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NATIONAL COLLEGE
OF EDUCATION

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1986-1988 ACADEMIC CATALOG

MICHAEL W. LOUIS SCHOOL OF ARTS AND SCIENCES

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1986-88 CATALOG

National College of Education

EVANSTON CAMPUS

2840 Sheridan Road
Evanston, Illinois 60201
(312) 256-5150
Outside Illinois 1-800-443-5522
Within Illinois 1-800-624-8521

CHICAGO CAMPUS

18 South Michigan Avenue
Chicago, Illinois 60603
(312) 621-9650

LOMBARD WEST SUBURBAN CAMPUSES

25361 Glen Park Road	15331 Grace Street
Lombard, Illinois 60148	Lombard, Illinois 60148
(312) 691-9390	

The College reserves the right to change any provision or requirement, including fees, at any time with or without notice.

National College of Education 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.



*Pocket in Back

NATIONAL COLLEGE
OF EDUCATION

NCE

FOUNDED 1886

1986-1988 ACADEMIC CATALOG

University Library
NATIONAL-LOUIS UNIVERSITY
Evanston, IL 60201

MICHAEL W. LOUIS SCHOOL OF ARTS AND SCIENCES

CALENDAR

1986 WINTER TERM

January	2-4	Thursday-Saturday	Undergraduate orientation and registration, Evanston/West Suburban Campuses
	3	Friday and	Undergraduate orientation, Chicago Campus
	6	Monday	
	6	Monday	Undergraduate classes begin, Evanston/West Suburban Campuses
	6	Monday	Graduate On-campus classes begin
	6	Monday	Demonstration School classes begin
	7-9	Tuesday-Thursday	Undergraduate registration, Chicago Campus
	13	Monday	Undergraduate classes begin, Chicago Campus
March	15	Saturday	Undergraduate classes end, Evanston/West Suburban Campuses
	15	Saturday	Graduate On-campus classes end
	22	Saturday	Undergraduate classes end, Chicago Campus
	22	Saturday	Degree completion date for Winter Term
		Variable	Spring Vacation
	24-28	Monday-Friday	Demonstration School Spring Vacation

1987 SPRING TERM

March	27-28	Thursday-Friday	Undergraduate orientation and registration, Evanston/West Suburban Campuses
	31	Monday	Graduate On-campus classes begin
March-April	31	Monday-4	Undergraduate classes begin, Evanston/West Suburban Campuses
March-April	31	Monday	Undergraduate orientation, Chicago Campus
	1	Tuesday	
	7-9	Monday-Wednesday	Undergraduate registration, Chicago Campus
	14	Monday	Undergraduate classes begin, Chicago Campus
May	26	Monday	Memorial Day Holiday
June	3	Tuesday	Demonstration School Classes end (Noon dismissal)
	6	Friday	Undergraduate classes end, Evanston/West Suburban Campuses
	6	Friday	Graduate On-campus classes end
	7	Saturday	Degree completion date for Spring Term

7 Saturday
21 Saturday

Centennial Commencement
Undergraduate classes end,
Chicago Campus

1987 SUMMER TERM

June	16	Monday	Graduate session I and sessions I and II classes begin
	16	Monday	Undergraduate summer session begins, Evanston Campus
July	1	Tuesday	Undergraduate orientation, Chicago Campus
	2-3	Wednesday-Thursday	Undergraduate registration, Chicago Campus
	3	Thursday	Graduate session I classes end
	4	Friday	Fourth of July Holiday
	7	Monday	Undergraduate classes begin, Chicago Campus
	7	Monday	Graduate session II classes begin
	24	Thursday	Graduate session II and sessions I and II classes end
	28	Monday	Graduate session III classes begin
August	8	Friday	Graduate session III classes end
	16	Saturday	Undergraduate classes end, Evanston Campus
	16	Saturday	Degree completion date for Summer Term
	30	Saturday	Undergraduate classes end, Chicago Campus

1987 FALL TERM

August	28	Friday	Advising/Registration New Students
	31	Monday	September Field Experience begins (tentative)
September	7	Monday	Labor Day Holiday (No Classes Held)
	8-9	Tuesday-Wednesday	Fall Faculty Workshop
	10	Thursday	Demonstration School opens
	10-18	Thursday-Friday	Undergraduate orientation and registration, Chicago/Evanston/West Suburban Campuses
	21	Monday	Fall Quarter classes begin
			Graduate/Undergraduate, Chicago/Evanston/West Suburban Campuses
October	2	Friday	Application Deadline for December Diploma
November	6	Friday	Graduate Thesis Completion Date
	25-27	Wednesday-Friday	Fall Term Thanksgiving Holiday (No Classes Held)
December	6	Sunday	Fall Quarter classes end Graduate/Undergraduate, Chicago/Evanston/West Suburban Campuses

8-9 Tuesday-Wednesday December Faculty Workshop,
School of Arts and Sciences
10-11 Thursday-Friday December Faculty Workshop,
School of Education

1988 WINTER TERM

January 4-8 Monday-Friday Undergraduate orientation and
registration, Chicago/Evanston/
West Suburban Campuses
11 Monday Winter Quarter classes begin
Graduate/Undergraduate,
Chicago/Evanston/West
Suburban Campuses
15 Friday Application Deadline for March
Diploma
February 19 Friday Graduate Thesis Completion Date
Winter Term
March 20 Sunday Winter Quarter classes end
Graduate/Undergraduate,
Chicago/Evanston/West
Suburban Campuses
21-25 Monday-Friday Spring Break



1988 SPRING TERM

March 28 Monday- Undergraduate orientation
April 1 Friday and registration,
Chicago/Evanston/West
Suburban Campuses
4 Monday Spring Quarter classes begin
Graduate/Undergraduate,
Chicago/Evanston/West
Suburban Campuses
8 Friday Application Deadline for June
Diploma
May 13 Friday Graduate Thesis Completion Date
Spring Term
30 Monday Memorial Day
(No Classes Held)
June 12 Sunday Spring Quarter classes end
Graduate/Undergraduate, Chicago/
Evanston/West Suburban
Campuses
11 Saturday Commencement

1988 SUMMER TERM

June 20 Monday Summer Quarter classes begin
Graduate School of Education
22-24 Wednesday-Friday Undergraduate orientation, and
registration, Chicago/Evanston/
West Suburban Campuses
27 Monday Summer Quarter classes begin
Graduate School of Arts and
Sciences/Undergraduate,
Chicago/Evanston/West
Suburban Campuses
July 4 Monday Independence Day
8 Friday (No Classes Held)
29 Friday Application Deadline for August
Diploma
August 12 Friday Graduate Thesis Completion Date
Summer Term
21 Sunday Summer Quarter classes end
Graduate School of Education
Summer Quarter classes end
Graduate School of Arts and
Sciences/Undergraduate,
Chicago/Evanston/West Sub-
urban Campuses
September 5 Monday Labor Day Holiday
(No Classes Held)

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General Information

A Brief History

In 1886 National College of Education opened its doors to help young mothers meet their children's developmental needs. Today, the College continues to offer its expertise to meet the everchanging needs of our complex society.

Throughout its history, National College has carried on a tradition of innovation that began with founder Elizabeth Harrison's espousal of the fledgling kindergarten movement. Over the years, Harrison, flanked by Mrs. John N. Crouse and succeeded by Edna Dean Baker, undertook the training of teachers throughout the elementary school grades. After occupying a series of campuses in Chicago, the College moved to its main campus in Evanston in 1926. Two years later, National became one of the first teacher's colleges in the country to offer a four-year program culminating in the bachelor of education degree.

In 1952, with the baby boom underway, National rose to meet a new challenge — advanced preparation for experienced classroom teachers — by opening what is now the Foster G. McGaw Graduate School. The Graduate School's co-educational policy was soon extended to undergraduates as well.

During the 1960s the College again forged new trails. National offered the Chicago area's first complete training course for special education teachers and played a leading role in the Head Start program. While maintaining its deep commitment to teacher education, the College began branching out to meet broader societal needs with the addition of liberal arts to its curriculum.

The 1970s saw tremendous growth for National. In addition to opening two new campuses, in Chicago and west suburban Lombard, the College introduced non-teaching programs in applied behavioral sciences and human services.

National has expanded its program offerings to include undergraduate studies in allied health, business, applied economics and sport management. The College offers masters' degrees in human services, adult education and human resource development. Some of these programs are offered in the field experience model, allowing adult students to take a full course load at convenient sites and to maintain a full time job. All programs combine theory with practical experience for professional growth.

Additionally, a comprehensive academic support system has been developed through the Language Institute and Communication Skills Lab.

In 1982-83, the College officially organized its programs to form the School of Education and the Michael W. Louis School of Arts and Sciences.

Armed with its expanded array of programs, National is bringing its expertise into settings from classrooms to boardrooms, athletics to sports medicine clinics and nursery schools to nursing homes.

With the recent celebration of its 100th anniversary, the College rightly looks back on a distinguished past and forward to a second century. Aided by able administrators, faculty and staff — and with outstanding alumni to carry on a tradition of innovation — National College will continue to meet tomorrow's challenges.

The Michael W. Louis School of Arts and Sciences

Division of Health and Human Services

BACHELOR OF ARTS

- Allied Health Degree Completion
- Human Services
- Medical Technology
- Radiation Therapy Technology
- Respiratory Therapy

CERTIFICATE

- Alcoholism/Substance Abuse Counseling Studies
- Alcoholism/Substance Abuse Counseling Training

MASTER OF SCIENCE

- Human Services

CERTIFICATE

- Addictions Counseling
- Gerontology
- Human Services Administration

Division of Applied Behavioral Sciences

BACHELOR OF ARTS

- Applied Behavioral Sciences Degree Completion
- Business and Applied Economics
 - Accounting
 - Business Administration
 - Computer Information Systems and Management

CERTIFICATE

- Business Education for Career Advancement
 - Accounting
 - Data Processing

MASTER OF ADULT EDUCATION

- Adult and Continuing Education

MASTER OF SCIENCE

- Adult and Continuing Education
- Human Resource Development
- Management and Development of Human Resources

CERTIFICATE OF ADVANCED STUDY

Adult and Continuing Education
Human Resource Development

Division of Language and Academic Development

LANGUAGE INSTITUTE

English for Speakers of Other Languages Program (ESOL)
ESOL Computer Lab
Interactive Language Laboratories
Conversation Classes
Assessment of English Language Proficiency
Translation and Interpreting Services
Cross-cultural Communication Training
Community Outreach Programs

COMMUNICATION SKILLS LAB

Courses in Communication and Academic Skills
Diagnosis and Evaluation
Supplemental Instruction
Subject-area Tutoring
Inter Session Programs
Early Intervention Programs for Special Populations
Corporate Communication Skills Seminars
Faculty/Staff Development
Curriculum Development
Adult Literacy Development



The School of Education

The Baker Demonstration School
Pre-Service Teacher Education

***The Foster G. McGaw Graduate School**

*Consult the Foster G. McGaw Graduate School Catalog for more information regarding graduate level courses in the School of Education.



Student Life

The Office of Student Affairs coordinates and administers many services and programs for National College students. These include counseling and advising, new student orientation, student activities, recreational and intercollegiate sports programs, career planning and placement, personal development workshops, student clubs and organizations, residence hall programs, performing arts, health services, and special programs such as Family Weekend and Multicultural Day.

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

Standards

National College of Education seeks to cultivate a sense of personal integrity in each of its students. The truly educated person realizes that integrity is first a private matter, but that it also influences interrelationships of people. National College students are expected, therefore, to strive toward this objective and to develop as individuals in a manner which is consistent with the educational purposes of the College.

National College 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, sex, handicap, or national origin is adhered to in all matters affecting the students and faculty of the College.

Counseling

Counseling is available for students and is considered an important opportunity for student development. The College recognizes that adjustment to college represents a major life transition and seeks to assist students in this process. Students are encouraged to confer with counselors at any time about any matter, including personal concerns, social life, academic progress, selection of a concentration area, or other career decisions. Confidentiality is always respected.

Several regular conferences will deal with specific topics. One conference is a prerequisite for admission to professional study for students in teacher education and centers on the student's overall professional promise. At other times, students are invited to participate in small group workshops and other special programs designed to enhance awareness and perspective.

In the residence hall, students have frequent contact with both student and professional staff members. Student staff are friendly and open to discussing concerns with their fellow students. They are in an excellent position to make referrals when appropriate. The professional residence hall director is a counselor and hall administrator.

Counseling helps students with self-evaluation, making decisions, and resolving problems. The ultimate aim is to help each student become a resourceful, confident, healthy, and mature individual.

Academic Advising

Upon entering the College, students are assigned an academic advisor according to their declared concentration or field of study. Advisors are faculty members who work closely with students to plan a sequence of courses, to develop a long-range schedule, and to become fully acquainted with academic programs and policies. Advisors are kept up-to-date with each student's academic progress, as well as with changes

in College curriculum and programs by the Coordinator of Academic Advising in the Office of Student Affairs.

Students will want to confer with their academic advisors regularly. This personal contact and interest in the student's progress and concerns is an important part of the College's philosophy.

Rights and Privacy

In compliance with the Family Educational Rights and Privacy Act of 1974, National College of Education 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 College 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 cases, a parent) may request to examine the student's records, may challenge portions 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.

Release Policy

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

The College has designated as directory information the following: student's name; local address and telephone numbers (of currently enrolled students only); dates of enrollment; area of academic concentration; diploma or degree awarded; honors and awards received, and announcements of public performances and ceremonies officially recognized by the College.

No other personally identifiable information about a current or former student may be released to any person or agency outside the College except by the written, signed and dated request of the student specifying information to be released. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, to certain federal and state authorities, and because of emergencies related to the health and safety of the students, etc., without notifying the student.)

The full details of the policies concerning retention and release of student records and the procedures for access to and challenge of the content of student records are available in the student handbook, or may be obtained from the College Registrar.

Organizations

COUNCIL ON STUDENT AFFAIRS

Composed of representatives of administrative offices, faculty and students, the Council on Student Affairs' primary responsibility is to determine policy related to undergraduate and graduate student life. Its areas include orientation, housing, counseling and advisement, student organizations and government, special programs, health services, residence hall programs, placement, student activities and student conduct.

The Council on Student Affairs is responsible for the policies contained within the Student Handbook. A statement on Student Rights and Responsibilities, General Regulations of the College and the Student Hearing and Appeals System is in the Student Handbook. It is assumed that students are familiar with these 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 College.

STUDENT SENATE (EVANSTON AND LOMBARD) AND STUDENT GOVERNMENT (CHICAGO)

Elected representatives at each campus meet regularly to consider questions about college life, student programs and curriculum. Each of these governing organizations initiates many worthwhile projects and acts as the recognized voice of the student body, coordinating student activities and performing in an advisory capacity.

Student Senate and all affiliated campus organizations and clubs coordinate plans, activities and calendars for their respective campus.

EVANSTON CAMPUS ORGANIZATIONS

STUDENT ALLIANCE

The programming board of elected and volunteer students initiates, plans and promotes most all-college activities for students. It seeks ideas, active participation and creative contributions from all students. Social, recreational, cultural, and service activities, both on and off campus, are developed and announced throughout the year. Student Alliance is a branch of Student Senate (Evanston).

STUDENT COUNCIL ON RECREATIONAL EDUCATION (SCORE)

The Student Council on Recreational Education consists of students, a faculty advisor, and the staff coordinator of intramurals. SCORE plans and carries out a number of organized athletic programs and tournaments. The events change seasonally and according to student interest and participation. The Council also recommends policy for intramural and intercollegiate athletic programs.

ASSOCIATION OF RESIDENT STUDENTS

The Baker Association Resident Students (BARS), composed of all students who live in College housing, meets regularly to develop enjoyable and satisfying living conditions, represent resident students' interest in the College community, and promote activities involving residents as well as commuters.

COMMUTER ASSOCIATION

This association includes all students who commute to the College. It assembles regularly to discuss commuting students' needs and to plan activities. Commuter Association students naturally participate in all student programs on and off campus, but the association meets the unique interests of commuting students.

OTHER CAMPUS ORGANIZATIONS (MULTI-CAMPUS)

Clubs and organizations for specific student interests offer many opportunities to National College students. Groups must register in the Office of Student Affairs to gain official College recognition.

Pre-professional organizations allow the determined student a way to try out ideas and understand how professional educators work with each other. Educational organizations such as the Student Council for Exceptional Children, the Early Childhood Club, the Human Service Forum, and the Allied Health Club are of particular interest to students specializing in those areas.

Other clubs of interest are UBSANCE (United Black Student Alliance of National College of Education), Korean Club, the International Club, and Intervarsity Christian Fellowship.

KAPPA DELTA PI

This national co-educational honorary society which recognizes outstanding contribution to education has a chapter at National College. Junior, senior and graduate students are elected to Theta Eta chapter on the basis of scholarship, professional attitudes, and demonstrated leadership abilities.

YEARBOOK AND NEWSPAPER

Students with creative or artistic inclinations can find outlets through such programs as "Celebration," National College's creative writing magazine; the NCE *Compass*, the student newspaper; and *Futura*, the College yearbook. The staff of

the newspaper and yearbook is composed of members of all academic classes and all campuses. The editorial boards for each are part of Student Senate and Student Government.

PERFORMANCE GROUPS

Student drama productions provide many students with opportunities in acting and supporting roles. The NCE Company, a group of musical ambassadors of the College, performs throughout the academic year. The Concert Choir, which includes students and faculty, performs one major concert each quarter. Several seasonal performances involving students, faculty, staff, and community occur in areas of dance, music, and drama.

