.-M. program admission documents but believe in good faith that they meet admissions standards may be enrolled in the B.S.-M. program for one term as a special student. If special status students do not have all required program admission documents on file or have not been admitted by the end of the first term, they will be dropped from the B.S.-M. program. All special status students will be required to sign a statement that they understand the policy and believe in good faith that they meet admissions standards before they will be enrolled as a special student.

Special student status students are not eligible for financial aid. This statement must be co-signed by a representative of the Director of University Admissions.

Transfer Policy

The courses in the B.S. in Management program that carry 400 level numbers are specially 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 learning 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, but near infinite permutations, or traditional university courses, corporate training, professional continuing education workshops, and experience.

Attendance and Deadlines

Attendance in the B.S.-M. program is mandatory, but enforcement of that policy is left to the discretion of the instructor of record. Grades may be affected by attendance or the instructor may require any appropriate make-up such as written work, directed readings, oral reports, and so forth as long as standards are clearly communicated to students and policies are applied fairly. Administrators may request appropriate documentation (such as copies of student contracts) from faculty for financial aid, VA, or other purposes. This policy does not affect existing withdrawal policies, drop policies or policies requiring students to retake course.

It is the student's responsibility to adhere to deadlines. When deadlines are not followed, delays in grading will result, including the possibility of delays in tuition reimbursement or delayed graduation.

Students who have not completed their portfolio before the designated completion date must register for portfolio advisement if they wish to have additional evaluations performed. The current fee for portfolio advisement is \$100 per twelve-month period.

Sequence of Terms and Courses

All terms and courses within a term must be taken in sequence. Any exceptions to this policy require the recommendation of the Academic Issues Unit of the College of Management and Business and the approval of the Dean of the College of Management and Business and other university officials.

Transfer Between Groups

Students will only be permitted to transfer from one schedule to another between terms. Students will not be permitted to transfer from one schedule to another between courses.

Academic Review Policy

Because of the unique nature of their program, students are monitored under the following policy:

1. To remain in good standing students are expected to maintain at least a 60% completion ratio for any given term and a cumulative G.P.A. of at least 2.2
2. Students will be put on academic probation if they earn a grade point average lower than 2.2 for B.S.-M. courses in any given term. Students on academic probation must earn a 2.5 grade point average for the following B.S.-M. term's course work, with no outstanding "I" grades, in order to return to good academic standing. If students do not earn the 2.5 G.P.A. for the following B.S.-M. 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 B.S.-M. program are permitted to retake courses in which they received a "D" or "U," or in order to raise their term grade point average. Students must pay for courses retaken. If dropped, students may apply for readmission to the B.S.-M. program when they meet the standards.
3. Students who miss 50% of 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. Any student who is carrying two outstanding "I" grades in the B.S.-M. program from any number of terms will be dropped from the program at the end of the term in which a third grade of "I" is received. Upon completion of at least one of the "I" grade courses, the student may apply for readmission to the B.S.-M. program.
6. Students have one year after the final class meeting of the group to complete any "I" grades before such grades are automatically converted to "U" grades. Professors set policies for "I" grades and may turn those grades to "U" at anytime.
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.
8. If provisional admission is granted, students must earn a minimum 2.5 grade point average for courses in the first term of the program with no outstanding "I" grades in first term courses. Students not meeting these requirements will be dropped from the B.S.-M. program. Such students may retake first term courses in which they received a "D," "U," "WU," in order to raise their G.P.A. Students must pay for courses retaken. If dropped, students may apply for readmission to the B.S.-M. program when they meet requirements.

100 **Options for Additional Credit**

1. B.S. in Management program students may enroll in a maximum of 12 quarter hours in independent study courses not offered via the portfolio. Additional credits may be earned through "Special Topics" or other College of Management and Business courses.
2. B.S. in Management program students may earn a maximum of 60 quarter hours via a Credit by Portfolio program.
3. B.S. in Management program students may earn credit through ACT-PEP, CLEP, DANTEs, or courses offered by other accredited institutions.

Completing the Program

Degree Requirements

The responsibility for meeting all graduation requirements rests upon the individual student. Failure to meet deadlines will result in delayed graduation.

1. A student must complete at least 180 quarter hours of study, of which at least 49 quarter hours must be completed in the B.S.-M. program at National-Louis University.
2. A student must have completed 60 quarter hours in general studies, excluding credit earned in the B.S.-M. program courses. The 60 quarter hours of general studies credit must include a minimum of 9 quarter hours in humanities and a minimum of 18 quarter hours in any combination of natural science, behavioral sciences, and mathematics.
3. A student must complete the program with at least a 2.2 grade point average.
4. A maximum of 60 quarter hours of technical credit may be applied toward the B.S.-M. degree.
5. A maximum of 60 quarter hours of credit by portfolio may be applied toward the B.S.-M. degree.

Honors

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.

B.S. in Management Requirements 49 QH

| | | |
|--------|--------------------------------------|---|
| Term I | | |
| MGT311 | Assessment of Managerial Proficiency | 2 |
| MGT410 | Management and Supervision | 4 |
| MGT411 | Organizational Behavior | 4 |
| MGT415 | Research Skills for Managers | 3 |

| | | |
|----------|---------------------------------------|---|
| Term II | | |
| MGT430 | Communication in Organizations | 4 |
| MGT431 | Communication Skills for Managers | 2 |
| MGT439 | Computing and Information Systems | 3 |
| MGT450 | Human Resource Management | 3 |
| Term III | | |
| MGT419 | Economics for Managers | 3 |
| MGT425 | Accounting and Finance for Managers | 3 |
| MGT455 | Quality Assurance and Control | 2 |
| MGT458 | Marketing for Managers | 4 |
| Term IV | | |
| MGT465 | Managing Diversity in the Workplace | 3 |
| MGT466 | Legal Issues in Management | 2 |
| MGT467 | Managerial Ethics and Decision Making | 3 |
| MGT482 | Strategic Management | 4 |

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 advisor 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 MGT 406 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.

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 MGT 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 advisor 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 Business Organization and Management 101
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*

MGT103 Money and Banking
Examines financial institutions, systems, regulating bodies, and policies. Prerequisite: LAS115. *4 quarter hours*

MGT104 Business Law I
Introduces the legal principles underlying standard business transactions and the legal instruments involved: contracts, agency, partnerships, corporations, property (real and personal), and the Uniform Commercial Code (sales, negotiable instruments, and secured transactions). Prerequisite: MGT101. *4 quarter hours*

MGT105 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: MGT104. *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. Prerequisites: Writing Skills Development, Writing Lab or English Placement Test. *4 quarter hours*

MGT110 Business Basics Seminar
Involves student participation as consultants with Junior Achievement to teach business subjects to elementary and community groups. Enhances individual leadership, group management, planning, and public speaking abilities. Prerequisites: Business Organization and Management (MGT101) plus preregistration during the preceding quarter for the course or consent of instructor. *1 quarter hour*

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*

102 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*

MGT139 Introduction to Database Management
Begins with an introduction to database management concepts. Using a relational database, students will learn how to design a database, locate data, edit data, display information, organize data, generate custom reports, and generate custom labels. *2 quarter hours*

MGT140 Introduction to Computers and Computer-based Applications
Examines the history, development, and use of computers. Exposes students, through the use of hands-on instruction, to different computer applications, including word processing, database management, spreadsheets, computer-based accounting, and inventory control systems. Students will learn the use of decision-making tools. *6 quarter hours*

MGT141 Management Information Systems
Provides students with a conceptual framework and body of knowledge concerning contemporary information systems. Prerequisite: MGT140. *4 quarter hours*

MGT142 Word Processing
Introduces students to word processing and gives hands-on experience in using one or more word processing programs. (The course is offered for two or four credit hours. If the student takes the first two hours one quarter, the student will be able to take the sequential two hours at another time. A maximum of four quarter hours may be earned in this course.) *2 or 4 quarter hours*

MGT143 Programming in BASIC
Introduces the use of fundamental instructions in the BASIC programming language. Enables students to read, flow-chart, and solve problems using the BASIC language. Prerequisite: MGT140. *4 quarter hours*

MGT144 Advanced BASIC Programming
Extends the knowledge gained in Programming in BASIC. Studies advanced iteration techniques; table handling; sorting; creation; reading and writing of sequential, random, and indexed sequential files. Enables students to solve business-type problems using the BASIC language and a diskette-based microcomputer. Prerequisite: MGT143. *4 quarter hours*

MGT145 Advanced Word Processing
Provides students with knowledge in advanced word processing operations and techniques (i.e., macros, sorting, mathematical operations, tables, graphics, and desktop publishing). Prerequisite: MGT142. *4 quarter hours*

MGT160 Entrepreneurship
Provides career, economic, historical, psychological, and social perspectives for understanding the information and development of new ventures. Prerequisite: MGT101. *4 quarter hours*

MGT170 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 functions. Involves case studies and a problem-solving approach, which accompany the lecture format. Prerequisite: MGT101. *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. *1-4 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*

MGT222 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 determination of corporate taxable income. Prerequisite: MGT122. *4 quarter hours*

MGT240 Programming in COBOL
Provides students with a knowledge of COBOL programming language by identifying the COBOL language symbols for entry and output factors; techniques in compiling COBOL language programs, particularly through microcomputer terminals to remote assembly environment; teaches the language through exercises in applying COBOL to various business situations. Prerequisite: MGT140. Recommended: MGT141, MGT143, MGT144. *6 quarter hours*

MGT241 Advanced COBOL
Provides students with advanced training using the programming language COBOL; continues programming in COBOL, structured to give advanced level programming techniques such as sorting, updating, report printing, and data validation. Prerequisites: MGT143, MGT240. Recommended: MGT144. *6 quarter hours*

MGT242 Spreadsheet Applications
Provides students with a fundamental background in the purpose and use of electronic spreadsheets in a business environment. *2 quarter hours*

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. *4 quarter hours*

MGT244 Programming in FORTRAN
Develops computer programming ability in FORTRAN ("formula translator"), a widely used mathematically oriented language. Involves preparation of a minimum of three business application programs written in FORTRAN. Prerequisite: MGT241. *4 quarter hours*

MGT245 Programming in Pascal
Develops structured programming ability in Pascal; involves designing and writing typical business application programs and preparing a minimum of three programs in Pascal on the computer. Prerequisite: MGT241. *4 quarter hours*

MGT246 Programming in Assembler Language—BAL—
Defines the concepts of assembly language programming. Involves the preparation of a minimum of two assembly language programs. Prerequisite: MGT144. *4 quarter hours*

MGT247 Advanced Spreadsheet Applications
Provides students with knowledge in advanced spreadsheet operations and techniques (i.e., macros, linear regression, forecasting, and simple accounting functions). Prerequisite: MGT242; one programming course recommended. *2 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: MGT122, MGT101, LAS115 or consent of program director. *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: Junior status or consent of program director. *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: LAE101. *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. Prerequisite: MGT302, MGT104. *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 product and services, scheduling activities, and assuring quality. Prerequisites: MGT220, LAM216. *4 quarter hours*

104 **MGT311 Assessment of Managerial Proficiency**
Employs assessment center techniques in a comprehensive process to discover the managerial competence levels of entering management students and thereby to assess their learning needs in terms of what managers need to both know and do.
2 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 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.
4 quarter hours

MGT340 Systems Analysis Methods
Presents a systematic approach to systems analysis and design for the student with programming knowledge. Prerequisites: MGT240, MGT144. *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: MGT241. *4 quarter hours*

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: MGT141. *4 quarter hours*

MGT343 Structured Systems Analysis and Design
Provides advanced study of structured systems development. Emphasizes strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. Prerequisite: MGT340. *4 quarter hours*

MGT347 Introduction to Computer Networks
Introduces computer networks including data communications and telecommunications concepts. Media, termination, junction, topology, and protocol are the major topics of this course. Prerequisite: MGT140. *4 quarter hours*

MGT360 Accounting for Entrepreneurs
Provides practical tools for identifying, measuring, and communicating information to permit entrepreneurial judgments and decisions. Prerequisites: MGT121, MGT140, MGT160. *4 quarter hours*

MGT361 Finance for Entrepreneurs
Provides practical tools for acquiring and using funds to capitalize on viable business opportunities. Prerequisites: MGT140, MGT160 or MGT301. *4 quarter hours*

MGT362 Marketing for Entrepreneurs
Provides practical tools for planning, implementing, and controlling marketing activities for a new venture. Prerequisite: MGT160 or 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, LAS115. *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: MGT170 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: MGT300 or MGT170. *4 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): MGT303. *4 quarter hours*

MGT410 Management and Supervision
Provides in-depth applications of management and supervision theories and concepts through the use of exercises, case studies, simulations, and related activities for the working adult. *4 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*

105 **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*

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: MGT322. *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: MGT122. *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: MGT322. *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: MGT122. *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*

106 **MGT430** **Communication in Organizations**
Examines 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, negotiating, team building, and working within an organizational culture. *4 quarter hours*

MGT431 **Communication Skills for Managers**
Refines both written and oral presentation skills applied to organizations in which students are members. Learning to present ideas, reports, and proposals clearly and concisely are primary goals of this course. Fosters development of organization, documentation, and style in oral and written reports. *2 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*

MGT441 **Advanced Computer Concepts**
Surveys special computer-based topics and reviews current developments in computer technology. 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*

MGT443 **Introduction to C Programming**
Introduces structured modular programming design and techniques used for development of various software. Involves designing and writing typical business application programs. Prerequisite: MGT140. *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: MGT340. *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*

MGT450 **Human Resource Management**
Explores selected issues related to human resource management such as employment, salary/benefits administration, employee relations, performance appraisal, human resources development and training. *3 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**
Provides a framework for planning, implementing, and controlling marketing functions in public and private organizations. Includes decision making related to products/services, pricing, promotion, distribution, and competition. *4 quarter hours*

MGT460 **Practicum for Entrepreneurs**
Provides 75 hours of work experience with a local entrepreneur according to student's business interests. Provides students an opportunity to apply what they have learned, with the guidance of a faculty sponsor, to develop a plan for the entrepreneur to solve a problem or capitalize on a business opportunity. Involves ten hours of faculty-student interaction. Prerequisites: MGT160, MGT360, MGT361, MGT362. *4 quarter hours*

MGT461 **Business Planning for Entrepreneurs**
Provides practical tools for researching, developing, presenting, and defending a viable business plan to start, buy, or expand a business; purchase a franchise; or do a major project for a employer. Prerequisites: MGT360, MGT361, MGT 362. *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**
Identifies ethical problems and stakeholders in ethical decisions, clarify loyalties and duties, and explore various paradigms for decision making. *3 quarter hours*

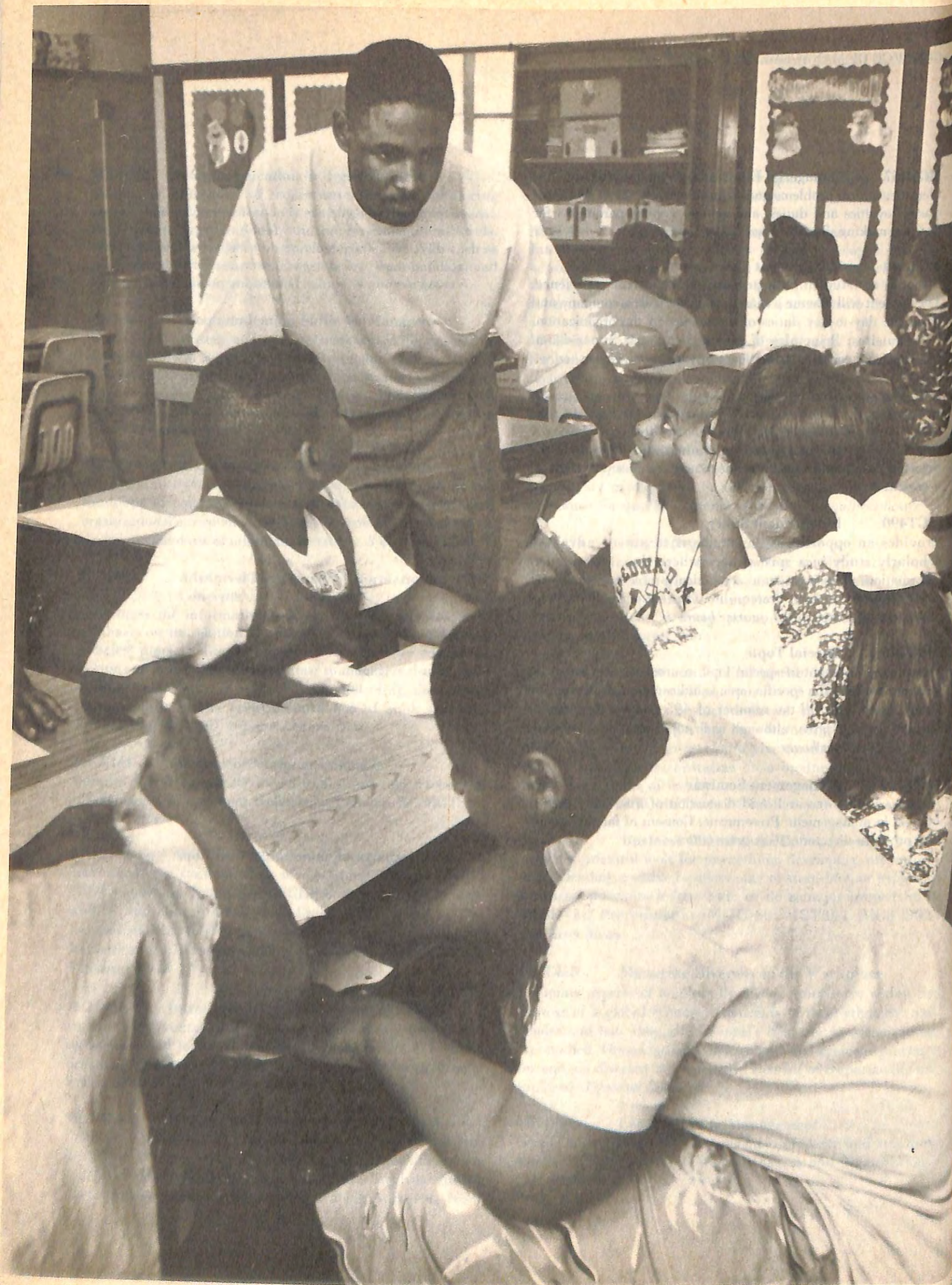
MGT480 **Management Practicum**
Provides the student with practical management experience. The student will assume a managerial role with a company and learn the day-to-day duties of a manager in the organization. Prerequisites: Principles of Management and Supervision, MGT302 and consent of practicum instructor. *4 quarter hours*

MGT482 **Strategic Management**
Synthesizes the concepts covered throughout the program. The course stresses the need for managers to think systematically within the realms of strategic planning and policy making. Selected case studies and a management simulation are used. *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 advisor 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 495 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 advisor and program director. *1-6 quarter hours*



For over one hundred years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners.

Consistent with this mission, the faculty also approved a statement of goals for the National College of Education of National-Louis University.

Goals for Teaching

1. Model exemplary practices that create a supportive environment in which the social, emotional, cognitive and physical needs of students are met in order to assure that they become responsible, capable citizens.
2. Provide clinical sites in which undergraduate and graduate students have opportunities to observe exemplary teaching practices, implement and evaluate innovative ideas, and demonstrate their abilities as practitioner/scholars.
3. Provide students with a knowledge base or pedagogy grounded in research on teaching and learning, enabling students to apply principles of child development, organize appropriate instruction and utilize a variety of instructional strategies.
4. Insure that students will have broad liberal education for the purpose of enabling them to increase their knowledge and express their intellectual abilities and skills in applying that knowledge.
5. Foster the individual professional growth of experienced educators through collaborative exploration and development of the knowledge base and exemplary practices and through clinical experience.
6. Educate highly competent and humane professional personnel for leadership and service.
7. Recruit and support faculty and a student body who possess knowledge and values which can be shared through collaborative educational experiences.