CULTURAL EVENTS AND THE ARTS

Over the past years, National has brought such prominent guests to campus as Jim Thompson, the Governor of Illinois; former U.S. Senator Charles Percy; the Evanston Symphony Orchestra; Dr. B. Barry Brazelton; the Evanston School of Ballet; the Chicago City Ballet; and the Joseph Holmes Dance Theatre. Students and faculty perform throughout the year in productions such as "Tell Me That You Love Me, Junie Moon" and "The Odd Couple," and student talent and variety shows. Speakers, forums, and workshops are also offered by many College clubs and organizations.

The performing arts department coordinates all events and activities occurring in our two auditoriums, the Weinstein Center for the Performing Arts, a beautiful 634 seat theatre, and Carlson Auditorium, a smaller hall of 209 seats. The department produced Jeffrey Siegel, the world-acclaimed concert pianist, who serves as an Artist-in-Residence and presents his celebrated "Keyboard Conversation" series four times yearly. In addition, this department works closely with Trinity Theater, the resident professional theater company of the College. Students are invited to work with, watch, and learn from this troupe, through each production, and the blossoming apprenticeship program. Also many of the professional dance and music organizations of Chicago and surrounding areas use our auditorium facilities providing year-round fine entertainment.

INTRAMURAL AND INTERCOLLEGIATE SPORTS

All students are encouraged to participate in a broad and expanding intramural sports program, which includes: flag football, volleyball, basketball, tennis, track, softball, swimming, and other sports as interests develop. These programs, regularly scheduled gym and swim periods, and other recreational programs are coordinated by the athletic director and the staff of the Athletic Department.

Along with a strong foundation in academics at National College of Education, an outstanding athletic program is also provided. The intercollegiate women's sports offered are basketball, volleyball, golf, and softball. Men's intercollegiate soccer was initiated in the Fall, 1985. All sports are affiliated with the N.A.I.A. (National Association of Intercollegiate Athletics), and compete in Illinois District 20. National College is also a member of the C.C.A.C. (Chicagoland Collegiate Athletic Conference).

Full and partial athletic scholarships are available for students who are academically and athletically qualified.

All of these teams play a highly competitive schedule. The volleyball and softball teams both play schedules of over twenty contests and all sports may qualify for post-season competition.

HEALTH SERVICES

A registered nurse is on the College staff during regular health office hours. The College physician is also available by appointment. Students with long standing or complex medical problems should consult with Health Services soon after arrival to notify the College of any special needs or to receive a referral list of physicians and clinics. All resident students are also urged to identify a personal physician in the area who may be contacted when need arises.

The Chicago and Lombard campuses do not have their own health services, but the College nurse is available for telephone consultation and referrals. Health insurance is available to all students.

ILLNESS

When a student becomes ill, the College nurse is called for consultation. The nurse will provide routine care for minor problems, but will refer students to the College physician or to their own physician for medical care or hospitalization.

In case of more serious illness or emergencies, resident students are taken to Evanston Hospital, two blocks from the Evanston campus. Should hospitalization prove necessary, the attending physician will attempt to communicate with the parents of the resident students and follow their wishes.

When illness causes an extended absence from classes, it is the student's responsibility to file a note with the Registrar from her or his doctor.

PHYSICAL EXAMINATIONS (EVANSTON CAMPUS)

Incoming freshmen and transfer students must submit a self reported Medical Information and History on the form provided by the College. This questionnaire should be filled out and mailed to the Health Service Office. All information provided is kept confidential.

Information on the history is not used to exclude applicants from the College, but to alert the Health Service 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 College Health Service Office. All incoming students must have a tuberculin skin test or chest x-ray within six months of entry to National. Results of the test should be mailed directly to Health Service Office; National College of Education; 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 College on time.

RESIDENCE HALL PROGRAMS

Residence hall life is an important part of National College experience for those students who find that they can arrange to live in the residence hall. 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 which reflects responsible citizenship and a concern for others. Because the residence hall exists to complement the academic program, it is designed to be conducive to study and to offer opportunities for individual growth, leadership development, and expression of abilities.

Baker Hall is directed by the Vice President for Student Affairs, who works closely with the Residence Hall Director, student staff members, and the Association of Resident Students to formulate programs and policies for residence hall life.

The residence hall is located close to the College's academic buildings in Evanston. It is recommended that Evanston campus students live in the residence hall due to the academic and interpersonal benefits.

Whenever a residence change is required for an emergency, students are required to consult the Director of Residence Life.

Room assignments and family housing placements are arranged with the Residence Hall Director.

Resident students who desire to ship their baggage ahead of arrival on campus should arrange for baggage to be delivered directly to their residence. All baggage should be marked with the student's name, room number, and residence hall address (Baker Hall, 2808 Sheridan Road, Evanston, IL 60201.) Space permitting, students may store boxed items in the residence hall storage, and items may be stored over the summer.

The main doors to the residence hall open at 7 a.m. Monday through Friday, and at 8 a.m. on Saturday and Sunday. Twenty-four hour security is provided, with the guard locking the door at 2 a.m. Monday through Friday and at 4 a.m. on Saturday and Sunday. Students may sign visitors into the hall during the hours when the main

doors are open. The reception desk is located in the lobby inside the main doors. Residents may opt to obtain a key to the front door for use when the building is locked. All keys that are issued are accompanied by a form which explains the key system in detail, as well as the legal responsibility for personal conduct and care of property.

In keeping with a philosophy of "student responsibility," courtesy hours are maintained in the residence hall at the discretion of the individual students. Quiet hours are established by the unit areas within the hall.

No housing is provided at the Lombard campus. At the Chicago campus space is available in a nearby Roosevelt University residence hall. Arrangements can be made by contacting the Chicago campus Coordinator of Student Services, or the Director of Residence Life at the Evanston campus. (For details see College Expense section.)

HONOR SYSTEM

An honor system is established and maintained by students. Its purpose is to promote individual freedom with responsibility. Community self-government is an integral part of residence hall life and campus life.

RULES AND REGULATIONS

The system of rules and regulations in the residence hall is based upon a charter granted by the trustees and faculty of the College and upon a set of rules and regulations formulated by the students themselves. Rules are enforced by the Resident Student Association officers and the residence hall staff, but personal responsibility is shared by all members of the residence hall community.

The Baker Resident Association provides information about the procedures and regulations in a separate publication.

MEALS

Meals are served in Sutherland Hall Dining Room on the Evanston campus.

Commuting students may eat meals in the main cafeteria in Sutherland Hall and pay on an a la carte basis.

CARE OF ROOMS AND LAUNDRY

Students are responsible for the care of their own rooms. Furnishings provided are single beds with innerspring mattresses, bureaus, study tables, book shelves, study lamps, and draperies. Each student is required to arrange for sheets, pillows, pillowcases, towels, blankets, etc. Washers and dryers are available in the residence hall.

RECREATION

In addition to the recreation and activities planned by other organizations, residence hall students have their own social life, including programs, dances, receptions, dinners, parties, and trips. The social activities committee of the Resident Student Association directs these activities under the supervision of the Residence Hall Director and the Office of Student Services.

Tennis, bicycling, softball, skating, riding, skiing, and golf are included in available outdoor activities. Badminton, basketball, racquetball, volleyball, swimming, pool and ping pong are popular indoor sports.

The Chicago area offers a variety of recreational and cultural opportunities. Numerous colleges, museums, churches, theaters, beaches, parks, and points of interest are within easy reach of public transportation.

FAMILY HOUSING PROGRAM (EVANSTON CAMPUS)

It is possible for a student to earn the cost of room, board, and necessary local transportation by living in a private home carefully selected and supervised by the College. The student assists with general household duties and babysitting and is assured a private room.

Students seeking such assignments should indicate "Family Housing Program" on their application for admission. Students will then be contacted and interviews arranged.

TRANSPORTATION

The Chicago campus is easily accessible by Chicago Transit Authority buses and trains as well as by railroads and suburban commuter trains. The campus is located in downtown Chicago at 18 South Michigan Avenue. The Evanston campus may be reached via the CTA. The nearest stations for the Evanston campus are Central Street in Evanston and Linden Street in Wilmette. The Chicago and North Western Railway has stations at Davis Street in (downtown) Evanston and Central Street in Evanston. The Evanston bus line runs within three blocks of Baker Hall. A 45-minute ride on the CTA brings Evanston students to the center of Chicago's Loop.

RAILWAY

The Chicago and North Western Railway serves both Chicago and Evanston. Tickets may be purchased directly to Evanston. Taxicabs may be taken from the North Western Station to Baker Hall.

AIRLINES

Most major airlines serve Chicago. Bus service is available from downtown Evanston to O'Hare Field every hour from 7:45 a.m. to 8:45 p.m., and it is available from O'Hare to Evanston at the half hour, every hour from 7:30 a.m. to 8:30 p.m. Taxi and limousine service is available at all times.

AUTOMOBILES

Numerous parking lots are convenient to the Chicago campus. Parking space on the Evanston and Lombard campuses is limited. Some students, however, need automobiles on campus. Top priority will be given to commuters and students enrolled in off-campus practicums. Freshmen and sophomore students living in residence halls are not permitted to park on campus. Upper classmen who need cars for their practicum assignments must petition the Office of Student Services, and space will be assigned when available. These students will be required to register their license number at the Business Office and to display a College parking permit on their automobile. A fee will be charged for the parking permit.

PLACEMENT AND CAREER ADVANCEMENT

National College of Education's Placement Office invites prospective employers to visit the campus and to correspond regarding available job opportunities. Employment opportunities are publicized and appointments are scheduled with qualified applicants.

Undergraduates, graduate students, and alumni are encouraged to use Placement facilities to build and update a professional credential file which documents their classroom, laboratory and on-the-job experiences. Group seminars and personal advice on job seeking — writing resumes, interviewing, and follow-up techniques — are provided.

Student records and credentials are circulated only upon the request or consent of the student. Graduates are encouraged to keep in touch with the Placement Office and to share their successes and their assessments of College programs.

To help College curriculum planning, questionnaires are sent each year to members of the previous graduating class. When possible, visits are made to the employers of our recent graduates.

PHOTOGRAPHY RELEASE

Classes and events often are photographed for internal use or promotional purposes. If you do not wish to be included in such photographs, please be sure to tell the photographer or your instructor at the time of the photo shoot.

NCE ALUMNI . . . 14,000 strong, and growing!

National College alumni represent every department and program in the School of Education and the School of Arts and Sciences, and live and work throughout the United States and dozens of foreign countries.

Commencement weekend highlights annual alumni activities, especially initiation into the Half Century Club, composed of alumni who graduated 50 years ago or more. Outstanding alumni are recognized and honored with special awards at this annual festivity.

National College alumni play a very active and important role in raising funds through the annual Phonathon and private donations — funds which go to support several scholarship programs. Above all, National College alumni serve as goodwill ambassadors throughout the United States and abroad.



The Evanston Campus

National College's main campus covers four acres on the border of northern suburbs Evanston and Wilmette, Illinois.

Student Residence

The College has one student residence — Baker Hall which is just south of Harrison Hall, on the corner of Ridge and Isabella Streets.

Named in honor of the College's second president, Edna Dean Baker, the hall provides accommodations for 200 men and women. Suites or rooms are clustered around lounge areas. Each floor has two kitchenettes and two private study areas at either end. Ample laundry facilities are available, and the roof has a large sun deck.

Academic Facilities

Two buildings house National's academic facilities. Harrison Hall, named for Elizabeth Harrison, the College's founder and first president, was built in 1925; Sutherland Hall, named for William Sutherland, a College trustee for over 50 years, was dedicated in 1967.

HARRISON HALL dominates National College's Evanston campus. It contains College classrooms and laboratories, as well as general administration and faculty offices, a bookstore, and other centers of College activity:

EDWARD B. WEINSTEIN CENTER FOR PERFORMING ARTS is on the main floor of Harrison Hall. This 634-seat auditorium is a center of activity for both students and residents of nearby communities. The stage is used for most student productions and for a wide array of guest performances and lectures.

The INSTRUCTIONAL MEDIA CENTER has television, audio, recording, photography and a variety of graphics and duplicating production equipment for faculty and student use.

The STUDENT CENTER located between Harrison and Sutherland Halls and accessible from both the first and second levels, houses the Goodman Lounge and snack area, the Collins Atrium, and the Student Government office and meeting room. The Robert A. Greising suite of student affairs offices on the upper level includes Financial Aid, the Career Resource Center, Counseling and Advising, and Student Activities.

GOODMAN STUDENT LOUNGE in the west end of Harrison's main floor, is a hub of student activity. It includes a lounge, study, snack room, and entrance to the Atrium.

THE COLLINS ATRIUM, completed and dedicated in 1985, was given by Mrs. Glenna B. Collins in honor of her late husband Arthur J. Collins. It is available during daytime and evening hours as a student lounge and study oasis, and it is also widely scheduled for student activities and special programs such as coffeehouses, D.J. dances, game nights, theatre-in-the-round, career planning workshops, orientations, forums and lectures, and the like.

The CAREER RESOURCE CENTER, located on the second floor of the Student Center, contains a career resource library of materials which may be used by students and alumni at any stage of their career development.

BRYANT CHAPEL, dedicated in June, 1983, in memory of Minnie B. Bryant, mother of College trustee, Robert E. Bryant, is located on the second floor just south of the Student Center.

SUTHERLAND HALL, adjoining Harrison Hall, has space for classrooms, and offices as well as the following facilities:

The BAKER DEMONSTRATION SCHOOL has an enrollment of 200 students from nursery school through grade eight. This school's master teachers are full members of the College faculty. Designed to permit extensive classroom observation and participation, the Demonstration School provides a unique opportunity for National College students to have many experiences with children throughout their college years.

N. DWIGHT HARRIS COLLEGE LIBRARY CENTER is located centrally in Sutherland Hall. It has a collection of 90,000 volumes, 800 journals, microcomputer software, and audio-visual materials.

The LIBRARY is a member of the North Suburban Library System, OCLC, Inc. and Dialog. Material from other libraries is available to students and faculty at no cost.

MICROCOMPUTER CENTER is located on the second floor of Sutherland Hall in the library. The Center houses 18 Bell and Howell and Apple microcomputers with peripherals, disk drives, cassette players, and printers. The microcomputers are available for classes, demonstrations and workshops. Microcomputers are also located on the Chicago and Lombard campuses.

ROBERT R. McCORMICK CHILDREN'S LIBRARY AND MEDIA CENTER, also in Sutherland, is conveniently close to the Demonstration School. It serves as a resource for College as well as Demonstration School students. McCormick Library has a collection of 10,000 volumes, 30 periodicals, 3,000 non-print materials, and microcomputers for children.

LILLIAN GRIFFIN GYMNASIUM is the center of most athletics for the College and the Demonstration School. Located on the ground level of Sutherland Hall, Griffin includes a weight room and is equipped for many gymnastic activities.

ROBERT A. FERGUSSON SWIMMING POOL in Sutherland Hall is used by students, the Demonstration School and faculty, and special education students in the community.

ALBIN E. CARLSON AUDITORIUM in Sutherland Hall is the stage for many smaller College and Demonstration School programs.

SUTHERLAND DINING ROOM is the main College cafeteria and food service center for Baker Residence Hall. The facility includes a small faculty dining room.

A large ATHLETIC FIELD is situated behind Sutherland Hall, running west to the boundary of the Evanston Campus.

Six private houses have been converted to provide office space for the College. Four face Maple Street, the northern boundary of the Evanston campus, and two are on Sheridan Road, directly north of Harrison Hall.

BATES HOUSE, the most western of the campus houses, provides office space for the School of Arts and Sciences administration and graduate faculty.

The DIVISION OF HEALTH AND HUMAN SERVICES offices are located in the house directly east of Bates House. The Public Relations offices are located one house further east.

The FOSTER G. McGAW GRADUATE SCHOOL has its administrative and faculty offices in two houses, which are on the right angle of Sheridan Road and Maple Street.

SHERIDAN HOUSE is immediately north of Harrison Hall on Sheridan Road and provides space for the offices of Development and Alumni Relations.

Chicago Campus

Facilities

The Chicago campus is located at 18 South Michigan Avenue. It occupies four floors of a modern office building. Facilities include classrooms, two skills laboratories, learning resource center, bookstore, student lounges, four microcomputer laboratories, the College's Language Institute and a service center for duplicating materials.

The Chicago campus is in the center of Chicago's active downtown area. It is located one block from the Art Institute of Chicago, Goodman Theater and Grant Park. It is two blocks from Orchestra Hall and the Cultural Center, and three blocks from the Auditorium Theater.

Transportation

The Chicago campus is easily accessible by public transportation. Buses stop along Michigan Avenue; the subway station is two blocks west on State Street, and the elevated train and Evanston Express are one block west on Wabash. Parking is available east of the campus.

Urban Education

Urban education courses focus on the social sciences, the applied behavioral sciences, the natural sciences, and the humanities, as they relate to teaching or to other urban service careers. Students on the Chicago campus can pursue programs in allied health, business, education, or human services. The concepts of race, culture, ethnicity, gender, socioeconomic class and power are examined as important variables to consider in preparing professionals for careers in urban schools and communities.

Scheduling

Many Chicago campus students work full- or part-time while earning undergraduate or graduate degrees or diplomas. To accommodate the work schedules of these students, National's Chicago campus offers evening and weekend classes as well as daytime classes.