Goals for Scholarship

1. Deepen students' understanding of their area of study through an awareness, appreciation and application of educational research.
2. Promote scholarship and research in which students and faculty are involved in their own quest for knowledge which, in turn, enhances their expertise.
3. Support scholarly interaction, debate and research within the College and throughout the profession.

Goals of Service

1. Make available a supportive educational environment in which the needs of students of all ages are met.
2. Encourage preservice and veteran educational professionals to become involved in and assume leadership roles in their respective places of employment, community and professional organization.
3. Encourage and support faculty as leaders and agents of change in the field of education at local, state and federal levels.
4. Nurture and support interaction and collaboration among educational professionals and faculty both on campus and in the field.

In developing and implementing our mission and goals, National College of Education has provided a bridge between educational theory and practice. Thus, we have remained an institution which serves the needs of teachers, specialists, and administrators, and, through them, children.

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:

Early Childhood (Birth to age 8)

- Undergraduate
- Graduate

Elementary (K-9)

- Undergraduate Program
- Graduate M.A.T. Basic Certification Program

Graduate with option for supervisory endorsement

- Learning Disabilities
- Social/Emotional (Behavior) Disorders
- Reading

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:

- Anthropology
- Art
- Science
- English/Literature
- English/Composition
- English/NonSpecific
- Mathematics
- Psychology/Human Development
- Psychology/NonSpecific

- 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 interested in teacher education should apply for admission to National College of Education when at least 50 quarter hours of their required general studies courses, and all foundation courses in Education are completed (See Preservice Handbook for specific courses).
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. All students must carry and successfully complete a full course load (minimum of 12 q.h.) prior to entering Term I.
4. Students must take and pass the English Competency Examination and Math Screening Test prior to admission to the College of Education. These examinations are offered once each term during the academic year; their dates are posted.
5. An evaluation of the students' academic records will be completed after application. All required skill labs in the College of Arts and Sciences must be completed before acceptance into the College of Education.
6. 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).
7. Students who receive two D's or any F's in any professional (education) course work will not be admitted to the College of Education.
8. Students are expected to apply via an individual or group admission process no later than one quarter prior to enrollment in Term I (methods). Application dates are posted, and application forms are available from the Campus Coordinator of Undergraduate Teacher Education.
9. Students may be admitted, denied (if they do not meet all prerequisites), or admitted provisionally if the student needs additional assistance (see Process of Appeal). Written notice of the action of the Admission and Retention Council will be sent to each student by the Undergraduate Director of Preservice Education, with reasons for the action taken.
10. 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)

114 **Process of Appeal – College of Education Admission and Retention**

Campus-Based Appeal

1. Students denied admission to National College of Education may Petition to have this decision reviewed. The written Petition must be submitted to the Campus Coordinator of Undergraduate Teacher Education within 10 days following notification of denial.
2. Petitions will be reviewed by the Campus-Based Appeals Committee, composed of one National College of Education faculty member, one College of Arts and Sciences faculty member, a representative from Student Affairs, and the Campus Coordinator of Preservice Teacher Education.
3. The Coordinator will notify the student, in writing, of the Campus-Based Appeals Committee decision.

All-Campus Appeal

1. Students who wish to appeal a decision of the Campus-Based Appeals Committee should write a letter to the Director of Preservice Teacher Education stating the reason for this appeal.
2. The Undergraduate Director of Preservice Teacher Education submits the written appeal to the All-Campus Appeals Committee, which is composed of all Campus Coordinators.
3. The All-Campus Appeals Committee reviews the appeal.
4. The Undergraduate Director of Preservice Teacher Education will notify the student, in writing, of the decision.

Final Appeal

1. Students who wish to have the appeal process reviewed should write a letter to the Associate Dean stating the reasons for the appeal.
2. The Associate Dean reviews the entire process to make sure it has been followed. The decision of the Associate Dean is final.
3. The Associate Dean will communicate this final decision to the student.

Preservice Education Departmental Student Appeal Process

The following appeal process must be used to appeal policies pertaining to admission and retention in the College of Education (as stated in the Preservice Handbook). Admission to National College of Education and other specific student appeals issues already stated in the University Student Handbook must follow already established appeal processes as stated elsewhere.

1. A student will first attempt to resolve the problem with the advisor.
2. If the problem is not resolved, the student must submit petition in writing to the Campus Coordinator within 60 days of the problem.
3. The Campus Coordinator will meet with the student and the advisor to attempt to resolve the issue.
4. If not resolved, the student may resubmit the petition to the Department Chair.
5. The Department Chair will review the decision, then if necessary, meet with the student, Coordinator and advisor, and review the Coordinator's decision. The Department Chair will either support the decision of the Campus Coordinator or recommend that the student appeal be reconsidered.
6. If the Department Chair supports the advisor and/or Campus Coordinator, the student may appeal to the Associate Dean of National College of Education for review of due process.
7. The decision of the Associate Dean is final.

Admission to the National College of Education—Criteria

(Refer to Preservice Handbook for details.)

- I. Communication
 - A. Competency in written communication
 - B. Effective standard English speaking skills
- II. Academic
 - A. Ability to do successful full-time study (Part-time students considered individually)
 - B. Ability to understand elementary mathematics concepts
 - C. Competency in each of the academic disciplines
 - D. Completion of all prerequisite courses
- III. Health
 - A. Good mental health
 - B. Good physical health
- IV. Professional Growth
 - A. Effective interaction with children and adults
 - B. Maturity and professionalism

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 entitlement in Illinois at either the birth to age 8 level or at the kindergarten through 9th grade. Students should meet regularly with their advisors.

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.

Elementary Teacher Education Program (B.A.)

This program is approved by the Illinois State Board of Education for kindergarten through 9th grade.

General Studies Requirements 84 QH

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 (At least one of the above must be a laboratory science) | 8 |

Mathematics

| | |
|-------------------------|---|
| LAM110 College Math | 5 |
| LAM112 Concepts of Math | 5 |

Social Science/Psychology

| | |
|---------------------------------|---|
| American Government course | 5 |
| Non-Western Culture elective | 5 |
| Developmental Psychology course | 5 |

Health and Physical Development

| | |
|--|---|
| LAR120 Science of Health and Nutrition | 3 |
|--|---|

Foundations in Education Requirements (Prerequisites for admission to College of Education)

| | | |
|--------|--|-----|
| ELE200 | Practicum I | 2 |
| ELE315 | History and Philosophy of Education | 3-5 |
| CPE300 | Introduction to Computers in Education | 2 |
| EPS300 | Educational Psychology | 5 |
| SPE300 | Survey of Exceptional Children | 5 |

Professional Education Requirements 53 QH

| | | |
|---------|------------------------------------|---|
| ELE220 | Methods of Drama or | |
| ELE222 | Methods of Art or | |
| ELE224 | Methods of Music | 2 |
| CIS480A | Methods of Social Studies | 3 |
| MHE480A | Methods of Mathematics | 4 |
| RLL480A | Methods of Reading & Language Arts | 5 |
| SCE480A | Methods of Science | 3 |

Student Teaching

| | | |
|--------|----------------------------|----|
| ELE390 | September Field Experience | 0 |
| ELE460 | Practicum II | 5 |
| ELE461 | Practicum II Seminar | 2 |
| ELE470 | Full Day Student Teaching | 12 |

To meet certification requirements, General Studies courses must total 114 quarter hours, and specific certification area requirement totals must be met. See concentration options list on page 113.

A maximum of 9 semester hours (13 quarter hours) may be transferred in from a community college. Minimum required credit for degree 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.

Early Childhood Teacher Education Program (B.A.)

This program is approved by the Illinois State Board of Education for birth through age 8 teaching.

General Studies Requirements 84 QH

| | | |
|----------------------|---------------------|----|
| Language Arts | | |
| | Two Writing courses | 10 |
| | Speech Course | 5 |
| Humanities | | |
| LAA110 | Introduction to Art | 2 |

| | | | |
|--|---------|---|--------------|
| 116 | 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 | 5 |
| | LAM112 | Concepts of Mathematics | 5 |
| Social Science/Psychology | | | |
| | | American Government | 5 |
| | | Elective in Non-Western <u>or</u> Third-World Cultures | 5 |
| | | 2 Developmental Psychology Electives | 10 |
| Health and Physical Development | | | |
| | LAR120 | Science of Health and Nutrition | 3 |
| Professional Education Requirements | | | 65 QH |
| A maximum of 9 semester hours (13 quarter hours) of professional course work may be transferred in from a community college. 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 Primary 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 | Methods of Teaching Primary Social Studies | 1 |
| | SCE481 | Methods of Teaching Primary Science | 2 |
| | SPE300 | Survey of Exceptional Children | 5 |

| | | |
|--------|--|----|
| ECE460 | Half-Day Student Teaching | 7 |
| ECE470 | Full-Day Student Teaching | 14 |
| | (one student-teaching experience in preprimary, one student-teaching experience in primary.) | |

* 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 10 quarter hours of transferred practicum credit may be applied toward the degree.

Psychology/Human Development Major 45 QH (Please see page 44)

All EC Education students are required to major in Psychology/Human Development. Twenty-five quarter hours of upper-level credit are required in the Psychology/Human Development major with fifteen 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.

The Professional Assistant Center for Education (PACE)

The Professional Assistant Center for Education is a special noncredit, nondegree two year postsecondary program for young adults with learning disabilities. The program is unique in that it is designed to prepare these young adults to work as preschool teacher aides or as aides in human service programs. The program focuses on training that encompasses the cognitive aspect of the intellect.