Campus Hours

- 8 a.m. — 9:30 p.m. Monday through Friday
- 9 a.m. — 3:00 p.m. Saturday
- 9 a.m. — 1:00 p.m. Sunday

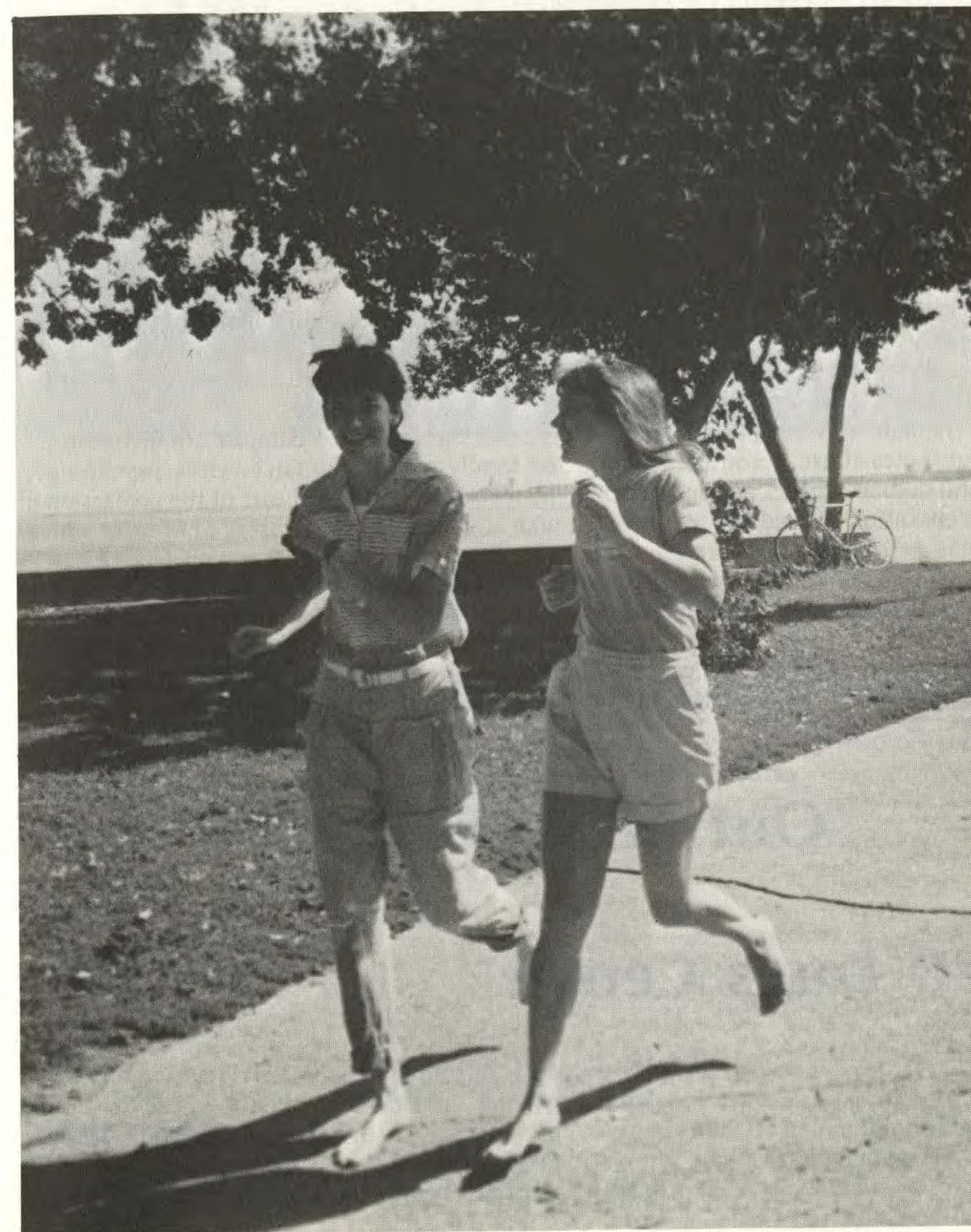
Student Services

The Office of Student Services on the Chicago campus has been designed to support academic development and promote personal development for all students. Through a resource network that includes: health services, personal, academic and career counseling, full and part time job placement, and community advocacy services, students are able to advance their personal goals. The program is offered by professional staff, graduate student interns, and trained, student paraprofessionals. Students interested in residence hall living should contact the Chicago campus Office of Student Services.

Student Life

The Chicago campus Office of Student Services, in cooperation with the campus Student Government, sponsors activities, programs, clubs and organizations, with the goal of providing a stimulating and supportive community. Traditional activities include Yearbook, Newspaper, Multicultural Day (with an emphasis upon experiencing various cultures and countries through exhibits, food and entertainment), and the awards ceremony. Programs include health and financial awareness workshops, film series and career fairs. Examples of clubs and organizations are: Student Government, Computer Club and Chinese Club. Discount tickets to Chicago area plays and movie theaters are also available for all students.

Information concerning Chicago campus events is published monthly through a calendar of events and newsletter. Information is also posted on resource boards, discussed at weekly Student Government meetings, and sometimes disseminated through campus and/or United States Postal services.



West Suburban Campuses

In order to serve the growing population in Chicago's western suburbs, National College began offering an upper division undergraduate program in Lombard in September, 1980. Persons having completed 90 quarter hours of previous college level course work from an accredited institution may apply and are then subject to all requirements of entering transfer students.

Facilities

GLEN PARK CAMPUS (2S361 Glen Park Road) serves as the administrative center, housing the Assessment Center, Admissions Office for field-experience programs, and Office of the Registrar.

HIGHLAND HILLS CAMPUS (1S331 Grace Street) is the classroom facility with faculty offices, microcomputer center and Learning Resources Center.

Upper division refers to the last two years of undergraduate work leading to the baccalaureate degree, generally, the junior and senior years. National College offers only upper division work at the west suburban campus, suggesting that students will have completed many of their general studies courses and, in the case of human services students, some introductory professional core courses. The curriculum pursued at the west suburban campus is identical to the one students enrolled at our Evanston or Chicago campuses follow.

At the west suburban campus, students work toward the Bachelor of Arts degree in either the teacher education or human services programs. Teacher education students satisfy the State of Illinois requirements for the standard elementary certificate qualifying them to teach kindergarten through ninth grades.

Human service specializations offered at the Lombard campus are alcoholism/substance abuse, gerontology, child and family studies, human services/psychology, and human services administration. The specialization is the heart of the professional preparation so students may elect to take advantage of other areas or courses which may be offered at either the Chicago or Evanston campuses.

All of the courses needed to complete your degree will be offered at the west suburban campus in Lombard. Attendance at other campuses is always an option, however, and may be the best way to satisfy personal interests. One of the advantages of being a part of the small, community environment in Lombard is that course schedules are designed with the very specific needs of enrolled students in mind.

Out of State Centers

St. Louis Center

The St. Louis Center for Adult Programs, located conveniently in the St. Louis metropolitan area (1000 Executive Parkway, Suite 110, St. Louis, Missouri 63141), is the administrative site for National College of Education undergraduate and graduate field experience programs in applied behavioral sciences offered throughout Missouri.

Northern Virginia Center

The Northern Virginia Center for Adult Programs is located 8 miles from the White House and 10 miles from the U.S. Capital in suburban McLean, Virginia. It is the headquarters for the Michael W. Louis School of Arts and Sciences's undergraduate and graduate field experience programs offered throughout Northern Virginia. These programs serve students who live and work in Maryland, Virginia, and Washington, D.C.



College Expenses

TUITION

The tuition charges cover only a portion of the true instructional and operational costs involved in educating each student. The difference between costs and what the student actually pays is met by income from contributions by public spirited people and businesses who recognize the quality of education provided by National College. The College operates an extensive financial assistance program, with over 85 percent of the students receiving aid.

APPLICATION FEE

A non-refundable application fee is paid at the time a student submits an application for admission.

GRADUATION FEE

A graduation fee is payable at the time a student applies for graduation.

TUITION DEPOSIT

A deposit is required of each full-time undergraduate student upon acceptance. This deposit is refundable until May 1. It is non-refundable after May 1, but will be applied to the first term's tuition.

TUITION REFUNDS

If a student is dismissed or voluntarily withdraws, having followed the required withdrawal procedures, a tuition refund will be made as follows:

- Through 2nd week — 100%
- After 2nd week — non-refundable

CHANGES IN FEES

The College reserves the right to make changes in fees as the need arises and without previous notice. The fee schedule listed here is in effect for 1988.

TERMS OF PAYMENT

Before admittance to class, the student's account must be paid in full or arrangements for an approved payment plan must be made in the Student Account Office. Classes reserved through pre-registration may be cancelled if the student does not complete fee payment by the assigned fee payment date. Failure to receive a bill does not relieve the student of the late payment fee or extend the due date.

A diploma, certificate, or transcript will not be issued to a student whose account has not been paid in full.

APPLICATION FOR HOUSING

All students requesting the use of College housing facilities are required to complete in full the Baker Residence Hall Housing Application. The completed application, along with a deposit, is to be returned to the Office of Residence Life. Applications are accepted up to one week prior to the start of each quarter. Applications received after that date will be processed and room assignments made following the orientation period.

Upon acceptance of the housing application, a housing contract will be prepared and sent to the applicant. All completed contracts are to be returned to the Business Office. All applicants will be notified of their housing status after the application has been received.

ROOM DEPOSIT

The deposit acts as both a room reservation fee and a security deposit, and will not be used as credit against a student's account. The fee must be paid prior to the completion of the initial housing contract, and will reserve a room for subsequent quarters of residency. Deposits will automatically be refunded after the close of the last term of residency providing the student graduates, or withdraws two weeks or more prior to the following quarter of study. Full deposits are refundable providing the student has checked out of the residence hall properly and there are no existing damages, unusual wear, or outstanding fees.

ASSIGNMENT OF ROOMS

Rooms are not assigned until a student has been accepted for admission and has completed the housing application, housing contract, and room deposit requirements. All accommodations are available from 12 noon on the day preceding the opening of the College term to 12 noon the day after the close of the term.

The College reserves all rights in connection with the assignment or reassignment of rooms or the termination of their occupancy, as well as inspection of rooms by College personnel when deemed advisable.

Special arrangements for room accommodations can be made through the Director of Residence Life. Room changes may occur between quarters and two weeks after the start of each quarter. Rooms must be vacated during certain vacation periods, the duration of such periods to be designated by the College.

The charges for room rent are not subject to refund or reduction unless the student contracts for a period of time less than a quarter. In these cases, the bill will be based

on a pro-rated fee. The housing contract may not be terminated within a quarter for any reason. A resident may terminate the contract at the end of the quarter for any reason.

The date of withdrawal from the College residence hall is determined for any refund purposes from the date the resident signs in residence hall keys.

RESIDENCE HALL IDENTIFICATION CARDS

Photographic identification cards containing residence hall information and meal numbers are issued to each resident student. The cards are to be presented at each meal, for equipment check-out, and for late night entry.

BOARD RATES

When establishing board rates, the College takes into consideration that some students will be absent for a certain number of meals and sets rates accordingly. Because of this, residents may not transfer meal privileges to nonresidents, share meals with nonresidents, or carry food of any kind out of the dining room.

Board includes three meals per day for five days in each week, and two meals on Saturday, Sunday, and holidays (Sunday dinner is at noon). All residents must be on a board contract.

Meals covered by the contract run each term from breakfast on the day of registration through lunch on the day following the last official day of the term.

The cafeteria offers selective menus based on popularity and nutritional values, with choices from a variety of foods.

Special food arrangements are charged to any student organization that is sponsoring an event. The charges are made on the amount spent exceeding the basic meal allowance for that meal.

MEAL CONFLICTS

Students with meal conflicts should first consult the Director of Residence Life. The Director will see that the proper information is presented to solve any conflicts. Late meals or sack lunches can be arranged through the Director of Food Service directly. An optional 14 meal plan is available for students with meal time/academic schedule conflicts.

MEAL TRAYS

Meal trays are available for students ill and confined to the residence hall. Written authorization slips are needed along with the student identification card. Authorization may be obtained from the College nurse or a member of the residence hall staff.

Meal trays are available for all cafeteria guests for a \$.10 charge.



Undergraduate Tuition and Fees 1987-88

ON-CAMPUS

Application fee	\$ 15.00
Tuition deposit (non-refundable)	150.00
Tuition:	
Summer (1987) per quarter hour	90.00
Fall, Winter, Spring per quarter hour*	122.00
Full-time = 12 QH minimum	
Three terms at 15 QH/term	5,490.00
Course audit fee (not for credit)	Same as credit fees
Credit by examination	50.00
Fees for private applied music lessons:	
For FAP credit - ten ½ hr. lessons per term	195.00
For academic credit - In addition to regular tuition for the credit hours, a \$17.50 surcharge per quarter hour will be charged. May be taken for 2-5 QH.	

FIELD EXPERIENCE PROGRAMS

BAABS — Bachelor of Arts in Applied Behavioral Science
 BAMEAH — Bachelor of Arts in Management and Education in Allied Health

Application fee	\$ 15.00
Tuition deposit (non-refundable)	75.00
Tuition:	
Per Quarter Hour	122.00
Full-time at 15 QH	1,830.00
Full-time for three terms (45 QH)	5,490.00
Material fee:	
BAABS	75.00/qtr
BAMEAH	100.00/qtr
Assessment fee (per QH petitioned)	15.00/QH
Undergraduate Extension Program	61.00/QH

*Includes student activity, program & service fee



Graduate Tuition and Fees

Application fee (non-refundable)	\$20.00
On-campus tuition (Chicago, Lombard & Evanston)	185.00/SH
Field Experience Program tuition	
Foster G. McGaw Graduate School of Education	175.00/SH
School of Arts & Sciences	
MS/MDHR	175.00/SH
MS/ACE	175.00/SH
Extension tuition	95.00/SH
Miller Analogy Test fee	28.00

General Fees

Late registration	\$20.00
Late payment fee (after due date of bill)	50.00
Service charge	1 1/2% per month on balance over 30 days
Duplicate transcript of records	3.00
Additional copies ordered at the same time	1.00
Short-notice transcript fee (each time)	10.00
Special letters and/or course descriptions	5.00
Graduation fee	30.00
Certification fee	10.00
Diploma re-order (each time)	10.00
Laboratory fees (science courses, computer & piano lab courses)	20.00
Processing fee for withdrawing from courses with tuition refund	10.00
Liability insurance (certain Allied Health courses)	20.00
Student I.D. Replacement fee	5.00

Room and Board

Per Quarter	Room	Board	Total
Double room & Board	\$ 485	\$ 635	\$1,120.00
Single room & Board	600	635	1,235.00
Double-as-single & Board	715	635	1,350.00
Three Quarters: (F,W,Sp)			
Double room & Board	1,455	1,905	3,360.00
Single room & Board	1,800	1,905	3,705.00
Double-as-single & Board	2,145	1,905	4,050.00
Weekly rate: (room only)			
Double room			49.00
Single room			56.00
Double-as-single			70.00
Summer term:			See weekly rates
Resident students pay both room and board charges for each period of registration			
Room deposit fee/Room damage fee (non-refundable after 8/1/87)			50.00
Non-NCE students			100.00
Guest rates:			
Overnight room: All rooms \$15.00 per person per night			

Accreditation

National College of Education is accredited by the North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education. The Radiation Therapy Technology, Respiratory Therapy and Medical Technologist Programs, are accredited by the Committee on Allied Health Education 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.

Illinois State Teacher Education Program Approval

National College of Education academic programs for education certification are approved by the Illinois State Board of Education Teacher Certification Board. The most recent institutional recognition was given on January 22, 1982.

PROGRAM	MOST RECENT PROGRAM APPROVAL DATE
Elementary (K-9)	
Undergraduate Program	1-22-82
Graduate M.A.T. Basic Certification Program	1-22-82
Special (K-12)	
Undergraduate:	
Learning Disabilities	1-22-82
Social/Emotional Disorders	1-22-82
Graduate with option for supervisory endorsement:	
Learning Disabilities	1-22-82
Social/Emotional Disorders	1-22-82
Reading	1-22-82
School Service (K-12)	
Undergraduate:	
School Nurse	1-22-82
Graduate:	
School Nurse	1-22-82
School Psychology	1-22-82
Administrative (K-12)	
Graduate:	
General Supervisory	1-22-82
General Administrative	1-22-82
Early Childhood (Pre-K-grade 3)	
Undergraduate Program	4-27-87
Graduate Program	4-27-87

Individual courses or course sequences not included above may not be assumed to be approved by the Illinois State Board of Education for certification purposes. National College of Education assumes no responsibility for courses taken by students with the intent of certification unless they are under the direct supervision of a faculty advisor and are taken within a program approved by the Illinois State Board of Education.

AUXILIARY ACADEMIC PROGRAMS

Library Services

There is a Learning Resource Center on each of the three campuses of National College of Education. The Evanston Campus also houses a Demonstration School Library and an Instructional Media Center.

The Learning Resource Centers belong to a library network which gives students access to many Chicago area collections and services. The Learning Resources Centers' own holdings include the complete Education Resources Information Center (ERIC) reports on microfiche, curriculum materials, audiovisual materials, indexes to journals and abstracts of dissertations in many different fields. Students may call the reference hotline (312/256-1057) collect with library-related questions.

The Demonstration School Library has a wide range of children's print and non-print materials, as well as a small microcomputer lab. The Instructional Media Center offers audio-visual production facilities and equipment. There is a microcomputer center on all three campuses and microcomputer instruction is available.

National College of Education librarians are trained to provide computer searches for a fee to all students. Computer access to over 300 databases is available. All library privileges, such as computer searches, inter-library loans, and borrowing of materials, are extended to all students. A validated college I.D. card must be shown to borrow materials. National College of Education believes that off-campus students should receive the same high quality library services as on-campus students. Off-campus students may request information-by-mail service by calling the Reference Desk at (312) 475-1100, toll free within Illinois at 800-624-8521, toll free from any other state at 800-443-5522. Computer-produced bibliographies and copies of articles are mailed to students' homes on request.

Assessment Center

The Assessment Center is the office which coordinates the processes for assessment and validation of non-collegiate post-secondary learning. The student prepares a portfolio which includes an autobiography, college transcripts, and descriptions and documentation supporting prior learning gained outside of the traditional college setting — i.e., professional and technical training and job related seminars, and learning gained from life and work experience. Students are advised in the portfolio preparation by both faculty members and Assessment Center counselors. Learning outcomes are assessed and credit is granted by faculty and trained evaluators according to the policies established by the faculty. These include guidelines recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE) for evaluation of sponsored non-collegiate instruction. Credit for learning gained from experience is evaluated by faculty members and other experts in each specific field.

Office of Continuing Education and Outreach

The Office of Continuing Education and Outreach provides School of Arts and Sciences credit and non-credit coursework in several unique ways.

1. Extension sites (geographical) for graduate and undergraduate courses.
2. Programs, conferences, workshops and special projects that relate to academic programs.
3. Community services in arts and behavioral sciences.

The purposes of the Office of Continuing Education and Outreach are:

1. To initiate programs designed to enhance the image and reputation of National College of Education.

2. To promote the involvement of the College wherever and whenever the resources of the College (facilities, faculty, staff) might suitably serve the interests or needs of a population, organization or institution.
3. To coordinate details, contacts and logistics of conferences and workshops sponsored by the College, to be held on-campus and elsewhere.
4. To represent National College of Education in the development of off-campus projects and publications.
5. To facilitate the communication of off-campus projects and publications within the College.
6. To promote programs, projects and activities within the College, between Schools and among Divisions, Departments, administrative officers and faculty.

Honors Programs

Lower Division Honors Program: participating freshmen and sophomores take honors sections of eight of their general studies courses. The honors sections are designed to be more creative and more demanding than regular sections of these courses. (Program established 1982-83.)

College Honors Program, for juniors and seniors: participating students take special seminars and, under close faculty direction, prepare a senior thesis in their major field. (Program established 1984-85.)



Academic Policies

Policy-Making Responsibility

The shaping and control of the college's curriculum pattern fall within the supervision of the Vice-President of the School of Arts and Sciences.

Faculty Governance

The faculty of the School of Arts and Science is an integral part of the Faculty Association of National College of Education. Meetings are presided over by an elected chairperson in accordance with the Constitution of the faculty of the School of Arts and Sciences. All councils and committees are responsible to the faculty, and all actions of councils and committees are subject to review by this body before they become official policy.

CURRICULUM COUNCIL

The Curriculum Council is the major policy-making body with regard to curricular affairs of the School of Arts and Sciences. It reviews the curricular actions of the Graduate Council before presentation to the faculty.

THE ADMISSIONS COUNCIL (undergraduate only)

This joint faculty, administrative, and student council has responsibility for reviewing admissions standards and policies, and for review of student applications in conjunction with these policies. In addition, the Admissions Council serves as a liaison between the faculty and the admissions staff in coordinating faculty involvement in the College's recruitment efforts.

COUNCIL ON ACADEMIC STANDARDS (undergraduate only)

The Council on Academic Standards, a second policy-making body comprised of teaching faculty, administrative officers and students, has several functions. It determines policies concerning the retention of all students in the School and is charged with the responsibility of setting and enforcing academic standards.

The Council on Academic Standards has final authority (subject only to veto by the President of the College) with regard to matters of exceptions to degree requirements, academic status, dismissal from and readmission to the College. The Council certifies each student to the faculty before inclusion on graduation lists. Students have the right to appeal for reconsideration of a decision made by the Council and may request a personal appearance before the Council.

GRADUATE COUNCIL

The Graduate Council is composed of representatives of the graduate faculty of the School of Arts and Sciences. This Council is responsible for all policy-making as it relates to the graduate programs.

The College Calendar

The College operates on a quarter system with three ten-week terms offered in the regular academic year and a fourth term available during the summer. Graduate classes generally meet in the evenings or Saturdays to accommodate the majority of students who are working adults. Variable scheduling is common.

Admissions

National College of Education seeks application from individuals whose academic records and life experiences indicate a high degree of personal and professional promise. To this end admission is selective, and applicants will be considered through a very personalized review process. The academic record is considered the best single predictor of future academic success, and it is given high consideration for admission. Test scores and recommendations are additionally important considerations.

There is no specific deadline by which applicants must apply, but it is to their advantage to submit an early decision with regard to financial assistance as well as admission and advising. 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.

Undergraduate Students

All applicants for an undergraduate degree program at National College of Education apply to the Office of Admission for admission to the School of Arts and Sciences. Admission to the School of Arts and Sciences does not guarantee admission to a professional program. Refer to programmatic descriptions for specific admission criteria.

FRESHMEN ADMISSION

Applicants should be high school graduates in the top half of their graduating class. It is recommended that high school courses will have included: four years of English, two or more years of laboratory science, mathematics (algebra and geometry), and at least one year of United States history or government. Applicants must submit the results of a pre-college aptitude test, either the SAT or ACT, and have achieved a minimum composite score of 17 on the ACT or 400 verbal and 400 mathematics on the SAT. Pre-college tests (ACT or SAT) may be waived for freshmen applicants age 21 and older. Some students, not having met the above criteria, may be admitted on provisional status, based on possible future academic success as determined from information from personal interviews and additional personal references from members of the academic community. The following list outlines specific application requirements:

1. Completed application accompanied by;
2. Application fee (non-refundable);
3. Two letters of recommendation including one preferably from applicant's high school counselor (used for the admission decision and then destroyed);
4. Scores from the SAT or ACT. Applications for these tests are available through high school counseling offices.
5. Official high school transcript showing graduation date and rank in class. Applicants who have received a high school certificate as a result of having taken the General Educational Development Test (G.E.D.) may also be considered for admission.

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

Students who have taken Advanced Placement (A.P.) tests or College Level Examination program (C.L.E.P.) tests, may have some college credit that could shorten their course of study or allow for enrichment of their baccalaureate degree program. For up-to-date information on these tests, students should inquire through the Registrar's Office.



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

1. A tuition deposit of \$150 reserves a place in the student body, confirming the student's intention to enroll at National College. This deposit is applied directly to the student's first term of enrollment. The tuition deposit is refundable until May 1 before the academic year under consideration, and it is nonrefundable after that date. Should a student decide to postpone enrollment, the tuition deposit remains on account and may be used for later terms.

The tuition deposit is due to the Office of Admission within thirty days of receipt of a letter of admission for students who are not applying for financial assistance. Aid applicants 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 along with a letter of admission. To be assured of a room reservation, the contract should be returned with a non-refundable \$50.00 room deposit by July 30.
3. Freshman applicants should request their high schools to send final transcripts including eighth semester grades.

TRANSFER ADMISSION

National College of Education welcomes transfer students from other colleges and universities, both two-year and four-year institutions. Every effort, consistent with generally accepted academic standards, is made to ease the transition to the National College program.

Students may transfer credit to National College and have it apply to a degree program if it is credit of C grade or better from bona fide college level liberal arts or preprofessional courses; if it is credit from an accredited college; and if it is credit which is normally intended to be applicable to a degree program.

Students desiring to transfer credit from institutions not accredited by a regional accrediting body may be admitted provisionally. (See Academic Policies Section, Evaluation of Transfer Credits for details of policy.)

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 Office of Admission to assist in community college course planning. All students intending to transfer after registration at another college or university are advised to contact an Admissions Counselor for assistance in schedule planning prior to enrollment at National College.

Applicants with previous college work are asked to submit the following application materials to the Admissions Office:

1. Completed application form accompanied by;
2. Application fee (non-refundable);
3. Two letters of recommendation;
4. Official transcripts from all colleges or universities attended.

At the discretion of the Director of Admissions, transfer students may be granted admission prior to the submission of all official documentation and given one full term to complete their file.

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. In such instances, there must be other sufficient evidence to show applicant potential. A personal interview with an Admissions Counselor is also recommended.

LOMBARD CAMPUS UPPER DIVISION PROGRAM

Students interested in completing their degree work at the west suburban Lombard campus must meet all requirements for transfer students. In addition, they must submit 90 quarter hours of transferrable course work. Advising is available through the Office of Admissions.

READMISSION

Applicants who have previously been granted regular admission to National College of Education, but have been away from the College for one term or more, excluding the summer session, must reapply. The following is required:

1. Application for Readmission (no fee);
2. Transcripts of any college work for which applicant enrolled during the interim;
3. If reasons for leaving the College were medical, a letter from applicant's doctor giving clearance for the student to return to the rigors of academic life must be submitted.

INTERNATIONAL STUDENTS

Residents of foreign countries who desire to study at National College 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 (non-refundable);
3. Two letters of recommendation;
4. Official transcripts from all secondary schools, colleges and universities attended;
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.

STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH

Entering students whose native language is not English must be assessed through the Language Institute to determine appropriate placement in English for Speakers of Other Languages or program content courses. Both oral and written English skills are assessed in making this determination. While this testing takes place prior to an entering student's first registration at the College, it is not a consideration in making an admissions decision. Such testing may be used in lieu of TOEFL for non-resident international students.

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 are asked to make every effort to obtain official transcripts documenting this work. Certified English translations of such documents must be furnished. In cases where such documentation is unavailable students will be assessed by the Language Institute to determine, through native language writing sample, the student's native language literacy. If the level of literacy is deemed post secondary level or above, the student may be admitted as a freshman.

Credit will be awarded only when official documents have been submitted.

Graduate Students

All students taking courses at National College of Education should understand that credit toward a graduate degree at the College is awarded only upon formal admission to a program of graduate study. For admission to graduate degree program or to a certificate program requiring formal admission to graduate study, applicants must hold a baccalaureate degree from an accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This is generally interpreted to mean that the study, in the junior and senior years of undergraduate study, has achieved a grade point average of 3.0, or better, on a 4.0 scale. It may also be interpreted as an equivalent competency rating for these same undergraduate years. Students who do not meet this standard may be admitted on a provisional basis.

A packet of admissions information may be obtained by contacting the Director of Admissions by mail or phone. The packet includes an application form, information regarding tests which are required, recommendation forms, return envelopes, and all instructions for completing forms and obtaining supportive materials. Applicants who already hold a master's degree from an accredited institution are required to submit only the transcript from the college or university granting their first master's degree. These applicants are also not required to submit scores from standardized tests.

All applicants for the Certificate of Advanced Study must hold a master's degree from an accredited institution.

Except as noted above, all candidates must have the following documents on file with the Director of Admissions prior to consideration of the application for admission:

1. A fully completed application;
2. A \$20 application fee (non-refundable);
3. Official transcripts from every college or university attended or a transcript showing completion of a graduate program;
4. Scores from the Miller Analogies Test, the Graduate Record Examination, or other standardized test required by a degree program. (Arrangements may usually be made to take the Miller Analogies Test at any of National College of Education's three campuses or St. Louis Center for Adult Programs. Special arrangements are frequently available for students entering Field Experience Programs.);
5. Three letters of recommendation which must be sent directly to the Director of Admissions;
6. Additional information or materials required for admission to a specific program to include: writing samples or verification of prior experience which is relevant for success in the program and/or future professional placement. (See program descriptions for specific requirements.)

As soon as all required documents have been received, the applicant's file will be reviewed by the appropriate program faculty. Recommendations of the faculty are referred to the Director of Admissions for appropriate action. Information from the application statement, academic records, test scores, and references are evaluated and utilized in the admissions review process.

Applicants will be notified in writing as to whether they have been admitted and whether the admissions status is full standing or provisional admission.

FOREIGN STUDENTS

International students must provide financial affidavits showing resources available for meeting travel, tuition, and living expenses while enrolled at National College of Education. Those who have not studied in the United States, or whose native language is other than English, should present satisfactory scores on the Test of English As a Foreign Language (TOEFL). The Miller Analogies Test may not be required prior to admission.

International students are admitted on a five-course provisional status.

STATUS OF FORMALLY ADMITTED STUDENT

FULL STANDING

The student has met all admissions criteria without qualification.

THREE-COURSE PROVISIONAL

Students who are deficient in one or more admissions criteria but show evidence of potential for successful academic work are admitted with a Three-Course Provisional qualification.

For on-campus students, this means that the student must earn a grade of B or better in three required courses taken within a maximum of three consecutive terms following admission. In the Field Experience Program, the student must earn a grade of B or better the first three courses of the program.

If an on-campus student receives a C in a required course while on provisional status, or if a Field Experience Program student receives a C in one of the first three courses, the student must repeat that course, at his or her own expense, and earn a B or better before further credit will be given. Should such a student fail to earn a grade of B or better upon repeating the course, the student will not be permitted to continue in the program.

FIVE-COURSE PROVISIONAL

Students who meet all admissions criteria but are from nonaccredited undergraduate institutions may be admitted in this status. For on-campus students, a grade of B or better must be achieved in three required courses and in two other courses within the student's selected area of study. These courses must be taken within a maximum of five consecutive terms following admission. In the Field Experience Program, the student must earn a B or better in the first five courses of the program. Students who fail to earn the necessary grades may be asked to withdraw from the program.

Provisional status will be monitored. When a student has completed the required number of courses with a grade of B or better, he or she will be moved immediately to full standing. The change to full standing will be noted on the student's transcript. Only students admitted in full standing are eligible for degrees. No courses beyond provisional ones will be counted toward the degree until the transcript indicates a change to full standing status.

CERTIFICATE PROGRAM STUDENTS

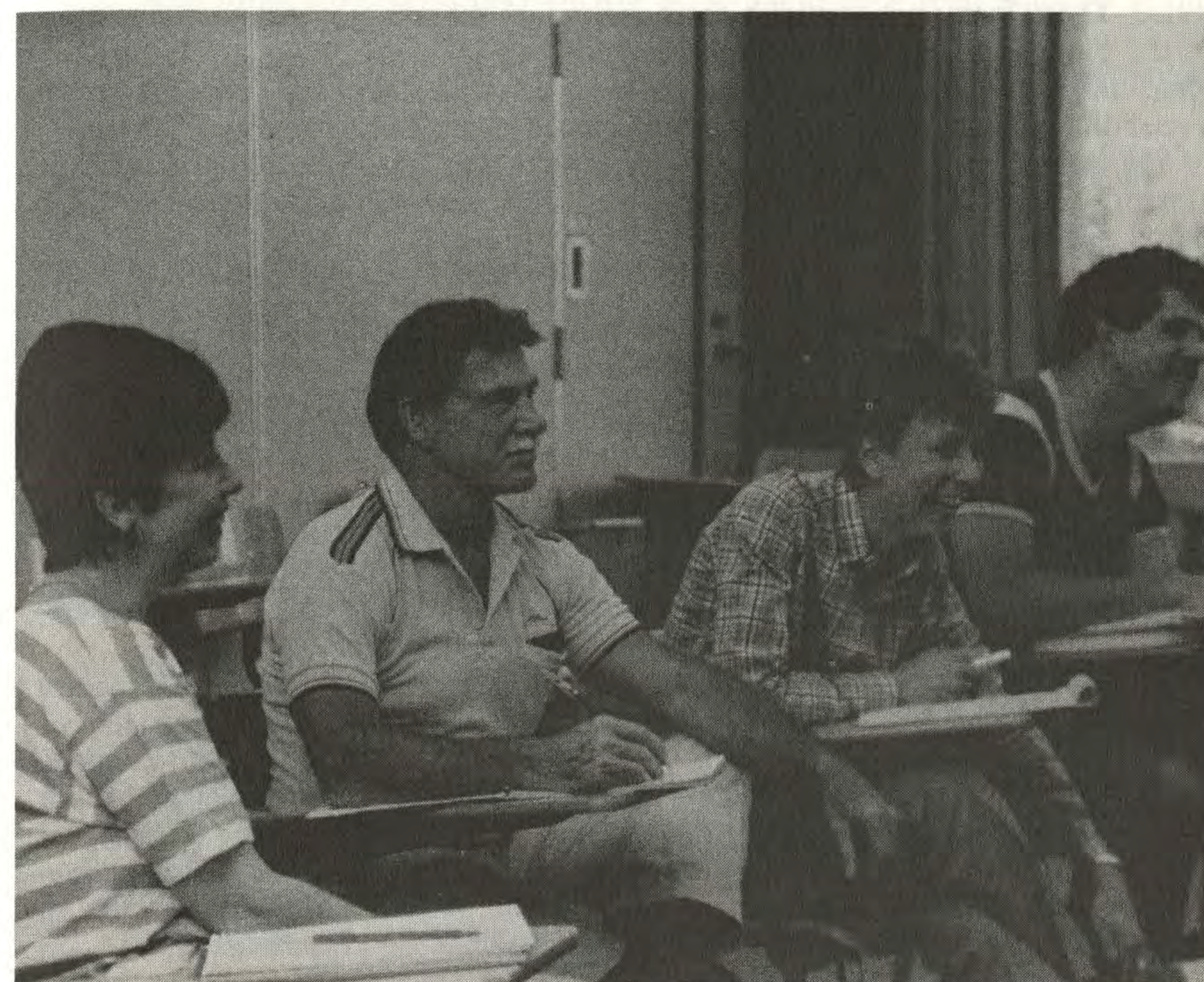
Admission to study in a certificate program is at the discretion of the program director. In some instances, professionals who would not normally meet requirements for graduate study may be accepted and request undergraduate credit for certificate coursework. Several certificate programs require admission to graduate study prior to or during the initial quarter of study.