There are three components to the curriculum. The first is the professional training necessary to work as an aide. The second focus is on independent living skills and the third is on the development of age-appropriate social skills.

Graduate students in learning disabilities and behavior disorders may choose to do their practicum in student teaching under supervision at PACE. Students are welcome to observe at PACE as part of their clinical experiences required for certain courses.

School Nurse Certification Program

Please see page 28 of this 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 advisor 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
- CIL-Curriculum and Instruction - Language Minority Education
- CIS-Curriculum and Instruction - Social Studies
- CPE-Technology in Education
- 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

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.

CIC316 Comparative Education (formerly CIE316)

An introduction to the comparative analysis of educational systems and their development. Emphasis is placed on the historical and international factors that have affected Western and NonWestern education systems. The relationship between culture and behaviors, particularly learning styles, will be examined as an application of comparative inquiry of educational systems and their cultural backgrounds to today's multicultural classrooms. *5 quarter hours*

CIC480 Instructional Strategies

An introduction to the concepts of teaching by examination of various strategies; providing specific guidelines for writing instructional objectives, and classification systems within the behavioral domains. *3 quarter hours*

CIC490 Education Independent Study

An opportunity for students to engage in independent research and writing on a specialized topic in the field of education with the recommendation and advice of faculty. *2-5 quarter hours*

CIC495 Education Special Topic

An education offering of special interest to be studied in depth. May be registered for more than once since topic varies from time to time. *2-5 quarter hours*

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*

CIL320 Foundations of Language Minority Education

This course will examine (1) socio-demographic changes and their impact on school systems in the United States, (2) linguistic and psychological implications of "limited English proficiency," "bilingualism" and learning English as a second language, and (3) policies and models adopted by the federal, state, and local educational agencies for language minority education. *5 quarter hours*

118 CIL321 Teaching and Assessing English as a Second Language

The basic components of English as a second language training are examined. These components are (1) instructional models (2) instructional materials and (3) language assessment. For each component, the theoretical background approaches and techniques are discussed. Exemplary materials demonstrating the components are examined and used. Prerequisite: CIL322. *5 quarter hours*

CIL322 Curriculum in Multi-Ethnic/Multilingual Classrooms

Curriculum development for multi-ethnic/multilingual schools. Basic issues are covered relative to multi-ethnic curriculum, types of materials available and apparatus for investigations and learning centers. Media applications are pursued. *5 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. (Five hours of field experience.) *3 quarter hours*

CIS481 Theory and Methods of Teaching Primary Social Studies

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. (Includes 3 hours of field experience.) Prerequisite: Admission to the National College of Education. *1 quarter hour*

CPE300 Introduction to Computers in the Classroom

This survey course will provide the educator with a broad base of knowledge about applications software, hardware, and instructional software through extensive demonstration and hands-on experience. Some topics that will be included are software evaluation, teacher software tools, word processing, database management, spreadsheets, and telecommunication. Prerequisite: None. *2 quarter hours*

ECE202 Developmental Theory and Practice

This course provides the connection between theories used in early childhood education and appropriate practices in early childhood programs. Health, nutrition, and safety issues, group management strategies, individualized planning, and multicultural techniques for infant/toddler, preprimary, and primary aged children are explored. Current research will be examined and appropriate field assignments will be included. Prerequisites: A developmental psychology. *5 quarter hours*

ECE205 Child Study I: Infant and Toddler

This course provides an introductory exposure to the Early Childhood profession, allowing 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 is facilitated through journal records, seminars, and written assignments. *2 quarter hours*

ECE206 Child Study II: Preprimary

This course provides an introductory exposure to the Early Childhood profession, allowing students to 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 provides an introductory exposure to the Early Childhood profession, allowing students to observe and participate in developmentally appropriate grades for primary 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*

ECE310 Child, Family, Community

This course defines working with parents, exploring resources and programs for community-family-school cooperation, and recognizing differing goals and expectations. (5 hours of field experiences). *5 quarter hours*

ECE315 History and Philosophy of Early Childhood Education

This course is the study of the ideas and individuals making significant contributions to Early Childhood education. The course will include observations of current programs designed to exemplify particularly philosophical point of view, including Montessori, Piaget, traditional nursery school and public school practice. (5 hours of field experience) *5 quarter hours*

ECE320 Speech and Language Development

This course provides a basic understanding of the nature of speech and language and the processes by which they develop in children from birth through eight years of age. Attention to normal developmental patterns and their relation to cognitive and social development. Examines 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. Field assignments appropriate for preclinical hours are included. 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*

ECE405 Methods of Teaching Preprimary Language Arts, Art, Music, and Movement

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 understanding 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, discuss strategies for mainstreaming special needs children, and will be encouraged to become more aware of the cross-cultural and ethnically diverse richness of cultural 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

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 understanding 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 discuss 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/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. Guidance and support is provided by an on-site cooperating teacher and visiting college supervisor. Required seminars help students increase teaching skills and reflect on good teaching practices. Prerequisite: Completion of methods courses and consent of the Department. *7 quarter hours*

ECE470 Student Teaching/Full-Day/Early Childhood 119

This course provides a full-day experience of student teaching at the primary level. Required seminars deal with 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 during the quarter. This course should be the culminating experience of senior work. Prerequisites: Completion of methods courses and consent of the Department. *14 quarter hours*

ELE200 Elementary Participation (formerly CIE200)

An introductory course of directed observation and participation experiences in an elementary school setting (K-9 classroom) aimed at providing an overview of teaching and learning. Elementary participation is an integral part of the professional sequence and is a requirement for admission to National College of Education. This course integrates field-based experience with on campus seminars held throughout the quarter. (40 clock hours of field experience is attained.) *2 quarter hours*

ELE201 Participation/Elective (formerly CIE201)

An additional elective participation experience, available on request, even in the freshman year in different grade levels, urban settings or special education classrooms. May be registered for more than once to permit a variety of experiences. *0 quarter hours*

ELE220 Methods of Movement/Drama (formerly CIE220)

Methods of Movement/Drama is designed to introduce students to movement and drama as a mode of teaching. Students are introduced to dominant trends and forces in the areas of creative movement and drama. The course culminates in students researching, designing, and leading related participation exercises for use in the elementary classroom. *2 quarter hours*

ELE222 Methods in Arts Education/Art (formerly CIE222)

Focus on theory, curriculum, and methods of instruction in art and on approaches to relating art to other areas of the curriculum. *2 quarter hours*

ELE224 Methods in Arts Education/Music (formerly CIE224)

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*

120 ELE315 History and Philosophy of Education (formerly CIE315)
Focus on the history of ideas, individuals, and events that have influenced the curriculum, organization, and practices of schools in the United States. *3-5 quarter hours*

ELE390 September Field Experience/Required (formerly CIE390)

A full day of clinical experiences for the opening weeks (approximately two) of the school year, typically spent at the site of the subsequent Student Teaching experience. With the help of a school-based cooperating teacher and a university-based supervisor, students are guided through this introductory experience in creating a year-long learning environment within a school setting. Prerequisite: Acceptance into National College of Education. *0 quarter hours*

ELE444 Classroom Management (formerly CIE444)

The course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered as cultural and family background, classroom standard behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. *5 quarter hours*

ELE460 Practicum II (formerly CIE460)

A half-day of practicum experience for a minimum ten week period. With the help of a school-based cooperating teacher and a university-based supervisor, students are guided and coached through this developmental opportunity to learn the roles and responsibility of classroom teaching. Must be taken concurrent with ELE561. This course represents Term II of the Professional Sequence. Prerequisites: (RLL480A, SCE480A, MHE480A, and CIS480A = Term I). *5 quarter hours*

ELE461 Practicum II Seminar

An advanced course to be taken concurrent with ELE460 Practicum II. This course integrates half-day practicum experience with on-campus seminars. Students meet regularly to explore and analyze their varied experiences and broaden their base of professional knowledge. *2 quarter hours*

ELE470 Student Teaching/Full-Day (formerly CIE470)

Constitutes Term III in the professional studies sequence taken during the senior year. A full-day experience of student teaching at a grade level selected by the student. A weekly professional seminar deals with the problems, issues and concerns of beginning teachers. Open only to seniors who have completed all other requirements in the professional sequence. Successful completion of the practicum is based on competency in a wide variety of roles and activities involving full responsibilities for a classroom over an extended period of the quarter. *14 quarter hours*

ELE492 Education Methods Workshop (formerly CIE492)

Designed to provide students with additional opportunities to extend knowledge and skills in methods and materials related to elementary and early childhood curricula. Prerequisite: Professional Term I. *2-3 quarter hours*

ELE495 Education Special Topic (formerly CIE495)

An education offering of special interest to be studied in depth. May be registered for more than once since topic varies from time to time. *2-3 quarter hours*

EPS300 Educational Psychology

This course is specifically designed for the education major. It looks at measurement and testing, as used in the classroom, and examines the varying developmental ages of children exposed to such techniques. Course content includes emphasis on understanding age appropriate tests, measurement techniques, and curriculum design. Measurement of intelligence, standardized tests and the teacher, and the teacher's tests and grades are among some of the topics to be discussed. Prerequisites: Child Development course; appropriate to certification for program student is seeking. *5 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. Ten hours of clinical experiences are required as part of the course. Prerequisite: Admission to the National College of Education. *4 quarter hours*

MHE481 Theory and Methods of Teaching Primary Mathematics

This course examines how primary grade school children learn mathematics while addressing instructional strategies and materials that promote meaningful learning. Emphasis on effective teaching will include lesson development, planning and management for hands on learning activities, and self-evaluation. Three hours of clinical experiences are required as part of the course. Prerequisite: Admission to the 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 (grades 6-8). 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*

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). Ten hours of clinical experiences with children in school included. 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*

RLL460 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. Five hours of clinical experiences are required. Prerequisite: Admission to National College of Education. *3 quarter hours*