TRANSFER BETWEEN GRADUATE PROGRAMS

Students wishing to transfer from one graduate program to another within the School of Arts and Sciences must request permission to do so. A written request should be directed to the Admissions Office. Special admissions requirements for the program must be met. The academic record will be evaluated and admission status to the new program will be based on this evaluation. The student will be notified of the decision and new academic standing.

READMISSION OF FORMER STUDENTS

Previously enrolled graduate students may enroll for classes without applying for readmission, unless they were previously denied continuation at the College.



Financial Aid — Undergraduate

Through its extensive financial aid program, National College of Education strives to attract qualified students from diverse economic backgrounds. Financing a student's costs for private higher education can be thought of as a partnership between the family, the federal and state governments, and National College of Education. This section of the catalog will outline the sources of financial aid available and will detail the application process. For further details, please consult the Financial Aid Offices on either the Evanston or Chicago campus. 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 needs 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 towards the student's educational expenses. Many factors are taken into consideration, the income and assets of the parent(s) and/or student being the most important. There are several needs analysis forms available. The College encourages applicants to file the Family Financial Statement which is produced by the American College Testing Service, but will also accept the Financial Aid Form, which is produced by the College Scholarship Service. These forms are available from secondary schools, the Admissions Office and the Financial Aid Office on each campus.

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 meet 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 paid back and are based upon financial need.

A. PELL GRANT (formerly Basic Educational Opportunity Grant). The largest of the federal student aid programs with awards ranging from \$250 to \$2100 for the 1987-88 school year.

Applicants will receive a Student Aid Report four to six weeks after filing a need analysis document. These should be signed and forwarded to the Financial Aid Office to determine eligibility for the Pell Grant.

B. STATE GRANT. Illinois residents attending National College of Education will be considered for an Illinois State Scholarship. Again, the need analysis document will act as the application. In addition to being based on financial need, the Illinois State Scholarship Commission will determine eligibility for an award based upon when the applicant plans to enroll at the College 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 COLLEGE OF EDUCATION GRANT. Again designed to meet financial need, the College has developed criteria to determine eligibility. The Financial Aid Office attempts to provide extra assistance to all students with an established financial need.

D. 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. 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. PERKINS LOANS [formerly National Direct Student Loans (NDSL)]. This federal program provides need-based, low interest educational loans for students attending post secondary institutions. The loan funds are credited directly to the student's account each academic term. Repayment begins six months after the student graduates, leaves school, or drops below half-time status. Students who borrow for the first time after July 1, 1987, have a nine month "grace period" before beginning repayment of a Perkins Loan.

C. GUARANTEED STUDENT LOAN (GSL). A low interest loan, currently at 8% 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 GSL assistance. Depending on financial need, students in their freshman and sophomore years may borrow up to \$2625 each year; students in their junior and senior years may borrow up to \$4000 each year. Repayment begins six months after the student graduates, leaves school or drops below half-time status.

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

III. GIFT AID (NON-NEED-BASED)

A. HONORS PROGRAM. Full or partial tuition scholarships are available to freshman and transfer students who are accepted to the Honors Program. Details of the application process are available from the Admissions Office.

B. ATHLETIC SCHOLARSHIPS. Three intercollegiate women's sports are offered on the Evanston campus (basketball, softball and volleyball) and the men's intercollegiate soccer program is based on the Chicago campus. Athletic scholarships are available for those academically and athletically qualified. Further details are available from the Athletic Department.

C. 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 College 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. Applications are available from the Financial Aid Office.

IV. SELF HELP (NON-NEED-BASED)

A. COLLEGE EMPLOYMENT. In addition to the College Work-Study Program which is federally funded, the College offers an on-campus work program for those students who do not demonstrate financial need. Applications are available in the Financial Aid Office.

B. PARENTS LOAN TO UNDERGRADUATE STUDENTS (PLUS). This federal program was created to provide loan assistance not based on financial need to parents of dependent undergraduate students. The interest rate for loans disbursed after July 1, 1987, is 10.27% simple interest per annum. As in the Guaranteed Student Loan Program (GSL), these loans are made by a lender such as a bank, credit union or savings and loan associations. Parents may borrow up to \$4000 per year per student. (For more detailed information, contact the Financial Aid Office).

- C. **SUPPLEMENTAL LOANS FOR STUDENTS (SLS).** This is a federal loan program established to allow the independent undergraduate student to borrow up to \$4000 per academic level. The interest rate for loans disbursed after July 1, 1987, is 10.27%. Applications are available at banks, credit unions, savings and loan associations, or through the Financial Aid Office. The borrower may defer payment on the principal while enrolled full-time and repays only the interest while in school. Occasionally, the lender will allow the interest charges to accrue, and this will later be added to the principal.

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 governments and National College of Education 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 you wish to attend.

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 for 15 Quarter Hours per 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 College of Education

I. GENERAL POLICY STATEMENTS

- A. The same rules apply for all financial assistance programs (National College of Education, state, and federal), including Perkins Loans (National Direct Student Loans (NDSL)), College Work Study (CWS), Supplemental Educational Opportunity Grants (SEOG) and Pell Grant awards.
- B. These standards of satisfactory progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the College, or for readmission to the College.
- 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 (having less than 45 Quarter Hours of transferred credit) 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.

II. 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 and WN), in-progress evaluations (I), and N 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 College of Education, state and federal) once unsatisfactory status has been declared, students must:
 1. complete a minimum of 12 Quarter Hours of credit at National College of Education, with grades of A, B, C or P 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.

Footnote: Any student who has accumulated 225 Quarter Hours credit is not eligible for an ISSC award.

III. 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 the student is enrolled; progress will be monitored at the end of the academic year, as defined above.
- 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 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 30 degree credit hours each academic year.
- D. Students pursuing a one-year certificate must complete 52-75 credit hours. They will have three academic years to complete their certificate; therefore, students must complete 25 certificate credit hours each academic year.
- E. Students who require remedial course work (i.e. English Immersion I and II, Math Lab, Reading Lab, Writing Lab, Communication Development) will be given up to one additional year to complete their degree or certificate. 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/NCE financial aid (once unsatisfactory progress has been declared), students must:
 1. complete the number of credit hours lacking for that academic year at National College of Education, with grades of A, B, C or P in all hours attempted.
 2. complete the number of credit hours lacking for that academic year 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.

STUDENTS MUST MEET BOTH THE QUALITATIVE AND QUANTITATIVE MEASURES TO MAINTAIN SATISFACTORY PROGRESS.

Financial Aid — Graduate

Financial aid programs for graduate students can be divided into two broad categories: gift and self help.

II. GIFT AID — scholarships or grants that do not have to be repaid.

- A. Private Scholarships. Over the years a number of individuals and special interest groups have provided monies to establish private scholarships. Typically these scholarships have specific criteria and further information can be obtained from appropriate program directors.
- B. Graduate Fellowship. Further information can be obtained from appropriate program directors.

II. SELF HELP — loan programs.

- A. Guaranteed Student Loans. A Guaranteed Student Loan (GSL) is a low-interest loan, currently at 8% for loans made to first-time borrowers, by a lender such as a bank, credit union, or saving & loan association. You may be eligible to borrow up to \$7,500 per academic year to help pay the costs of tuition, books, supplies, fees, and other education-related expenses. You must demonstrate a NEED for GSL assistance. The Family Financial Statement (FFS) must be completed by the borrower (and borrower's parents, if dependent; spouse, if married) and submitted to the Financial Aid Office for processing, to determine financial need. The amount of loan you may be eligible to borrow will depend on the results of the needs test, but not to exceed \$7,500 per academic year. Repayment of the loan begins six to nine months after you leave the program, depending on prior participation in the GSL Program.
- B. Supplemental Loan for Students. A Supplemental Loan for Students (SLS) provides additional funds for educational expenses for students. Although similar to the GSL Program, some of the major differences of the SLS Program include:
 - The current interest rate is 10.27%;
 - The borrower must begin repayment within 60 days, however; for full-time students, payment of principal is deferred and you pay only the *interest* while you are in school;
 - No financial needs test is required for an SLS Loan, regardless of the borrower's income level. However, lenders may require a borrower to undergo a credit analysis before making a loan;
 - Graduate students may borrow up to \$4,000 per academic year.

You should contact the Financial Aid Office for application materials to apply for a Guaranteed Student Loan or Supplemental Loan for Students.

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 of funding.

The federal and state governments and National College of Education all require applicants to submit various documents. Applicants should ensure that such requests are quickly and accurately answered to prevent a delay in processing.

Classification of Students

Undergraduate

Students in the following classifications may be full-time or part-time according to their academic loads. They may be placed on a provisional status and may be placed under special requirements by the Admissions Council or the Council on Academic Standards.

REGULAR UNDERGRADUATE STUDENTS

Regular undergraduate students are those who have been admitted with the expectation that they will complete the requirements for the bachelor's degree, diploma, or for a certificate program. Students without prior academic credit who have met all undergraduate entrance requirements are classified as freshmen. Students are classified as sophomores upon completion of 45 Quarter Hours; as juniors upon completion of 90 Quarter Hours; as seniors upon completion of 135 Quarter Hours. Entering transfer students are classified as above according to their accepted transfer hour totals.

VISITING STUDENTS

Visiting students are those allowed to enroll as students to the College but not as candidates for degree, diploma or certificate.

Visiting students are subject to all regulations of the College. Should visiting students wish to be admitted to a degree, diploma or certificate program, they must apply through the Admissions Office. Any application toward degree, diploma or certificate requirements of courses taken as a visiting student will be evaluated upon application for admission for regular undergraduate status.

AUDITING STUDENTS

Students who audit a particular course may participate in any and all requirements of the course including examinations. Auditors will not receive academic credit for courses and may not change to a credit enrollment after the first week of class. Auditors pay regular tuition.

READMISSION OF FORMER STUDENTS

Students who have not been enrolled for one or more regular terms and who wish to resume course work toward a degree must apply to the Admissions Office for readmission. Official transcripts for any college work taken since leaving the College, as well as a statement concerning work, educational activities and any other information relevant to readmission must be submitted.

Students who, when they left the College were eligible to continue to the next term, and who have an average of C grade or better in any college courses taken since leaving the College, are eligible for readmission with the same academic status as when they left.

Students who have been dismissed may petition for readmission after an interval of one year. Petitions must present specific evidence that the student is now likely to succeed in college work. Submission of petitions and of such evidence in no way binds the Council on Academic Standards in making its decision.

Students who return after previous dismissal will be registered on a provisional status and subsequently may be dropped at any time that they do not meet the required standards of citizenship and scholarship.

Students are subject to degree requirements in effect at the time of readmission. Any courses with a D grade previously accepted in transfer by the College will be disallowed for degree credit.

Students who have two courses or 10 Quarter Hours or more of courses “in-progress” at the beginning of a term will be required to limit enrollment in new courses in that term. Ten Quarter Hours of “in-progress” courses will necessitate a limitation of new course work to 10 Quarter Hours, and 15 Quarter Hours of “in-progress” courses will necessitate a limitation of new course work to 5 Quarter Hours.

Graduate

REGULAR GRADUATE STUDENTS

Regular graduate students are those who have been admitted with the expectation that they will complete the requirements for the master’s degree or certificate for which they have enrolled. They are expected to make regular and steady progress towards the completion of their degree or certificate in consultation with their program advisor.

SPECIAL STUDENTS

Special students are those admitted as students to the College but not as candidates for degree, diploma or certificate. Special students are subject to all regulations of the College.

Should special students wish to be admitted to a degree program, or to a certificate program, they must apply through the Admissions Office. Any application toward degree, diploma or certificate requirements of courses taken as a special student will be evaluated upon application for admission for regular degree-seeking status in accordance with prescribed limitations.

AUDITING STUDENTS

Students who audit a particular course may participate in any and all requirements of the course including examinations. Auditors will not receive academic credit for courses and may not change to a credit enrollment after the first week of class. Auditors pay regular tuition.

PLACEMENT TESTING

All students admitted to on-campus undergraduate degree programs will take placement tests prior to advising and registration. The battery of tests assesses students’ fundamental skills in reading comprehension, composition and mathematics. Students who need further competence in these areas in order to succeed at the collegiate level will be required to enroll in the prerequisite developmental courses (see course listing sections).

Registration and Credit

EVALUATION OF TRANSFER CREDITS

All bona fide college level courses, appropriate to the program to be pursued, may be applied toward National’s undergraduate degree programs if: the courses are normally applicable to a baccalaureate program; the courses were taken at an accredited college, and the student received a C grade or better. There may be limits to acceptance of lower level credit, technical credit, etc., in some programs. Evaluation of transferred course work toward specific degree program requirements is done by the Registrar’s Office in consultation with the departments and divisions.

All undergraduate programs may accept students provisionally from schools with the Council on Postsecondary Accreditation (COPA) recognized accreditation in the following categories: national accrediting bodies that accredit various kinds of specialized institutions; certain professional organizations that accredit free-standing professional schools. Acceptance would be according to established admission standards and is not guaranteed by this policy.

Upon successful completion of 15-16 Quarter Hours at National College, such students may be given full admission, and all credit considered of appropriate level, content and applicability to the degree program being pursued, may be accepted for transfer, according to established policies.

College credit may be awarded for appropriate high school advanced placement courses when scores of 3, 4 or 5 have been earned in the advanced placement tests. The exact amount of credit will be determined by the registrar and the appropriate department chairman on the basis on the course syllabus and the test copy.

Up to 45 Quarter Hours of college credit may also be granted for adequate scores on the CLEP (College Level Examination Program) general tests. Additional credit may be awarded for adequate scores on some of the CLEP subject area tests. Credit earned by high school advanced placement tests, CLEP tests or proficiency examinations at another accredited college will be accepted as transfer credit at National College. The credit will be accepted as awarded by that previous college according to its official transcript, without the necessity of furnishing test scores to National College.

The College registrar will furnish on request specific information about CLEP score requirements for credit and subject tests acceptable for credit.

REGISTRATION

Registration is conducted before and during the opening days of each College term. Registration must be complete, including the payment of fees, before students are issued official schedules permitting them to attend classes. A fee is charged for registration after the assigned date. Enrollment in courses is not permitted after the late registration period as published in class schedules and program handbooks.

On-campus graduate students are asked to register for courses before the first day of each term. A late registration fee will be charged to graduate students who register on or after the first day of classes. Late registration is permitted after the quarter begins and up to the fourth clock hour of the class.

Field experience students register for their program at a designated Registration Meeting.

Withdrawals

To withdraw from a course or from the College, Undergraduate students fill out a withdrawal form in the Registrar’s Office or notify the Registrar’s Office in writing. Students may withdraw from a course before the end of the fifth week of classes without academic assessment, and this is recorded “WW” on the academic record. After the fifth week of classes, withdrawal from a course will be recorded WS, WU or WN on the academic record to indicate that no credit was earned and 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.

The section on College expenses of this catalog contains information about refund policies. 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.

Graduate students may withdraw through the last class session, and this is recorded as “W” on the academic record.

In order to receive a full refund (less a handling fee), a written request for withdrawal must be made before the seventh hour of the class has begun. Withdrawal from a course is done either by signing the withdrawal form in the Registrar's Office or by writing a letter to the Registrar's Office (Evanston campus). The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter.

In the event that a course is cancelled, tuition paid will be carried as a credit until the student notifies the registrar in writing of intention to change to another class or request a refund.

Class and Activity Attendance

Attendance is important to the accomplishment of College curriculum objectives. Students are expected to be present for all scheduled meetings of courses, fine arts participation and physical education activities.

In case of an absence from class or an activity, 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.

The College has a no-cut attendance policy. The faculty will not condone absences which materially affect the student's work. Work not completed because of absences is the joint responsibility of instructors and students. Instructors will provide assistance as students evidence readiness.

Special events and programs are scheduled during the year for the benefit of students and the entire College community. They are considered valued parts of the curriculum, and student attendance is recommended and sometimes required.

Credit by Examination

Credit by examination is possible at National College of Education in some courses. Students may attempt to demonstrate the required competencies in a course and receive credit. A fee is charged to cover the cost of administration.

Students who have enrolled for a course and wish to demonstrate competencies by examination or other means must withdraw from that course within the first week of classes to qualify for credit at the lower "credit by examination" fee. Another course may then be added and an appropriate tuition adjustment will be made.

Unit of Credit and Student Load

The undergraduate unit of college credit is the Quarter Hour. Twelve Quarter Hours is considered the minimum full-time load per term. The normal full-time load is 15-16 Quarter Hours. In addition to credit courses, students may enroll for education participation and activities in physical education and fine arts. Students who are in good academic standing (not on probation) and who have no outstanding in-progress courses are permitted to register for overloads up to 21 Quarter Hours without special approval in any terms except the professional education sequence terms. Exceptions beyond the load of 21 Quarter Hours require approval by the Council on Academic Standards.

The graduate unit of credit is the Semester Hour. Eight Semester Hours per term is considered full-time enrollment.

Graduation Requirements

1. All programmatic, general studies and credit hour requirements must be completed by the term completion date.
2. The College reserves the right to change the requirements for graduation at any time, and every candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of her or his course of study is affected.

3. The School of Arts and Sciences Council on Academic Standards recommends to the faculty, the candidates who expect to meet degree or certificate requirements during each term. Graduation is subject to the vote of the total faculty of the School of Arts and Sciences.
4. There are four graduation dates during the year, one at the end of each term. Transcripts, diplomas and certificates reflect the awards as of these dates.
Students must apply for a diploma or certificate and pay a graduation fee. They are encouraged to apply six months in advance so that their requirements may be checked in time to meet any deficiencies. There is a final deadline for application for each completion date. Students who apply for diplomas or certificates after that deadline will be included as candidates for the next completion date. Students should write the Registrar's Office; 2840 Sheridan Road; Evanston, IL 60201 to obtain a diploma or certificate application. To change a date for a previous application, they should send a written notice to the Registrar's Office. The original graduation fee will apply for the later date. However, if more than two diplomas or certificates have been ordered and the degree or certificate has not been completed, there will be a re-order charge for each additional one ordered.
Diplomas or certificates will be mailed a few weeks after the award date. Students who complete requirements before the official award date for the term may request a completion letter from the Registrar's Office until a transcript is available reflecting the completion or award.
5. All financial and other obligations to the Business Office, Library, faculty or other College offices, must be cleared. No transcript, diploma or certificate will be issued if there is any outstanding encumbrance.

All Baccalaureate Degree Programs Require:

1. A minimum total credit requirement of 180 Quarter Hours.
2. A minimum residency requirement of at least 45 Quarter Hours to be taken at National College.
3. Concentration requirements of a minimum of 45 Quarter Hours.
4. Concentration upper-level requirements of a minimum of 25 Quarter Hours of upper-level credit, of which 15 Quarter Hours must be taken at National College.

All students completing baccalaureate degree programs are awarded a Bachelor of Arts degree.

Degree Requirements for On-Campus Graduate Programs

Degree requirements may be fulfilled by successful completion of on-campus (resident) courses, off-campus (extension) courses, or transfer of graduate credits from other accredited institutions which award graduate degrees. The following limitations apply to all on-campus graduate programs.

RESIDENCE REQUIREMENT

One half of the credit hours required for the program must be fulfilled through satisfactory completion of on-campus courses which are required courses or approved electives for the specific program. Required courses are shown on each student's Graduate Study Plan; a list of approved electives may be obtained from the advisor or the program director.

LIMITATION ON CREDITS EARNED BEFORE ADMISSION

No more than one half of the required credit hours may be completed before admission to the degree program. Credits earned from other institutions, extension courses and workshops offered by the College, and all on-campus credits earned before acceptance to the degree program will be included in this limitation. Candidates are advised to apply for admission as early in the program as possible so that all coursework will count toward fulfilling degree requirements.

LIMITATION ON TRANSFER OF CREDIT

For those graduate programs which accept transfer credit, a maximum of nine Semester Hours or 25% of the coursework required for the degree, whichever is greater, may be transferred from another accredited institution. Transfer credits are included in the maximum credits allowed for off-campus coursework. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the college at which the course was offered. Courses must have been taken within the time limits of the degree program toward which they will be applied and the content must be relevant to the program. Students must petition for transfer of credit, provide a transcript showing satisfactory completion of the course, and such supportive evidence as may be needed to establish relevance of content to the student's degree program. Transfer of credit will be approved by the advisor and program director, after verification of level and school accreditation by the Registrar's Office.

STUDY PLAN

The number of credits which must be completed vary with the program in which the student is enrolled. Candidates for degrees are required to have Graduate Study Plans which indicate all requirements to be fulfilled for the selected program. Graduate Study Plans are developed in consultation with the student's advisor and constitute a contract between the College and the student regarding conditions for awarding the degree certificate. Therefore, students should review their Plan prior to selecting courses and should consult with their advisor concerning any proposed changes. Deviations from the Plan must be approved in advance by the student's advisor and a Graduate Study Plan Change Form completed and transmitted to the Registrar's Office.

REQUIRED COURSE WAIVER

Students may request waiver of one or more required courses if previous academic work or experience indicate a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the program director. If approved, the approval to waive the course is entered on the Graduate Study Plan.

Degree Requirements for Field Experience Programs

Graduate Study Plans are prepared by the program director for each Field Experience Group and copies are provided to the student and the Registrar's Office. Transfer of credit to Field Experience Programs is severely restricted by the unique structure of these programs. Exceptions are handled on an individual basis by the program director. Each group has an established schedule of courses designed to integrate program content and field research projects across all courses. Therefore, it is rarely appropriate to waive a given course even though the student may have achieved competency in the material through prior study or experience.

Evaluation of Student Progress

Undergraduate

At the undergraduate level, the National College of Education student evaluation system emphasizes individual achievement and performance. Grades for completed courses are recorded using the symbols, definitions and grade points shown below:

	Grade Points per Credit Hour
A = Outstanding performance	4
B = Above satisfactory performance	3
C = Satisfactory performance	2
D = Marginal Performance	1
U = Unsatisfactory performance	0
WU = Voluntary withdrawal within last half of the term/unsatisfactory progress at time of withdrawal	0
I = Course In-progress	—
X = Deferred grade for course designed to extend over a longer period than one term	—
WW = Voluntary withdrawal within first half of the term/no academic assessment	—
WS = Voluntary withdrawal within last half of the term indicating satisfactory progress at time of withdrawal	—

The following grades will be assigned to Skill Development, English for Speakers of Other Languages courses up to ESOL Level 5, and all zero credit courses.

P = Pass (C level or better)
N = No Credit
I = Course In-Progress
X = Deferred grade for 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 within last half of the term/indicating satisfactory progress at time of withdrawal
WN = Voluntary withdrawal within last half of term/for a pass/non-credit course indicating unsatisfactory progress at time of withdrawal.

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 requirement at a satisfactory level or better. Such a student must also continue to work toward completion through the last official day of the term. An "I" is not automatically given. The In-progress course is completed only by specific written arrangements between the student and the instructor. This arrangement must be made within the first three weeks of the subsequent term, or else the grade may, at that point, be lapsed to an "U" or "N" grade (depending on the course). Students who have not attended classes or have not regularly completed assignments may lose course credit (U or N recorded) at the end of the first term of enrollment in the course.

Unless otherwise specified, a final grade will be assigned by the end of the quarter following the student's enrollment in the In-progress course. For students not enrolled in any term subsequent to the original enrollment, the "In-Progress" credit will lapse

to “U” or “N” if the course is not completed within three regular terms immediately following the term of original enrollment.

Review of Academic Progress

The Council on Academic Standards reviews students’ academic progress at the end of each quarter.

Most students will be able to complete the normal load of 15-16 Quarter Hours per term by the end of the term, but even those who are not able to do so at first are expected to do so by the sophomore year. When this is not consistently the case, the Council on Academic Standards has concerns about the academic ability of the student to complete successfully the degree program. Completion ratios and grade point averages will be used in various ways to monitor academic progress.

The completion ratio will be computed as follows:

$$\frac{\text{Hours with grades of A,B,C,D,P, or X}}{\text{Hours attempted (grades of A,B,C,D,P,X,I,N,U,WU,WN)} \\ \text{(Grades WW and WS excluded)}}$$

Grade Point Average will be computed as follows:

$$\frac{\text{Total grade points for hours and grades of A,B,C,D}}{\text{Total hours with grades A,B,C,D,U,WU} \\ \text{(Grades P,N,I,X,WW,WS,WN excluded)}}$$

Only courses from NCE will be included in the computation. In the case of repeated courses only the grade from the most recent course attempt will be calculated in the G.P.A.

Freshman level academic progress will be monitored primarily on the basis of completion ratio, rather than grade point average. However, excessive “D” grades will be noted and can lead to review by the Council on Academic Standards. Sophomore, Junior, and Senior level academic progress will also be reviewed in terms of grade point average. A cumulative grade point average of at least 2.0 is required for graduation.

STUDENTS WITH FRESHMAN STANDING

Students with Freshman standing are expected to have a cumulative completion ratio of at least .66 after their first three terms.

Freshmen will be placed on probation under the following conditions:

1. Their cumulative completion ratio falls below .66 after their second term.
2. They fail to have a completion ratio of at least .60 for term just completed.

Freshmen on probation will regain good standing by fulfilling the following conditions:

1. They must complete all of the course work attempted during a term (minimum of 12 hours) with no grades of “D”.
2. They must have a cumulative completion ratio of at least .66.

Freshmen on probation may be continued on probation by fulfilling the following conditions:

1. They must have at least a .60 completion ratio for the term just completed.
2. They must fulfill any other conditions of probation set by the Council on Academic Standards.

Freshmen on probation may become ineligible for further enrollment by failing to fulfill the above two conditions for continuation.

Freshmen *admitted* on probation remain on probation for three terms unless they become ineligible for further enrollment before that by failing to fulfill the above two conditions for continuation.

STUDENTS WITH SOPHOMORE, JUNIOR, OR SENIOR STANDING

Sophomores, Juniors and Seniors will be monitored on the basis of a cumulative grade point average (GPA) and a term completion ratio. They are expected to maintain the cumulative GPA of 2.0 required for graduation.

Sophomores, Juniors and Seniors may be placed on probation under the following conditions:

1. Their cumulative GPA falls below 2.0.
2. They fail to have a completion ratio of at least .60 for the term just completed.

Sophomores, Juniors and Seniors on probation will regain good standing by fulfilling the following conditions:

1. They must complete all of the course work attempted during a term (minimum of 12 hours) with no grades of “D”.
2. They must have a cumulative GPA of at least 2.0.

Sophomores, Juniors and Seniors on probation may be continued on probation by fulfilling the following conditions:

1. They must have at least a .60 completion ratio for the term just completed.
2. They must have at least a 2.0 GPA for the term just completed.
3. They must fulfill any other conditions of probation set by the Council on Academic Standards.

Sophomores, Juniors and Seniors on probation may become ineligible for further enrollment under any of the following conditions:

1. They earn less than a .60 completion ratio for the term just completed.
2. They earn less than a 2.0 GPA for the term just completed.
3. They have accumulated an excessive number of “D” grades.
4. They fail to complete a required course after two separate enrollments.
5. They fail to fulfill any other conditions of probation set by the Council on Academic Standards.

LIMITED ENGLISH PROFICIENT STUDENTS

Limited English Proficient Students will be monitored under a separate policy until they have completed ESOL Level 5. At that time they will be monitored according to the policies above. Prior to that time they are reviewed as follows:

1. To continue in the program they are expected to complete at least 24 quarter hours within the first four terms of enrollment.
2. They will be placed on probation if they receive two “N” grades in the same language level.
3. They may be continued on probation if they then complete 24 quarter hours within the next two terms of enrollment.

4. They may become ineligible for further enrollment if they receive three "N" grades in the same language level.

All students are considered to be in good standing upon successful completion of ESOL Level 5.

FIELD EXPERIENCE STUDENTS

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

1. Students with less than a 2.0 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 2.0.
3. Students who miss three class meetings in one course (unless special arrangements were made beforehand), will be given an "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 an "U" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

Field Experience Students admitted on probation are required to complete all courses in Term I with grades of "C" or better to gain good standing and to continue into Term II.

Evaluation of Student Progress – Graduate

Graduate students are evaluated on a traditional grading system with grades of A, B, C, D, and F. Quality points are assigned on a four-point system with A = 4 points, B = 3 points, C = 2 points, D = 1 points, and F = 0. Students are expected to maintain a 3.0 average. Failure to maintain a cumulative grade point average of 3.0 or better may result in academic probation or suspension from the program.

If a student is unable to complete a course within the allotted period of time because of unavoidable circumstances or because of an extended project which cannot be completed in a single term, a grade of I (In-Progress) may be assigned, providing there is prior agreement between the student and the instructor. For on-campus students, requirements for course completion must be met before the end of the following academic quarter. The instructor of record for the course must complete a Grade Update Form and transmit the assigned letter grade to the Registrar's Office. If the course cannot be completed within this period of time, the student must petition for an extension of time. The instructor must approve the extension and notify the Registrar's Office of the extension.

Grades of I which are not removed in the time allotted will automatically be lapsed to N (No-Credit). Course 07-599 (Thesis) is an exception to the normal time limitation and will remain on the student's record as I until changed by satisfactory completion or withdrawal from the degree program.

Because of this intensive nature of the Field Experience Program and the extended nature of the thesis/project report, I (In-Progress) grades are not automatically changed to N (No-Credit). However, change to a letter grade and awarding of academic credit for the course is contingent upon the Registrar's Office receiving a Grade Update Form from the instructor of record for the course.

Time Limitations for Fulfilling Degree Requirements

ON-CAMPUS PROGRAM

All programs leading to a Master of Science, Master of Adult Education, or Certificate of Advanced Study require candidates to fulfill all degree requirements, including satisfactory completion of a required thesis, research project, or comprehensive examination, within six years from the beginning of the first course. Students transferring graduate credit or resuming a National College degree after an interruption should note that coursework completed more than six years prior to date of graduation cannot be used in fulfilling credit hours to meet minimum number of credits required for degree completion.

Honors in Subject Area or Division – Undergraduate

Upon recommendation of the faculty of the appropriate department, division or program, graduation honors may be awarded to students who have demonstrated superior achievement. The faculty of each department, division or program, which may award honors, determine the criteria for honors and these criteria are filed with the Council on Academic Standards.

Transcripts

A three dollar fee is charged for a transcript and one dollar for each additional copy requested at the same time.

Transcripts requested by students can be mailed directly to other educational institutions and employers after the payment of this fee. All requests for transcripts must be in writing. No transcripts will be issued if the student owes the College money, library books or materials, or has any other encumbrance.

Policy On Academic Honesty

A. BASIC PROCEDURE

1. A faculty member who has reason to believe that a student is involved in academic dishonesty (plagiarism, cheating, or any other unethical activity relevant to the completion of academic requirements) meets with the student, presents the evidence, and asks the student for an explanation. During this discussion, the faculty member and the student may decide to resolve the issue in a number of possible ways, e.g., no further action; further investigation; mediation by a third person; extra or repeated assignments; re-examination; lowered grade or no credit for an assignment, examination, thesis, or the entire course or internship; withdrawal from the college; or rescission of an awarded degree or certificate. The student may agree to accept a penalty admitting any wrongdoing.
2. If the faculty member and the student are unable to reach a resolution and a course of action which is acceptable to both, a formal hearing can be initiated.

B. FORMAL HEARING

1. If either the faculty member or the student desires a formal hearing, that person sends a written request to the Chair of the Council on Academic Standards. The request must name the faculty member and the student involved, describe the alleged academic dishonesty, and explain the actions taken thus far.
2. The Council Chair appoints a faculty member as the Hearing Officer and two more persons to the Hearing Board, one of whom shall be student. The three appointed persons must be free of a conflict of interest in the issue.
3. The Hearing Officer sends written notice to the faculty member and the student of the hearing date, time, and location. Both the faculty member and the student have the right to appear at the hearing with or without a faculty advocate. [Check about whether an attorney can be, or should be, permitted to accompany either the faculty member or the student. N.B. Purdue handbook (p. 40) says: "The student is entitled to be present at the appeal and to be accompanied by advisers of the student's choice. The student may also be represented by legal counsel, provided he/she files a statement of such intention . . ."] Whether or not they appear in person, the faculty member and the student may send written statements to be read at the hearing.
4. On the scheduled date, the Hearing Officer shall conduct the hearing by reading the submitted written statements; asking for oral testimony from those present, and considering any other relevant evidence. In a private session, the Hearing Board shall then evaluate the statements, testimony, and evidence presented and decide upon the action to be taken. By majority vote, the Hearing Board decides upon one of three actions: (1) to sustain the faculty member's charges and impose his/her recommended penalty, (2) to dismiss the faculty member's charges and cancel the recommended penalty, or (3) to sustain only in part the faculty member's charges and modify the penalty recommended by him/her.
5. That decision is then reported immediately to the Chair of the Council on Academic Standards, who shall in turn report this decision in writing to the faculty member, the student, and the student's file in the Records Office. [Check with legal counsel on this point. What is to be done with the hearing documents?]
6. Either the faculty member or the student has the right to appeal the Hearing Board's decision to the College Provost. This must be done in writing within thirty (30) days of notification of the decision.
7. The College Provost shall deal with the appeal and communicate his/her decision in writing to the faculty member, the student, the Chair of the Council on Academic Standards, and the student's file in the Records Office.
8. The Chair of the Council on Academic Standards shall keep the Council fully informed of all events in the above procedure at the regular monthly meetings of the Council.

Academic Programs Undergraduate

Academic Programs

All undergraduate students enter National College of Education through the School of Arts and Sciences and apply for admission to the School of Education or other professional programs within the School of Arts and Sciences in accordance with the policy of the particular programs.

The Michael W. Louis School of Arts and Sciences offers academic programs leading to the Bachelor of Arts degree. The programs fall within Divisions.

The Division of Health and Human Services offers the following programs:

- Medical Technology Program
- Radiation Therapy Technology Program
- Respiratory Therapy Program
- Allied Health Degree Completion Program

- Human Services Program
- Human Services and Psychology Program
- Human Services and Gerontology Program

The Division of Applied Behavioral Sciences offers the following programs

- Accounting Program
- Business Administration Program
- Computer Information and Systems Management Program
- Applied Behavioral Sciences Degree Completion Program

The Division of Liberal Arts and Sciences offers the following programs:

- Liberal Arts Studies

The Division of Language and Academic Development offers the following programs to assist students in attaining the Bachelor of Arts degrees offered through the other Divisions:

- English For Speakers of Other Languages (ESOL) Program
- Communication Skills Labs' Academic Development Program

In addition to the Bachelor of Arts degree, there are two undergraduate certificates offered by the School of Arts and Sciences.