SCE481 Theory and Methods of Teaching Primary Science

A survey of methods, materials, appropriate instructional activities for children in the earliest elementary grades (K-3) in the teaching of "the sciences." Three hours of clinical experiences are required. Prerequisite: Admission to National College of Education. *2 quarter hours*

SCE485 Advanced Methods for Teaching Middle School Science

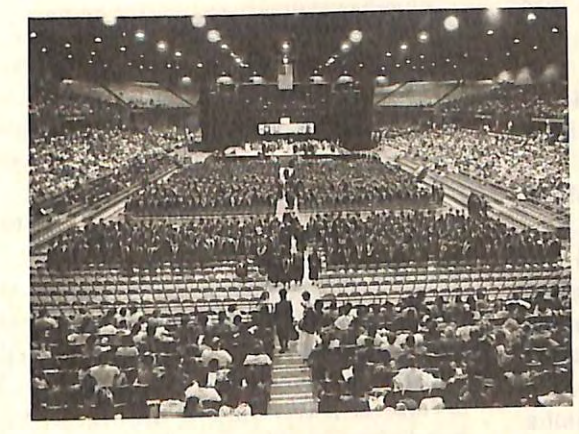
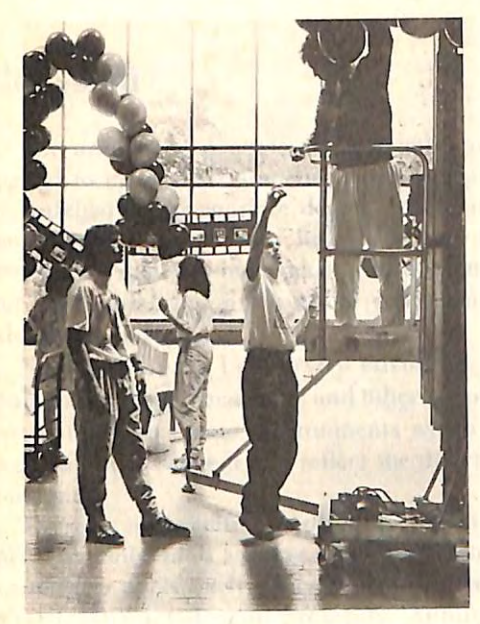
This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials and issues involved in teaching science in the middle grades (6-8). Students construct and share materials and apparatus for investigations and learning centers. Media and computer applications are pursued. Prerequisite: SCE480A/B or its equivalent. *5 quarter hours*

SPE300 Survey of Exceptional Children

This course explores current theories and intervention strategies for exceptional children and adolescents. Characteristics of the major types of exceptionality are studied. Identification procedures and teaching methods are introduced with an emphasis on learning disabilities and behavior disorders. Philosophical and practical aspects of mainstreaming are considered as well as critical issues in the field of special education. Laws and regulations (P.L. 94-142) concerning the delivery of special education and related services are highlighted with a focus on the rights of parents and students. Students are required to complete five hours of clinical experience as part of this course. *5 quarter hours*



General Information



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. For individuals seeking financial assistance, it is to their advantage to apply early. 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 its completion.

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 precollege 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. Two letters of recommendation, preferably including one from the applicant's high school counselor (used for the admission decision and then destroyed).
4. Scores from the ACT or SAT.
5. 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.

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

Transfer Admission

Entering students who have earned 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. Two letters of recommendation. Letters of recommendation should address the applicant's academic and professional promise.
4. Official transcripts from all colleges and universities attended.
5. Proof of high school graduation is required of transfer students entering with fewer than 90 quarter hours of transferable credit.

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

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, applicants must submit at least one letter of support reflecting their academic work or ability. A personal interview is required. Some students may be asked to sit for the University's Placement Assessment battery 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 complete Application for Admission. Permission to enroll in the Unclassified Status is given by the Director of University Admissions. Students may attend in the Unclassified Status for one term only. It is the applicant's responsibility to make certain

126 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, but intend to have credits received from the University transferred elsewhere, or desire to 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 advance register. 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 Director of University Admissions. 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 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.

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 Evanston 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 for issuance of the Student Visa by the Office of Immigration:

1. Application for admission accompanied by;
2. Application fee (nonrefundable);
3. Two letters of recommendation;
4. Official transcripts from all secondary schools, colleges and universities attended (English translation and

official educational credential evaluation of such documents must be provided);

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 after 2 quarter hours of nonenrollment. Petition for reinstatement should be directed to the University Registrar who will forward the petition to the faculty committee on student appeals for their recommendation and then to the senior vice president for academic affairs.

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

Course credit may be limited if the student is required to complete "In-Progress" courses from a previous term.

Enrollment Requirements

Upon receipt of an offer of admission, the following are required from the accepted student:

1. A tuition deposit of \$75 reserves a place in the student body, 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 non-refundable; however, should a student decide to postpone enrollment, the tuition deposit remains on account and may be used for later terms. Students who are applying for financial assistance may postpone submission of the tuition deposit until they are satisfied with a financial assistance offer.
2. Housing 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 studies 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.

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 and divisions. 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 Council on Postsecondary Accreditation (COPA) recognized accreditation. 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

127 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.

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

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. If the transfer institution cannot verify this required standard, then the GPA of 2.0 or better of the student's other transfer credits will result in the acceptance of the course(s). If the student wishes to transfer credits from an institution which records only pass/fail grades and the required level of competence cannot be verified, the grade for the transfer credits will be accepted at the minimum "C" level.

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.

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.

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 extracurricular 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 extracurricular learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American

128 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.

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 accepted for admission.* Types of aid include grants, scholarships, loans, and student employment. A student must be enrolled as at least a half-time 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 Financial Aid Offices on the Evanston, Chicago, Wheaton, Wheeling campuses, or at any of the academic centers. 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. There are several need analysis forms available. The University encourages applicants to file the Free Application for Federal Student Aid. These forms are available from secondary schools, the Admissions Office and the Financial Aid Office on each campus and at each center.

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 Financial Aid Office 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 \$250 to \$2300 for three quarters within an academic year. Applicants will receive a Student Aid Report four to six weeks after filing a need analysis document. The SAR should be signed and forwarded to the Financial Aid office to determine eligibility for the Pell Grant.
- B. State Grant: Illinois residents attending National-Louis University will be considered for an Illinois State Scholarship. Awards may range from \$150 to \$3300 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 an 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 (SEOG): Funded by the federal government, these monies are administered to exceptionally needy students by the Financial Aid Office.

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

- A. Federal College Work-Study Program (CWS). This federal program provides on-campus jobs 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 (formerly Guaranteed Student Loans). A low interest loan, currently at 6.22% for loans made to first-time borrowers by a lender such as a bank, credit union or savings and loan association. You must demonstrate a NEED for SSL assistance. Depending on financial need, students in their freshman and sophomore years may borrow up to \$2625 and \$3500 each year; students in their junior and senior years may borrow up to \$5500 each year. Repayment begins six months after the student graduates, leaves school or drops below half-time status.
- D. Federal Unsubsidized Stafford Student Loans (Effective July 1, 1994, replaces Supplemental Loan for Students Program). A low-interest loan, currently at 6.22%. This loan can be taken in addition to a subsidized Stafford Loan to a maximum of \$4000 for freshman and sophomore years, \$5000 for junior and senior years. Repayment of interest begins 30 days after first disbursement and can be capitalized by lender. A student must first be considered for subsidized loan assistance.

- E. 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, to a maximum of 12%. As in the Stafford Student Loan Program (SSL), 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 Financial Aid Office.)

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 Financial Aid Office.

IV. Self Help (Non Need-Based)

- A. University Employment: In addition to the College Work-Study Program which is federally funded, the University offers an on-campus work program for those students who do not demonstrate financial need. Applications are available in the Financial Aid Office at the Evanston, Chicago, Wheaton or Wheeling campuses.

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 Financial Aid Office at the campus or center you wish to attend.

129 Once all required application forms have been received, the Financial Aid Office will send an award letter detailing the awards and dollar amounts for which the student is eligible. Awards are based on the assumption that the student will enroll full time, which is a minimum of 12 quarter hours, each quarter. Any deviation from this may result in a change in a financial aid award. There is no financial aid available for those enrolling 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.

Standards of Satisfactory Progress for Eligibility for Financial Assistance at National-Louis University

General Policy Statements

- A. The same rules apply for all financial assistance programs (National-Louis University, state, and federal), including Perkins Loans, College Work Study (CWS), Supplemental Educational Opportunity Grants (SEOG), Pell Grant awards, the Stafford Student Loan and Plus loan programs.
- B. These standards of satisfactory progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University.
- C. An appeals board will consider cases where mitigating circumstances exist which may have prevented satisfactory academic progress.
- D. All students entering/transferring with freshman standing or students for whom English is a second language are given three terms of full eligibility for aid, regardless of academic record.
- E. Students whose progress is reviewed and considered to be unsatisfactory will be declared ineligible for all financial aid.
- F. Student enrolled in post-baccalaureate programs will be eligible for consideration for loan assistance only.

Policy Statement—Qualitative Measure

- A. To maintain eligibility, a student must complete two consecutive terms of undergraduate enrollment and receive A, B, C, D, P, or X in at least 50% of courses attempted. "Courses attempted" include withdrawals (WW, WS, WU, and WN), in-progress evaluations (I), and N and U grades. Failure to meet this standard shall be considered "unsatisfactory progress."
- B. After the end of a term, warning letters will be sent to students who appear to be in danger of losing financial aid after the next term.

- C. To regain eligibility for all financial assistance programs (National-Louis University, state and federal) once unsatisfactory status has been declared, students must:

1. complete a minimum of 12 quarter hours of credit at National-Louis University, with grades of A, B, C, P, or X in attempted courses; or,
2. complete 12 hours of credit at another accredited college with grades of C (or higher).

Reinstatement of financial aid eligibility will be effective for the term following the courses leading to that reinstatement.

Any student who has accumulated 240 quarter hours credit is not eligible for an ISAC Monetary Award.

Policy Statement—Quantitative Measure

- A. "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. The academic year will begin with the first quarter of enrollment. Progress will be monitored at the end of the academic year as defined above. Full-time enrollment is defined as a minimum of 12 quarter hours per term; half-time enrollment is defined as a minimum of 6 quarter hours per term.
- B. Warning letters will be sent one quarter prior to the end of the academic year for those students who appear to be in danger of losing their financial aid.
- C. Students pursuing a baccalaureate degree must complete a minimum of 180 credit hours. A freshman will have six years to complete a degree. Transfer students will have the following time line: sophomores - five years; juniors - four years; seniors - three years. Therefore, students must complete a minimum of 30 degree credit hours each academic year.
- D. Students pursuing a certificate must complete 52-75 credit hours. They will have three academic years to complete their certificate; therefore, students must complete a minimum of 25 certificate credit hours each academic year.
- E. Students who require developmental course work will be given up to one additional year to complete their degree requirements. They must still comply with the qualitative measure.
- F. Part-time students (less than 12 credit hours) will be reviewed at the end of the academic year based on the percentage of full-time versus part-time work.
- G. To regain eligibility for state/federal/National-Louis University financial aid (once unsatisfactory progress has been declared), students must:
1. Complete the number of credit hours lacking for that academic year at National-Louis University, with grades of A, B, C, P, or X in all hours attempted; or
 2. Complete the number of credit hours lacking for that academic year at another accredited college.

Reinstatement of financial aid eligibility will be effective for the term following the courses leading to that reinstatement.

Students must meet both the qualitative and quantitative measures to maintain satisfactory progress.

Payment Information

(Note: See pages 16-17 for Tuition and Fee Schedule)

Student tuition, fees, and other charges are due at registration. Before admittance to class, the student's account must be paid in full, unless other arrangements for payment have been approved in writing by the Student Account Office. Classes reserved through preregistration may be cancelled if a student does not complete fee payment by the assigned payment date.

Payment of amounts due may be made by check or money order payable to: National-Louis University. The University also accepts Visa, MasterCard, Discover Card and American Express credit cards for payment of student tuition and fees. Payments may be made by check or money order in person at the Student Account Office located on each Campus or mailed.

Refund Policy

Students who register but do not attend classes or withdraw for any reason after attending classes will not receive a refund unless they officially withdraw in writing to the Registrar's Office. (See page 133 for withdrawal procedures).

Tuition deposits are not refunded under any circumstances. If an undergraduate student is dismissed or voluntarily withdraws, having followed the required withdrawal procedures, a tuition refund will be made as follows (unless otherwise noted):

- **Pro-Rata Refund Policy for First Time Enrollees Only**
(Applies to On-Campus and Field Students)

This pro-rata refund policy applies to all students attending National-Louis University *during their first term of enrollment only*.

Direct charges assessed by the University shall be refunded to students during their first term of enrollment according to the following guidelines:

1. Withdrawal before the end of the second week of the term: 100% refund (less administrative fee).
2. Withdrawal after the second week of the term and up to 60% completion of the term: The refund is based upon the percentage of the term remaining when the student withdraws or stops attending (less administrative fee).
3. Withdrawal after 60% of the term has been completed: No Refund.
An administrative fee of \$100 or 5% of direct charges, whichever is less, will be assessed.

- **On-Campus Students:** (applies to subsequent terms) Before end of second week of term: 100%, less a \$20 administrative fee. After second week: no refund.
- **Field Students:** (applies to subsequent terms) Before the third session of any term, 100% less a \$20 administrative fee. If a student fails to withdraw in writing, before the third class session of any term, the student is responsible for the entire term's tuition.

Books, materials and lab fees are not refundable.

Residence and meal student contracts are signed for the full term. A student who leaves a residence hall before the end of a term will be liable for charges for the entire term or until the date another student takes the vacated space.

Students receiving financial aid are advised to contact the Office of Financial Aid to discuss the consequences of a withdrawal which may affect academic progress, eligibility for aid and student loan deferment.

Deferments

Once you are registered, on at least a half-time basis, your outstanding student loans may be deferred. Request a deferment form from your lender or the loan service. Consolidated loans may not have this option. Submit this form to the Registrar's Office after the first week of classes. Enrollment certifications are completed and returned to your lending institution after the add/drop period. Deferments for undergraduate students are completed each term.

Payment Plan

National-Louis University offers a number of flexible financing options for payment of tuition and fees, including an option for those students whose employer offers tuition assistance programs. The following information explains the various options for tuition payment. We hope that these payment plan options will help to serve the needs of National-Louis University students.

In certain circumstances a student may satisfy the policy requiring full payment at registration by signing an official note made payable to the University. This obligates the student to complete full payment to the University within a specific time frame.

Financial Aid

Students who have approved bank or governmental loans, or other forms of student financial aid which are expected to cover the full costs of tuition and fees may execute a promissory note allowing the deferral of full payment until the loan or financial aid is actually disbursed. A student may be required to make a minimum monthly payment to the University until the

aid is disbursed. All tuition and fees covered under this deferred payment plan arrangement is subject to a late charge on the total unpaid balance.

Direct Billing

Students who are working for employers who directly pay their tuition may be eligible to participate in the University's tuition remission program. Under the terms of this program, the student's employer pays their tuition directly to the University at the time of registration. Students should check with the Admissions Office to find out if their employers participate in this program. Any tuition and fees not covered by the employers are due in full by the student when assessed.

Deferred Tuition

The University also offers a deferred payment plan for students. A \$25 charge is assessed for students electing. Deferred payment in this plan is scheduled as follows: All fees and one third of the tuition are due at registration. A student executes an installment note payable to the University for the balance of any unpaid tuition and fees. An additional one third of tuition is to be paid within thirty days of the first day of classes. All unpaid tuition must be paid within sixty days of the first day of classes and is subject to a late charge on the unpaid balance.

Extended Tuition

The University offers other extended payment plans in certain field programs. All tuition and fees covered under this deferred payment plan arrangement are subject to a 1.5% per month finance charge on the total outstanding balance. A \$20 processing fee will be assessed upon submission of an application for this extended payment plan. This application authorizes the University to access the student's credit history for the purpose of determining program eligibility. All tuition and fees covered under this payment plan arrangement are subject to a late charge on the unpaid balance. Please refer to the student payment plan application brochure for specific terms of this plan.

Any of the above deferred and extended payment arrangements are subject to the final approval of the University's Student Account Office. In each case, the plans require certain immediate payments. Specific procedures must be followed by the student. Sufficient time must be allowed for processing any deferred and extended payment applications. The Student Account Office hours are posted on each campus or academic center. Information about any of these plans is available by contacting the office during the posted hours.

Should a student encounter unforeseen circumstances which prevent a student from satisfying the term and conditions of the student's payment plan, please contact the Student

Account Office immediately. Students will also be subjected to further actions outlined below under Student Delinquencies.

Students should also note that if the student's account balance is not paid in full, registration for subsequent terms will not be permitted and diplomas and transcripts will not be released. A student who has preregistered for an entire program will not be permitted to attend class if the student has failed to comply with the terms of the student's tuition payment plan.

Employer Assistance

Many corporations and agencies provide some type of tuition assistance to employees who are continuing their education. Students are encouraged to investigate such programs at their places of employment.

General Notes:

1. The University will *not* accept third party checks.
2. The University reserves the right to require either cash or cashier check payments for any student whose account reflects a history of dishonored checks and/or rejected charge card payments.
3. Students using a student teaching tuition waiver or other tuition waivers as part of tuition payment must present the original and the student copy to the Student Account Office at the time of registration. A student will be required to pay any remaining balance before the tuition waiver is applied.
4. Students are responsible for the cost of tuition, fees, books and materials and other costs associated with the collection of outstanding student's account. Students with delinquent accounts will not be permitted to register for additional classes. 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. Therefore, the University will not release a student's diploma until all outstanding indebtedness is satisfied and will not release academic transcripts, diplomas or any certificate of attendance when students' accounts are financially delinquent. A student's account is considered financially delinquent when payments are not made in accordance with the established payment plan.
5. Students receive a monthly statement of account summarizing all account activity including new tuition, fee charges, payments and other credits during the billing period. Students are expected to pay all amounts due according to the payment schedule listed on the bill. Unpaid student account balances will be

subject to a late payment administrative fee applied to each thirty days' unpaid balance. This will be applied monthly to a student's account until all outstanding balances are paid in full. Late charges will be waived only if the University is primarily responsible for the delinquency or when extraordinary circumstances warrant such a waiver.

6. The University reserves the right to assign any past due account to an outside agency for collection. If an account is assigned to an agency for collection, all fees and other costs of collection will be added to the University charges for collection at the current contract rate.
7. Students must notify National-Louis University of any change of the student's home address. National-Louis University reserves the right to refuse to furnish grades, transcripts and diplomas until all amounts due under the terms of a promissory note [or agreement] are paid in full.
8. Students who do not complete a course within the allotted period of time and receive a grade of "I" (In-Process) or a grade of "X" (Deferred Grade) are financially responsible for the payment of the course regardless if a valid grade is received or not.

Policy on Federal Student Financial Assistance Programs

Students who received a loan under any of the Federal Financial Assistance Programs are required to keep their repayment status current with the University and/or with the outside guarantor during and after their course of studies. National-Louis University reserves the right not to permit defaulted borrowers to enroll in the University. Additionally, the University will not issue transcripts to students who are delinquent or have defaulted on a Perkins loan advanced by the University. Students are required to notify National-Louis University and the student's outside guarantor or lender of any change of the student's home address.

Skills Assessment

National-Louis University recognizes the importance of competence in English language and quantitative reasoning. All students admitted to on-campus undergraduate programs take placement tests prior to advising and registration. Faculty of the departments of English, Developmental Studies, and Applied Language work cooperatively to assess the English language proficiency of newly admitted students. Faculty of the Mathematics Department assess the quantitative reasoning skills of all incoming students. Students who need further competence 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.