The Division of Health and Human Services offers undergraduate certificates in:

- Alcoholism/Substance Abuse Studies
- Alcoholism/Substance Abuse Counseling

The Division of Applied Behavioral Sciences offers an undergraduate certificate in:

- Business Education for Career Advancement

The Bachelor of Arts degree is available to students of the School of Education in elementary education and early childhood education.

On Campus

Courses are offered on all three campuses in the traditional on-campus delivery model.

All National College undergraduate degree programs require satisfaction of degree requirements in these areas:

GENERAL STUDIES CORE

Believing in the value of a liberal arts education, each program area places a strong emphasis on the liberal arts core. Courses are selected from the divisions of natural sciences, social sciences, and humanities in the School of Arts and Sciences Division of Liberal Arts and Sciences. By stressing liberal arts in professional preparation, National College seeks to equip students as effective participants in contemporary society. It believes that the divisional organization of courses can provide a broad base of general knowledge necessary for understanding all aspects of culture.

ENGLISH COMPETENCY TEST

Successful passing of an English Competency Test is a requirement for graduation in some undergraduate degree programs. The test is a one-hour essay, written on a subject chosen by members of the English faculty. The test is offered at least once each term.

PARTICIPATION ACTIVITIES

Participation in physical education and fine arts activities is an important extension of general studies. Students are encouraged to continue participation beyond the minimum requirement.

PROGRAM CORE

See specific program descriptions for explanation of the core courses and specific requirements germane to professional study in particular programs.

PRACTICAL EXPERIENCE

Each National College program requires practical experiences putting students in on-the-job situations performing activities from observation through actual application of skills.

Field Experience Delivery Model

Field Experience Programs (FEP) are designed to make degree completion more convenient and, therefore, more feasible for working adult students. Generally, Field Experience Programs have the same admission standards, use the same student evaluation systems and are monitored as to academic progress under the same procedures as the traditional degree programs. Students register for a prescribed sequence of courses which they complete consecutively rather than a series of concurrent classes as is traditional.

Field Experience Program classes may be offered in locations other than, and including, all three of the College campuses as arranged for the convenience of a group of students from a local area. Such a group can begin classes whenever a sufficient number of admissible students can be identified. A group typically meets one evening per week and continues together through the entire program.

Division of Health and Human Services

Allied Health Department

MEDICAL TECHNOLOGY PROGRAM

The baccalaureate program in Medical Technology is offered in collaboration with Michael Reese Hospital and Medical Center and The Evanston Hospital. The first three years at National College of Education consists 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 either Michael Reese Hospital and Medical Center or the Evanston Hospital and provides the clinical education specific to the laboratory sciences. Throughout the four years, emphasis is placed on the completion of the clinical year, a Bachelor of Arts with concentration in Medical Technology is awarded and application is made to sit for the certification examination. Awarding of the degree is not contingent on passing this examination.

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 developing data which may be utilized for determining the presence and extent of disease. Other responsibilities include monitoring quality of test results and the design and modification of laboratory procedures. Many career opportunities are also available beyond the medical laboratory.

PROGRAM ADMISSION REQUIREMENTS

The curriculum in Medical Technology consists of three years in the pre-clinical area at the College and one year of clinical education at an affiliated hospital.

Students wishing to enter the clinical year must first obtain admission to the College and then seek admission to the hospital. To be considered for the clinical experience, students are expected to demonstrate professional promise and maintain a grade point average of a minimum of 2.75 out of 4.0 points. Transfer students with college credit will be evaluated on an individual basis. Placement in specific clinical affiliates will be determined utilizing a matching system and under advisement of an Acceptance Committee.

GENERAL STUDIES

Humanities		50 QH
15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
15-462	Philosophy of Values & Ethics	5
	Humanities Elective	5
Behavioral Science		
	Introductory Social Science Course	5
20-210	General Psychology	5
	Social Science Elective	5
Natural Science		
	Mathematics	5
04-200	General Biology	5
19-203	General Physics*	5

MEDICAL TECHNOLOGY PROFESSIONAL REQUIREMENTS

Pre-Clinical		88 QH
19-204	Inorganic Chemistry I*	5
19-205	Inorganic Chemistry II*	5
19-427	Organic Chemistry*	7
	Quantitative Analysis	5
19-429	Biochemistry I*	5
19-430	Biochemistry II	5
04-403	Zoology*	5
04-204	Anatomy and Physiology I	5
04-205	Anatomy and Physiology II	5
04-411	Microbiology*	5
04-412	Medical Microbiology*	5
04-410	Fundamentals of Immunology*	5
	Biostatistics	5
12-221	Allied Health Professions	1
38-401	Orientation to Medical Technology	5
	Science Elective (1)	5
	Electives (2)	10
Clinical**		45 QH
38-400	Orientation to Clinical Education in Med Tech	0
38-402	Clinical Microbiology	12
38-407	Clinical Chemistry	10
38-403	Clinical Hematology/Coagulation	8
38-406	Clinical Microscopy	3
38-405	Clinical Immunology/Serology	4
38-404	Clinical Immunohematology	6
38-408	Phlebotomy	1
38-409	Laboratory Management/Education	1

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

**Prerequisites for clinical year consist of successful completion of the first three years of college courses.

RADIATION THERAPY TECHNOLOGY PROGRAM

This baccalaureate program trains technologists for hospital staff positions to deliver a planned course of radiation therapy to cancer patients, and also may provide opportunities for additional training to prepare these technologists for teaching or supervisory positions in Radiation Therapy Technology Programs and Radiation Therapy Departments.

Thus, this program addresses both the short-term and long term needs for Radiation Therapy Technologists (RTT's) and the needs of the student to have a profession that is not only rewarding, but also in great demand. The professional sequence of the program received its accreditation in October, 1985 by the Committee on Allied Health Education and Accreditation of the American Medical Association.

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

- The Evanston Hospital, Evanston
- Lake Forest Hospital, Lake Forest
- 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 wishing to enter the Radiation Therapy Program are expected to have a GPA of 3.0 on a 4.0 scale, combined SAT scores of 800, or a composite of 20

on the ACT, some background in science and math, and show professional promise. Transfer students are welcome; advanced standing will be determined by a review of their transcripts.

Admission is limited to 22 students per year. The Radiation Therapy Program Admission Committee meets in June of each year to select the students for the professional sequence. Early application is encouraged.

GENERAL STUDIES 50 QH

Humanities		
15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
15-466	Philosophy of Death and Dying	5
15-462	Philosophy of Values and Ethics	5
Natural Science		
17-205	Math for Technologists or math equivalent	5
04-204	Anatomy and Physiology I	5
04-205	Anatomy and Physiology II	5
Behavioral Science		
20-210	General Psychology	5
22-210	Introduction to Social Science	5
	Social science elective	5

RADIATION THERAPY TECHNOLOGY PROFESSIONAL REQUIREMENTS 62 QH

36-200	Introduction to Radiation Therapy	3
36-201	Methods of Patient Care and Nursing	2
36-406	Cross Sectional Anatomy	3
36-202	Medical Terminology	2
36-205	Pathology	2
36-206	Onocology	3
36-203	Introduction to Radiation Physics I*	4
36-204	Radiation Physics II*	5
36-400	Radiation Physics III*	3
36-401	Radiation Biology	3
07-207	Utilization of Microcomputers*	2
07-208	Overview of Computers	2
36-402	Imaging Techniques in Medicine	2
36-405	Radiation Research Seminar	2
36-407	Technical Radiation Onocology	2
36-210	Practicum Seminar	0
36-410	Practicum Seminar	0
36-260A	Clinical Practicum I	2
36-260B	Clinical Practicum II	2
36-260C	Clinical Practicum III	3
36-460A	Clinical Practicum IV	2
36-460B	Clinical Practicum V	2
36-460C	Clinical Practicum VI	2
36-460C	Clinical Practicum VII	3
36-403	Treatment Planning I	3
36-404	Treatment Planning II	3

ELECTIVES 28

*These courses may be counted toward a science concentration if Radiation Therapy credits exceed 45 Quarter Hours.

At this point, students are eligible to take the American Registry of Radiologic Technologists (ARRT) examination. Students must complete a second major concentration or 2 minor concentrations in order to satisfy requirements for the B.A. degree.

RESPIRATORY THERAPY PROGRAM

The baccalaureate program is offered in collaboration with The University of Chicago Medical Center. Freshmen begin their studies with a balanced program of liberal arts and science courses. During the Spring Quarter of the second year, the program base moves to The University of Chicago Medical Center (UCMC) where, for the next 18 months, respiratory therapy classroom study is fully integrated with clinical practice.

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 program is accredited by the Joint Review Committee for Respiratory Therapy Education (JRCRTE) and the Committee on Allied Health Education and Accreditation of the American Medical Association.

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 Requirements (normally at the end of the Junior year), the student is recognized as a Graduate Respiratory Therapist and is qualified to take the National Board for Respiratory Care, Entry Level (Certification) Examination. After passing this examination and one year of professional employment, graduates are eligible for the Registry Level Examinations. Students may elect to seek employment while completing degree requirements on a full- or part-time basis. The final year of the degree program involves completion of a second major concentration or two minor concentrations.

PROGRAM ADMISSION REQUIREMENTS

Enrollment in the respiratory therapy program is limited by available clinical rotations. Admission to the professional sequence will normally come during the Winter Quarter of the second year of full time study. Students are expected to average a B or better grade in their preparatory study. Exceptions will be evaluated on an individual basis. The final admission decision will be based on ACT/SAT examination scores, performance in general studies and required prerequisite courses, and other indicators of professional promise. Transfer students are welcome; previous work is evaluated on a course by course basis.

GENERAL STUDIES 50 QH

Humanities		
15-204	Fundamentals of Composition	5
15-207	Report Writing	5
15-466	Philosophy of Death and Dying or Humanities Elective	5
	Humanities Elective	5
Natural Sciences		
17-206	College Algebra or math equivalent	5
19-204	Inorganic Chemistry I	5
19-416	General Physics	5
Behavioral Sciences		
20-204	Life Span Development <i>or</i>	5
20-210	General Psychology	5
22-470	Introduction to Economics <i>or</i> Social Science Elec	5
	Social Science Elective	5

RESPIRATORY THERAPY PROFESSIONAL REQUIREMENTS 78 QH

Prerequisite Courses		
12-221	Introduction to Allied Health Professions	1
04-204	Anatomy and Physiology I*	5
36-202	Medical Terminology	2
04-205	Anatomy and Physiology II*	5

04-411	Microbiology*	5
Technical and Clinical Courses		
59-201	Patient Assessment/Medical Gas Therapy	5
59-203	Pulmonary Physiology*	4
59-260A	Clinical Practice I	1
59-202	Airway Care	5
59-403	Pulmonary Pathology*	4
59-204	Pulmonary Diagnostics*	2
59-402	Respiratory Therapy Pharmacology*	2
59-260B	Clinical Practice II	2
59-401	Respiratory Critical Care	5
59-411	Mechanical Ventilators	4
59-412	Cardiovascular Diseases and Therapy	3
59-460A	Clinical Practice III	2
59-404	Advanced Cardiopulmonary Diagnostics	3
59-420	Respiratory Therapy Specialties	6
59-499A	Current Topics in Respiratory Care I	2
59-460B	Clinical Practice IV	3
59-499B	Current Topics in Respiratory Care II	2
59-460C	Clinical Practice V	5

*These courses may be counted toward a science concentration if Respiratory Therapy credits exceed 45 Quarter Hours.

Upon successful completion of the professional requirements and the required natural science courses, the student is recognized as a graduate respiratory therapist and is eligible for the National Board for Respiratory Care (N.B.R.C.) entry level examination. Respiratory Therapy students must complete a second major concentration or 2 minor concentrations within the School of Arts and Sciences in order to satisfy requirements for the B.A. degree.

ALLIED HEALTH DEGREE COMPLETION PROGRAM (B.A.)

This is a degree completion program for certified allied health professionals. Several tracks are available to serve the diverse educational and career goals of the students. The program is available in both an on-campus and a field experience delivery model.

GENERAL STUDIES (Requirements are the same for on-campus and field experience delivery models) 50 QH

Humanities		
English composition		5
English composition or Literature Elective		5
Humanities Elective		5
Natural Sciences		
Math Elective		5
Biological Science or Physical Science Elective		5
Math or Science Elective		5
Behavioral Sciences		
Psychology Elective		5
Social Science Electives		10
General Studies Elective from any of above areas		5

ALLIED HEALTH CORE 17 QH

49-452	Dynamics of Group & Organizational Behavior	5
12-425	Performance Review & Assessment Strategies	2
12-426	Presentation Skill in Allied Health Education	3
12-424	Health Law	5
	Computer Course	2

Specialty Track		
I. Education 28 QH		
12-421	Curriculum Development in Allied Health	5
12-420	Instructional Methods in Allied Health	5
12-460	Student Teaching in Allied Health	5
	Research, Evaluation or Measurement	3
	Electives	10
II. Education & Administration 43 QH		
12-421	Curriculum Development in Allied Health	5
12-420	Instructional Methods in Allied Health	5
05-200	Accounting Principle I	4
05-207	Business Organization & Management	4
05-400	Principles of Marketing	4
21-401	Principles of Management and Supervision	5
	Research, Evaluation <i>or</i> Measurement	3
	Student Teaching or Administrative Preceptorship <i>or</i>	
	Allied Health Independent Study	5
	Electives under Advisement	8
III. Administration 28 QH		
05-200	Accounting Principles I	4
02-207	Business Organization & Management	4
05-400	Principles of Marketing	4
	Principles of Management &	5
21-401	Supervision	
	Administrative Preceptorship <i>or</i> Allied Health	
	Independent Study	5
	Electives Under Advisement	6
IV. Human Services 28 QH		
21-201	Principles & Dynamics of Interviewing	5
21-405	Theory & Techniques of Crisis Intervention	5
21-406	Principles of Family Intervention	5
	Upper Level Human Service Elective	4
	Electives Under Advisement	8
<i>OR</i>		
V. School Nurse Certification 45 QH		
20-401	History of Education	3
20-201	Development and Learning in Early Childhood	
<i>or</i>		
20-202	Development and Learning in Middle Childhood	
	or Adolescent	5
20-401	Psychology of Learning	5
22-205	Introduction to Sociology	5
20-411	Psychology of Exceptional Children and Adol.	5
12-441	Introduction to Public Health Nursing/Theory	5
	and Practice	
12-440	Introduction to Community Health Problems	5
12-462	School Nurse Internship	9
12-499	School Nurse Seminar	3

Evaluation by portfolio assessment of prior non-transcripted learning is available through (20-440) a Career Assessment and Planning course. See the Field Experience model description and the Assessment Center description for details. A maximum of 60 Quarter Hours credit may be awarded through this process, with a limit of 45 Quarter Hours of experiential learning credit.

FIELD EXPERIENCE ALLIED HEALTH MANAGEMENT AND EDUCATION PROGRAM

This is an experience-based degree completion program for working adults. The program combines an intensive series of integrated seminars with a special research project designed by the student to enhance skills in interpersonal relations, group dynamics and training for educational and management roles. Classes are located in the community where students work or live.

A student may apply for a maximum of 60 Quarter Hours of credit for: 1) documented and certificated learning gained through technical schools, job related seminars and training programs; and 2) learning gained from life experience. (A maximum of 45 Quarter Hours may be awarded for learning from life experience.)

As part of the course work the student prepares a portfolio which represents a self-assessment and evaluation of prior learning. The description and documents presented in support of this learning are assessed and credit granted by trained evaluators and faculty members, according to the policies established by the faculty.

Students are expected to have at least 75 Quarter Hours of transferable credit from an accredited college or from certified professional training to be considered for the program. Degree requirements for the program are shown below. Admission requirements and processes for transfer students are listed in the Admission section of this catalog.

GENERAL STUDIES (Requirements are the same for the On-Campus Program) 50 QH

ALLIED HEALTH MANAGEMENT AND EDUCATION CONCENTRATION 45 QH

49-452	Dynamics of Group and Organizational Behavior	5
29-440	Career Assessment and Planning	5
	Library Module	0
49-454	Systems Management	4
12-491A	Research Project I	2
20-441	Effective Interpersonal Relationships	4
17-400	Statistical Methods	5
12-425	Performance Review and Assessment Strategies	2
12-426	Presentation Skills in Allied Health Education	3
21-401	Principles of Management and Supervision	4
12-427	Financial Management	3
12-428	Legal Issues and Law in Health Care	2
12-429	Current Issues in Health Care	1
12-491B	Research Project II	5

Human Services Department

The Department of Human Services defines human services as the creative organization and use of community, people, and resources in such a way as to create new opportunities for individuals, families and communities to achieve their maximum potential.

Programs are designed to assist students in developing a broad, future-oriented understanding of the requirements and issues concerning human services through coursework and practical application. Students work in team efforts with other human services experts to learn problem-solving techniques and gain experience while developing professional skills.

The human services baccalaureate program at NCE is a multi-disciplinary course of study for students to develop "helping" techniques in human services methodologies. The philosophical foundation of the field of human services is reflective of the eclectic model. This blending of theory with specific skills prepares the student to:

1. Respond to the needs of diverse persons or groups in the appropriate manner;
2. Provide direct care to clients;
3. Work in many types of agency and community service settings;
4. Assume decision-making responsibility at the staff level.