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 course work.

Reading: Students who need to develop skills in reading, critical thinking and comprehension are required to complete one or two developmental courses (DVS100A, DVS100B).

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 overloads 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 faculty committee on student appeals for their approval. The 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 credits limited to allow time for successful completion of the in-progress courses. The student will be notified by the registrar, if the credits are to be limited.

Regulations

1. Each student is required to register at his/her home campus in the manner prescribed by the University or at a designated registration meeting.
2. Registration cannot be processed without the signatures of the appropriate academic advisor, financial aid counselor and student accounts representative.
3. Registration is not complete until financial arrangements have been made.
4. A late fee is charged for registration processed on or after the first day of a term.
5. A student will receive credit for only courses for which he/she is registered.
6. 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 faculty committee on student appeals 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 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 who withdraw within the first two weeks of a term,

134 will be dropped so that the course will not appear on their academic record. 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 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 130 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.

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 Centers. A student who withdraws before the third class session of any term will receive 100% refund, less a \$20 administration fee. (See Refund Policy on page 130.) 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.

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
- 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
- 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, at the time the grade is 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.

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 information.

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.

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 committee on student academic appeals and the associate vice president for academic affairs to extend the probation.

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 faculty committee on student academic appeals for their recommendation and to the associate vice president for academic affairs for approval.

Forgiveness Policy: A student dismissed from the University who applies for readmission after three years have elapsed shall, by petition to the faculty committee on student academic appeals, 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 advisor 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 average and acceptable grades. Some have a limit on the number of "D" grades a student in their 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 137).

Academic Review Policy

• Limited English Proficient Students

Limited English Proficient students will be monitored under a separate policy until they have completed ESOL Level 5 in the Language Institute. After that they will be monitored according to the general college policies. While in the Language Institute, they will be reviewed as follows:

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

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

Academic Probation: After the second consecutive grade of "N" or "U" in a Language Institute 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 Language Institute ESOL courses.

Readmission: Eligible for readmission after one full quarter out. Student must apply for readmission which will be to academic warning only. After two quarters out, the readmitted student must be reassessed for placement into appropriate level language course.

Forgiveness Policy: Student dismissed from the college who apply for readmission after three years or more have elapsed shall, by petition to the faculty committee on student academic appeals, 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 135 for on-campus students.

• Undergraduate Field Program Students

Because of the unique nature of their program, 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. Students who receive "I" or "U" grades for two or more courses in any term will be dropped at the end of that 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.
6. 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.
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.
8. If provisional admission has been granted, completion of all three courses in Term I with grades of "C" or better will give the student full admission and eligibility to continue into Term II.

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 | No quality points |
| P, N, I, X, WW, WS, WN, UR, DR, NR, IE, IR | 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 | | 0 | X 4 | 0* |
| P, N, I, X, | Quality points not assigned | | | |
| WW, WS, WN, UR, DR, NR, IR, IE | | | | |

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, 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, 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 on the Wheeling campus. The fee per transcript is \$3 for regular service (5-7 days) and \$10 for next day service. NO SAME DAY SERVICE IS AVAILABLE. A grade will not be listed on the official transcript until a student has received a grade report for that course.

It is recommended that official transcripts be sent directly by the college 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 McLean, VA academic center should request their transcript directly from the Office of Academic Services at the center. All other field students should request their transcript from the Registrar's Office in Wheaton, IL.

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 points, 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 credits 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 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.
4. The student must complete the residential requirement of his college and program. (Minimum 45 quarter hours.)
5. 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.

Second Baccalaureate Degree Policy

Students who wish to earn a second bachelor's degree must fulfill all College 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.

Graduation with Honors

Upon recommendation of the faculty of the appropriate college, division or program, graduation honors may be awarded to students who have demonstrated superior achievement. The faculty of each college, division or program which may award honors determine the criteria for honors. These criteria are filed in the Dean's Office of each college.

Application for Graduation

There are two graduation dates during the year, one in June and one in December. Transcripts and diplomas reflect the degree awards as of these dates.

Students must apply for a diploma and pay a graduation fee. There is a final deadline for application for each completion date. These dates are published each term in the class schedules. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Registrar's Office, 2840 Sheridan Rd., Evanston, IL 60201 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 Academic Services Office at any

academic center. 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 Student Accounts Office, Library, faculty or other university offices, must be cleared. No transcript or diploma will be issued if there is any outstanding encumbrance.

Student Rights and Responsibilities

I. Class Attendance

On-Campus Students

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. See on-campus student withdrawal policy. (page 133).

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 attendance in another class group. Students who miss parts of a class will do 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.

II. Family Educational Rights and Privacy Act of 1974

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.

III. 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 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:

- a. Student's name
- b. Local address and telephone numbers (of currently enrolled students only)
- c. Dates of enrollment
- d. Area of academic concentration
- e. Diploma or degree awarded
- f. Honors or awards received
- g. 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 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.

IV. Request to Withhold Release of Directory Information

That information designated by National-Louis University as directory information will be individually released without prior consent unless the student requests in writing that such information cannot be released.

A request that directory information not be released will be honored for one year. A new request that directory information be withheld will be required each year.

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.

V. Maintenance of Records

In maintaining a student's educational record, the University colleges shall collect part or all of the following information:

Specifically, the University colleges will collect part or all of the following information to comprise a student's educational record: name, address, social security number, phone number, date or birth, sex, marital status, and citizenship status; names of elementary, secondary, and postsecondary 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 phone 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 anecdotes, letters of recommendation, placement record, 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:

- Alumni Office
- Student Account Office
- Financial Assistance Office

Graduate Schools
Placement Office
Registrar and Records Office
Student Health Services
Student Affairs
Student Teaching Office

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 Alumni Office maintains directory information on former students.
2. The Student Account Office retains quarterly financial summaries of student fee payments and individual student files concerning National Direct Student Loans necessary to meet statutory requirements.
3. The Financial Assistance Office maintains complete files until a federal audit has been made.
4. The Graduate Schools maintain student files until graduation.
5. The Placement Office maintains credentials permanently.
6. The Records Office keeps for five years files of students who withdraw from the University before graduation and permanently maintains transcripts of all academic credits earned at the University.
7. The Student Health Services Office retains medical records for five years after a student terminates enrollment.
8. The Student Teaching Office permanently retains information files related to professional study: evaluation, notation, etc.

VI. Students Right to Access

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

- a. Medical and psychological 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.
- b. Confidential letters and statements of recommendation used only for the purpose for which they were obtained are not open for review.
- c. 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 postsecondary level of education, the parents of students who are financially dependent upon

their parents (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.

VII. 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 education record for the purpose of preserving confidentiality:

- a. Letters of recommendation required for admission to the Graduate Schools.
- b. Letters of recommendation collected for a student's placement file in both the undergraduate and graduate colleges to be used in pursuit of employment.
- c. Letters of recommendation used in connection with a student's eligibility for honorary recognition.

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

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

VIII. 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, to professional people at all levels of academic activity.

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

IX. 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 Vice President for Student Affairs and/or the Associate Vice President for Academic Affairs. The student shall be presented with the evidence.

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

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

It is expected by the University that all information that 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 Vice President for Student Affairs and/or the Associate Vice President for Academic Affairs. The student shall be presented with the evidence. In situations where the student pleads "not guilty," the case is handled within the University Hearing and Appeals System.

When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure. (See procedure in Student Guidebook.)

XI. 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.

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 College. 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. College faculty and staff also have a right to expect reasonable freedom to exercise collective and individual professional judgment within their recognized areas of expertise. This policy has been developed to ensure fairness to all parties involved in such academic decisions.

This policy is limited to the review of academic decisions that are based on the application of established policies, procedures, or standards. It does not establish any individual right to review established policies, procedures, or standards, or limit any existing rights to individually or collectively petition individuals or groups responsible for college policy. (See procedure in Student Guidebook.)

XII. Policy on 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 advisor or programs director. Students will be notified of the decision in writing by the University Registrar.

Academic Support Services

Libraries and Audiovisual Services

At the heart of every university is its library which supports the institution's teaching, learning and research needs. Since 1920, the libraries of National-Louis University have provided books, journals, microforms, special collections, audiovisual equipment and media, and, more recently, microcomputer hardware and software for students and faculty. The National-Louis University librarians are active participants in the teaching/learning process through formal and informal instruction in the use of libraries and in the process of information retrieval.

As of June 30, 1993, National-Louis University Libraries had research collections totalling more than one million volumes or items: 152,000 books, 1,700 journals representing 30,000 volumes; 1,058,000 microforms; 20,000 audiovisual media; 3,000 educational computer programs; and hundreds of reference tools, indexes and computer databases on compact discs and on-line through DIALOG. The strongest subject collections are in the fields of elementary and early childhood education, children's literature, educational psychology, management and business, computer science, health care and human services. Special collections include the complete ERIC documents collection on microfiche, curriculum materials for elementary education, educational and psychological tests, history of kindergarten and early childhood education, Elizabeth Harrison's personal library, the William S. Gray Reading Research Collection, and the University archives.

The library collections are centralized at the Evanston Campus and delivered as needed to other campuses and directly to students and faculty: the College Library houses the research book and journal collections; the Baker Demonstration School Library Media Center houses the children's literature collection, and the Instructional Media Center (IMC) houses the film and videotape collections. The IMC also offers audiovisual production services and circulates equipment. The Chicago and Wheaton Campuses maintain branch libraries with books, journals, and audiovisual equipment to support the instructional programs taught there with electronic links to the main library in Evanston. Daily shuttle service among Illinois campuses and telefacsimile machines allow rapid delivery of library materials to students and faculty. Microcomputers are available for student use in each National-Louis University library.

National-Louis University believes that off-campus students and faculty who learn and teach at academic centers beyond Illinois must receive the same high-quality library services as on-campus students and faculty. Therefore, out-of-state centers have an "electronic library" with bibliographic research tools in print and in compact disc formats and a computer terminal linked to the Evanston Campus University Library. Books are mailed, and journal articles and computer produced bibliographies are faxed or mailed directly to students and faculty upon request.

The National-Louis University Library participates in several cooperative networks: OCLC, Illinet Online, and the North Suburban Library System. In May, 1989, National-Louis University became a member of the Illinois Library Computer System Organization (ILCSO), a consortium of forty public and private higher education institutions with library collections exceeding twenty million volumes, the largest library resource-sharing network in the world. These forty libraries share a centralized library automation system, which allows students and faculty to borrow materials from each other's libraries without charge. The ILCSO member libraries are:

Aurora University, Aurora
 Barat College, Lake Forest
 Bradley University, Peoria
 Catholic Theological Union, Chicago
 Chicago State University, Chicago
 Columbia College, Chicago
 Concordia University, River Forest
 DePaul University, Chicago
 Eastern Illinois University, Charleston
 Elmhurst College, Elmhurst
 Governors State University, University Park
 Illinois Benedictine College, Lisle
 Illinois Institute of Technology, Chicago
 Illinois Math and Science Academy, Aurora
 Illinois State Library, Springfield
 Illinois State University, Normal
 Illinois Wesleyan University, Bloomington
 Joliet Junior College, Joliet
 Judson College, Elgin
 Kankakee Community College, Kankakee
 Lake Forest College, Lake Forest
 Lewis University, Romeoville
 McKendree College, Lebanon
 Millikin University, Decatur
 National-Louis University, Evanston, Chicago, Wheaton
 North Central College, Naperville
 Northeastern Illinois University, Chicago
 Northern Illinois University, DeKalb
 Oakton Community College, Des Plaines
 Roosevelt University, Chicago
 Rosary College, River Forest
 St. Xavier College, Chicago
 Sangamon State University, Springfield
 School of the Art Institute, Chicago
 Southern Illinois University at Carbondale
 Southern Illinois University at Edwardsville
 Southern Illinois University School of Medicine, Springfield
 Trinity Christian College, Palos Heights
 Triton College, River Grove
 University of Illinois at Chicago
 University of Illinois at Urbana-Champaign
 Western Illinois University, Macomb

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;
- enabling students to identify and assess alternatives and consequences of decisions.

All students should meet with an assigned academic advisor 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;
- explore and research career opportunities in the student's field.

Assessment Center

Programs administered by the Assessment Center include Credit by Examination, Credit by Portfolio and Credit by Proficiency (see page 127 for further information).

Academic Computing

Academic Computing provides the computer resources and services needed for the scholarly pursuits of students and faculty. Thus Academic Computing supports the use of computers for instruction, research and library services. Academic Computing:

- manages general purpose computer labs at selected locations
- acquires and maintains instructional software
- consults with faculty on computing questions and problems
- assists faculty and students in purchasing computer

equipment through selected educational discount programs

- provides direction and planning for computer technology at the institution

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

Office of Continuing Education and Outreach

At National-Louis University, the Office of Continuing Education and Outreach takes an abiding interest in the concept of learning as a lifelong process. We believe in providing educational opportunities that facilitate a continuation of learning, as well as enhance and influence an individual's motivation to achieve academic goals. We provide credit and non-credit, graduate and undergraduate courses, seminars, and workshops designed to address the educational and training needs of individuals, businesses and industry, organizations and associations, and government and community agencies. Our programs are offered at our various campuses, academic centers and sites, as well as at other locations convenient to our students. In addition, the Office of Continuing Education and Outreach manages customized educational programs created for American audiences and for international clients.

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, handicap, or national origin is adhered to in all matters affecting the students of the University.

The Division 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 Division 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. They also assist students in addressing special needs or difficulties, and they seek to provide an environment that is positive and conducive to learning.

Included are counseling, health services, new student orientation, student programs, events and activities, student development programs, student governance, student clubs and

144 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 Vice President 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

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. The Council on Student Affairs has final authority on all matters dealing with student discipline, serving as a judiciary body in cases that may result in dismissal from the University.

Career Development and Placement

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.

Counseling

Short-term counseling for educational, personal, and vocational concerns is available. Through workshops, personal counseling, and support groups, each designed to enhance 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 counselor at any time about any matter, including family problems, relationships with others, time management, anxiety, depression, crisis situations, financial difficulties, adjustments to the transitions of university life, alcohol, and substance abuse.

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

University Health 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
- Health Education
- Physician diagnosis and treatment
Limited physical assessment of condition; treatment; follow-up; nurse assistance during examination.
- Diagnostic Procedures
Complete Blood count and differential, urinalysis, throat culture, mononucleosis testing, tuberculosis testing
- Immunizations
Diphtheria/Tetanus; Measle/Mumps/Rubella; Influenza; Hepatitis B

Health Insurance

A student health insurance plan is available for all students. Brochures describing the plan are available from University Health Services.

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 Service 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. An annual TB test (chest x-ray or tuberculin skin test) is also required of all students.

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

Residence Life Programs

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

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

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

The Baker Resident Association provides information about procedures and regulations. Further information about Residence Life at National-Louis University may be obtained from: Director of Student Housing and Commuter Services; National-Louis University; 2840 Sheridan Road, Evanston, Illinois 60201.

Student Programs, Events, and Activities

Co-curricular activities are an integral part of the development and educational experience at National-Louis University.

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

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

Student Governance

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. Elected representatives at each campus and the academic centers meet regularly to consider questions about university life, student programs and curriculum.

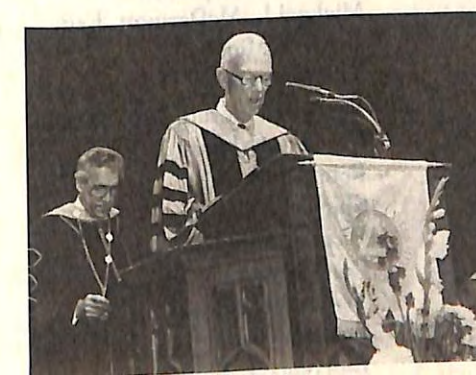
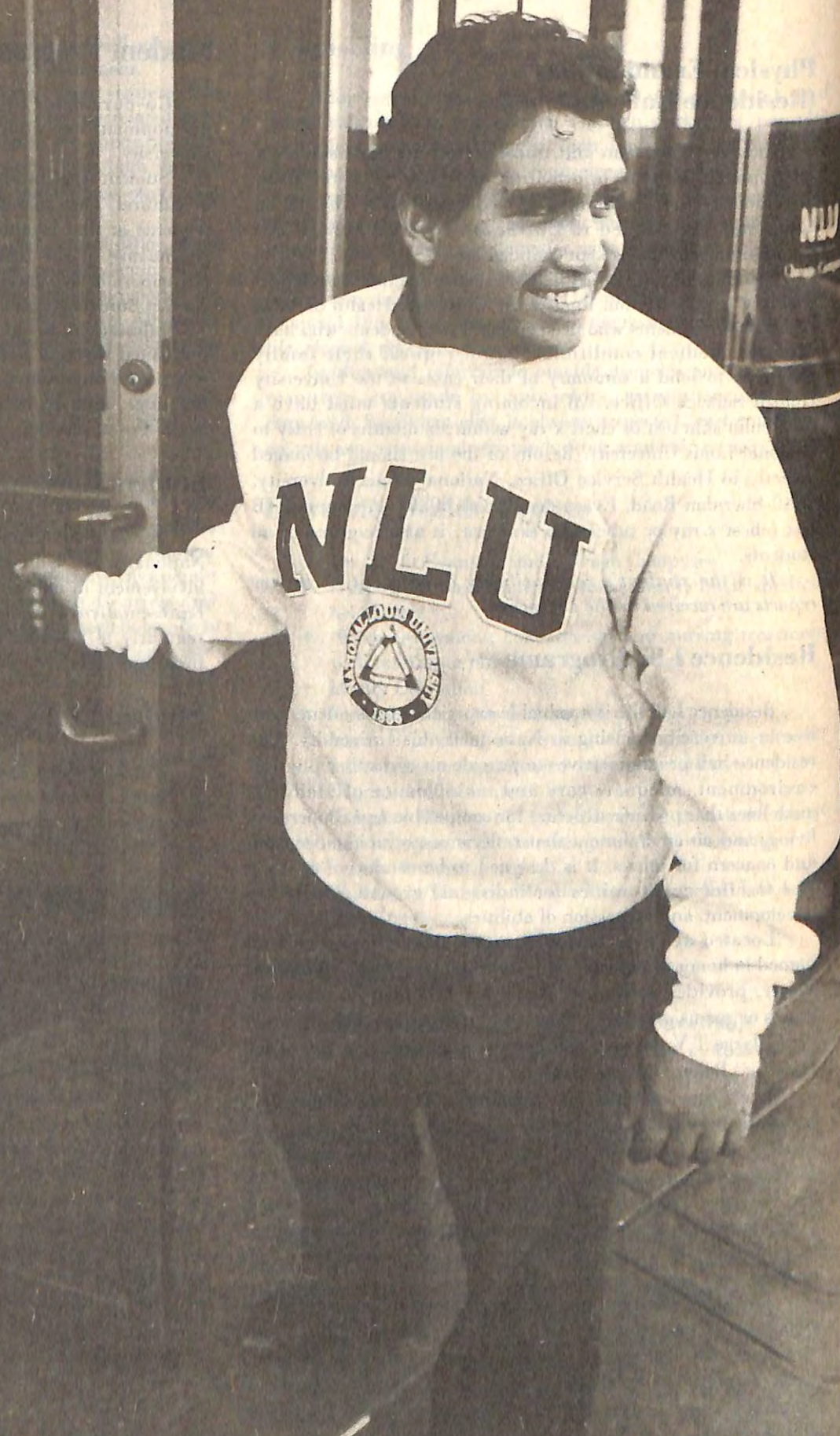
Student Clubs and Organizations

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.

Kappa Delta Pi

This national 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.

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