HUMAN SERVICES PROGRAM (B.A.)

GENERAL STUDIES 55 QH

Humanities		
15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
	Fine Arts Elective	5
15-200	Logic and Effective Thinking <i>or</i> Humanities Elective	5
Natural Sciences		
17-202	Basic Application of Mathematics	5
04-200	General Biology	5
	Math or Science Elective	5
Behavioral Sciences		
20-210	General Psychology <i>or</i> 20-204 Life Span Development	5
	Introductory Social Science Course	5
	Social Science Elective	5
	Elective from humanities, natural science <i>or</i> Behavioral Science	5

PERSONAL/PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA)

One non-credit enrichment activity in fine arts, physical education or individual activity is required per unit of 45 credit hours of enrollment at NCE for the Bachelor of Arts degree.

HUMAN SERVICES CONCENTRATION 70 QH

21-200	Introduction to Human Services	5
21-201	Principles and Dynamics of Interviewing	5
21-405	Theory and Techniques of Crisis Intervention	5
49-250	Introduction to Applied Group Processes	5
21-406	Principles of Family Intervention	5
49-453	Research Methods in Behavioral Sciences	5
21-403	Administration of Health and Human Services Organizations	5
	Select three courses from the following:	15
21-412	Clinical Intervention Strategies	
21-415	Strategies of Community Intervention <i>or</i>	
22-431	The Metropolitan Community	
20-440	Career Assessment and Planning	
21-413	Transcultural Counseling <i>or</i>	
22-421	Racial and Ethnic History and Culture <i>or</i>	
20-408	Culture & Self	
	A Human Service Law Course	
21-460A	Human Service Practicum IA	5
21-460B	Human Service Practicum IB	5
21-461A	Human Service Practicum IIA	5
21-461B	Human Service Practicum IIB	5

All Human Service Practicums require a minimum of 150 hours of agency contact in an approved site.

**HUMAN SERVICE SPECIALIZATION AND ELECTIVES
UNDER ADVISEMENT 40 QH**

Coursework is selected with departmental faculty advisement to meet specialization requirement and address academic and professional career interests.

Specializations include 20 Quarter Hours of coursework in such areas as:

Gerontology (see available tracks listed below).

Creative-Expressive Therapies

Child Development

Family Development

Family Violence

Sport Management

Health Education

Hospitalized Child

Infant/Toddler Education

Mental Health

Multicultural Studies

Individualized specializations designed with advisor.

FREE ELECTIVES

The student may select coursework offered by any department of the College.

Evaluation of prior non-transcripted learning is available through the course Career Assessment and Planning (20-440). There is a 45 Quarter Hour limit on this credit. See the Assessment Center section for more information.

The English Competency Test must be passed.

A minimum of 180 Quarter Hours is required for the degree.

GERONTOLOGY SPECIALIZATION

The Gerontology program at NCE is built upon the merger between the age related studies appropriate for work with the elderly and the people skills formed in Human Service Training programs. Students emerging from this program are able to work in a variety of settings with the elderly including long term care of 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.

SELECT ONE TRACK

Track One Introductory Courses

21-202 Introduction to Gerontology 5

80-541 Health Care for Older Adults 5

80-542 Programs & Public Policies for Older Adults 5

Elective 5

Track Two Clinical Courses 20 QH

21-202 Introduction to Gerontology 5

80-546 Models of Intervention with the Elderly 5

80-547 Counseling Processes with the Elderly 5

80-549 Aging and the Families 5

Track Three Administrative Courses 20 QH

21-202 Introduction to Gerontology 5

80-548 Administration of Volunteer Programs Serving the Elderly 5

Administration of Community Programs for the Elderly 5

Long-Term Care for Older Adult 5

The student may select coursework offered by any department of the College. Evaluation of prior non-transcripted learning is available through the course 20-440 Career Assessment and Planning. This option is available only under advisement. There is a 60 Quarter Hour limit on this credit. See the Assessment Center section for more information.

The English Competency Test must be passed prior to beginning Practicum. A minimum of 180 Quarter Hours is required for the degree.

**HUMAN SERVICES AND PSYCHOLOGY PROGRAM (B.A.)
GENERAL STUDIES: 55 QH**

Humanities

15-204 Fundamentals of Composition 5

15-205 Composition and Literature 5

Fine Arts Elective 5

15-200 Logic and Effective Thinking *or* 5

Humanities Elective

Natural Science

17-202 Basic Applications of Mathematics 5

04-200 General Biology 5

Math or Science Elective 5

Behavioral Science

20-210 General Psychology 5

Introductory Social Science Course 5

Social Science Elective 5

General Studies Free Elective

humanities, natural science, or behavioral science 5

PERSONAL/PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA)

One non-credit enrichment activity in fine arts, physical education or individual activity is required per unit of 45 credit hours of enrollment at NCE for the Bachelor of Arts degree.

DOUBLE CONCENTRATION REQUIREMENTS:

PSYCHOLOGY 45 QH

20-204 Life Span Development *or* 5

A Developmental Psychology Course

20-415 Abnormal Psychology 5

20-403 Social Psychology 5

20-402 Mental Health 5

20-404 Theories of Personality 5

Psychology Electives under advisement 20

HUMAN SERVICES 45 QH

21-201 Principles and Dynamics of Interviewing 5

21-405 Theory and Techniques of Crisis Intervention 5

49-250 Introduction to Applied Group Processes 5

21-406 Principles of Family Intervention 5

Human Service Practicum 10

Human Service Electives under advisement 15

All Human Service Practicum require a minimum of 150 hours of agency contact in an approved site.

Additional Required Course:

49-453 Research Methods in Behavioral Sciences or 5 QH

and equivalent

NOTE: This course cannot be counted toward

either of the concentration requirements of

45 Quarter Hours.

FREE ELECTIVES

30 QH

These are chosen from the offerings of the School of Arts and Sciences. English Competency Test must be passed prior to beginning Practicum. The minimum requirement for the degree is 180 Quarter Hours.

HUMAN SERVICES/ALCOHOLISM/SUBSTANCE ABUSE PROGRAMS

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

*B.A. Human Services with a second concentration in Alcoholism/Substance Abuse (180 Quarter Hours)

*Certificate in Alcoholism/Substance Abuse Studies (35 Quarter Hours)

*Certificate in Alcoholism/Substance Abuse Counseling (45 Quarter Hours)

NOTE: Transfer students may apply a maximum of 20 Quarter Hours of previous college course work towards certificate program.

*These degree or certificate programs have been approved by IACCB.

Policy Statement for Students in Alcoholism/Substance Abuse Concentration

The pursuit of study in alcoholism/substance abuse 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 in the alcoholism/substance abuse 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 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 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 students recovery program.

If relapse occurs during the practicum course, the student may be requested to stop the practicum and 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 they are engaged in an alcoholism/substance abuse Treatment Program before continuing alcoholism/substance abuse studies at National College.

HUMAN SERVICES AND ALCOHOLISM/SUBSTANCE ABUSE CONCENTRATION (B.A.)

GENERAL STUDIES

55 QH

Humanities

15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
	Fine Arts Elective	5
15-200	Logic and Effective Thinking <i>or</i> Humanities Elective	5

Natural Sciences

17-202	Basic Applications of Mathematics	5
04-200	General Biology	5
	Math or Science Elective	5

Behavioral Sciences

20-210	General Psychology <i>or</i> 20-204 Life Span Development	5
	Introductory Social Science Course	5
	Social Science Elective	5
	Elective from Humanities, Natural Science or Behavioral Science	5

PERSONAL/PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA)

One non-credit enrichment activity in fine arts, physical education or an individual activity is required per unit of 45 credit hours of enrollment at NCE for the Bachelor of Arts degree.

HUMAN SERVICES COURSES

50 QH

21-201	Principles and Dynamics of Interviewing	5
21-405	Theory and Techniques of Crisis Intervention	5
49-250	Introduction to Applied Group Processes	5
21-403	Administration of Health and Human Service Organizations	5
49-453	Research Methods in Behavioral Sciences	5
21-412	Advanced Clinical Intervention Strategies	5
21-460A	Human Service Practicum IA	5-6
21-460B	Human Service Practicum IB	5-6
	Select two courses from the following:	10
20-440	Career Assessment and Planning	
21-415	Strategies of Community Intervention <i>or</i>	
22-431	The Metropolitan Community	
21-413	Transcultural Counseling <i>or</i>	
20-208	Culture and the Self <i>or</i>	
22-421	Racial and Ethnic History and Culture	
	A Human Service law course	

ALCOHOLISM/SUBSTANCE ABUSE COURSES

30 QH

57-400A	Introduction to Alcoholism/Substance Abuse	5
57-404	Sociocultural Aspects of Alcohol/Substance Abuse	5
57-401	Physiology of Alcoholism and Substance Abuse	5
57-406	Intervention Strategies in Alcoholism/Substance Abuse	5
57-460	Alcohol/Substance Abuse Practicum I	5-6
57-461	Alcohol and Substance Abuse Practicum II	5-6

SECOND SPECIALIZATION AND ELECTIVES

UNDER ADVISEMENT

25 QH

Coursework is selected with departmental faculty advisement to meet specialization requirement and address academic and professional career interests.

FREE ELECTIVES

20 QH

The English Competency Test must be passed prior to beginning Practicum. The minimum requirement for the degree is 180 Quarter Hours.

ALCOHOLISM/SUBSTANCE ABUSE CERTIFICATE PROGRAMS

National College provides the alcoholism counselor trainee the opportunity to develop professional competencies necessary to become an effective counselor by providing closely supervised clinical learning experiences in alcoholism treatment centers as approved by the Illinois Alcoholism Counselor Certification Board.

CERTIFICATE PROGRAM I: UNDERGRADUATE CERTIFICATE IN ALCOHOLISM/SUBSTANCE ABUSE STUDIES

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

CERTIFICATE PROGRAM II: UNDERGRADUATE CERTIFICATE IN ALCOHOLISM/SUBSTANCE ABUSE COUNSELING 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.

REQUIRED COURSES (Both Certificates)		35 QH
57-400A	Introduction to Alcoholism and Substance Abuse	5
21-201	Principles and Dynamics of Interviewing	5
21-405	Theory and Techniques of Crisis Intervention	5
49-250	Introduction to Applied Group Processes	5
57-404	Sociocultural Aspects of Alcoholism/Substance Abuse	5
57-401	Physiology of Alcoholism/Substance Abuse	5
54-406	Intervention Strategies in Alcohol/Substance Abuse	5
ADDITIONAL COURSES FOR CERTIFICATE II		10 QH
57-460	Alcoholism/Substance Abuse Practicum I (Minimum 150 hours of clinical contact and experience in an approved alcoholism treatment center.)	5
57-461	Alcoholism/Substance Abuse Practicum II (Minimum 150 hours of clinical contact and experience in an approved alcoholism treatment center.)	5



Division of Applied Behavioral Sciences

APPLIED BEHAVIORAL SCIENCES DEGREE COMPLETION PROGRAM (B.A.)

(Available only as a field-experience program.)

This is an experience-based degree completion program for working adults. The program combines an intensive series of integrated seminars with an applied research project designed by the student to enhance skills in interpersonal relations, group dynamics and training for leadership and management roles. Classes are conveniently located.

As part of the coursework the student prepares a portfolio which represents a self-assessment and documentation of prior learning. The description and documents presented in support of this learning are assessed and credit granted by trained evaluators and faculty members, according to the policies established by the faculty.

A student may apply for a maximum of 60 Quarter Hours of credit for: 1) documented and certificated learning gained through technical schools, job related seminars and training programs; and 2) learning gained from life experience.

Students are expected to have at least 75 Quarter Hours of transferable credit from an accredited college to be considered for the program. A maximum of 60 Quarter Hours of technical credit may be applied to the degree. General studies requirements for the program are shown below. Admission requirements and processes for transfer students are listed in the Admissions section in this catalog. For further information call 691-9390 or write to National College of Education; 2S361 Glen Park Road, Lombard IL 60148. There are also Centers for Adult Programs located in St. Louis, Missouri and McLean, Virginia.

GENERAL STUDIES	60 QH
Humanities 9 QH (6 SH) minimum	
Natural Sciences (science and/or mathematics) 9 QH (6 SH) minimum	
Behavioral Sciences 9 QH (6 SH) minimum	
Additional courses in above areas to total 60 QH (40 SH)	
APPLIED BEHAVIORAL SCIENCES CONCENTRATION	45 QH
49-452 Dynamics of Groups and Organizational Behavior	5
20-440 Career Assessment and Planning	5
49-454 Systems Management	5
17-400 Statistical Methods	5
20-441 Effective Interpersonal Relationships	4
22-426 Multicultural Dimensions	3
22-490 Independent Study Project	3
21-401 Principles of Management and Supervision	5
15-462 Philosophy of Values and Ethics	5
15-495B Special Topic/Report Writing	5

FREE ELECTIVES (To bring total hours for degree to a minimum of 180 Quarter Hours.)

Department of Business

The Department of Business seeks to prepare students for entry level professional careers in business, industry, government, and non-profit institutions. Programs within the department are designed to integrate the breadth of knowledge provided by a study of the liberal arts with the specialized knowledge derived from study within the area of concentration. The Department offers three baccalaureate degrees with an optional first-year curriculum leading to a certificate.

Students must complete sixty quarter hours of academic work at National College of Education to be eligible for a degree with a concentration in business; and students must complete thirty-two quarter hours of business credit at National College of Education to satisfy the departmental residency requirement.

ACCOUNTING PROGRAM (B.A.)

The accounting program prepares students for positions in accounting departments or firms. Students within this curriculum combine coursework in accounting with supporting coursework in the areas of business and data processing. Courses in composition and the social and behavioral sciences provide communication skills essential for success in business.

GENERAL STUDIES COURSES 60 QH

Humanities

15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
15-200	Logic and Effective Thinking	5
	Fine Arts Elective	2-5

Natural Sciences

17-201	Principles of Mathematics	5
17-202	Basic Applications of Mathematics	5
17-400	Statistical Methods	5
	Laboratory Science Elective	5

Behavioral Science

20-210	General Psychology	5
22-470	Introduction to Economics	5
49-452	Dynamics of Group and Organizational Behavior	5
	Social Science Elective	2-5

Additional General Studies electives as needed to total a minimum of 60 QH

ACCOUNTING PRINCIPLES 52 QH

05-200	Accounting Principles I	4
05-202	Accounting Principles II	4
05-203	Accounting Principles III	4
05-403	Intermediate Accounting I	4
05-404	Intermediate Accounting II	4
05-405	Intermediate Accounting III	4
05-402	Cost Accounting	4
05-205	Managerial Accounting	4
05-204	Individual Taxation	4
05-206	Corporate and Partnership Taxation	4
05-407	Principles of Auditing I	4
05-408	Principles of Auditing II	4
05-406	Advanced Accounting	4

BUSINESS SUPPORT COURSES 38-39 QH

14-203	Business Law I	4
14-407	Business Law II	4
07-200	DP I: Introduction to Computer Based Systems	4
07-204	DP II: Management Information Systems	6
05-201	Financial Systems and Resources	4
05-401	Principles of Finance	4
05-207	Business Organization and Management	4
05-400	Principles of Marketing	4
21-401	Principles of Management and Supervision	4-5

FREE ELECTIVES as needed to total 180 QH.

The English Competency Test must be passed.

BUSINESS ADMINISTRATION PROGRAM (B.A.)

The business administration program is designed for students who desire a broad-based business curriculum with a strong liberal arts foundation. Students who graduate from this program have diverse backgrounds to offer prospective employers, to open a business, to become a member of a family business, or to consider further study within a specific business discipline.

GENERAL STUDIES COURSES 70 QH

Humanities

15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
15-200	Logic and Effective Thinking	5
10-460	Effective Speaking	3-5
	Fine Arts Elective	2-5

Natural Sciences

17-201	Principles of Mathematics	5
17-202	Basic Applications of Mathematics	5
17-400	Statistical Methods	5
	Laboratory Science Elective	5

Behavioral Sciences

20-210	General Psychology	5
22-470	Introduction to Economics	5
49-452	Dynamics of Group and Organizational Behavior	5
	Social Science Elective	5
	Elective in Psychology or Social Science	5
	Additional General Studies electives as needed to total a minimum of 70 QH	

BUSINESS COURSES 70-71 QH

05-200	Accounting Principles I	4
05-202	Accounting Principles II	4
05-203	Accounting Principles III	4
05-205	Managerial Accounting	4
05-201	Financial Systems and Resources	4
05-401	Principles of Finance	4
07-200	DP I: Introduction to Computer Based Systems	4
07-204	DP II: Management Information Systems	6
14-407	Business Law II	4
14-203	Business Law I	4
05-207	Business Organization and Management	4
05-400	Principles of Marketing	4

12-401	Principles of Management and Supervision	4-5
05-430	Business Policy	4
05-420	Operations Management	4
05-421	Business Ethics	4
05-422	Business Research and Communications	4

FREE ELECTIVES as needed to total 180 QH.

The English Competency Test must be passed.

BUSINESS MINOR:		36 QH
05-200	Accounting Principles I	4
05-202	Accounting Principles II	4
07-200	Data Processing I: Introduction to Computer-Based Systems	4
07-204	Data Processing II: Management Information Systems	6
05-207	Business Organization and Management	4
21-401	Principles of Management & Supervision	5
05-400	Principles of Marketing	4
22-472	Principles of Economics	5

COMPUTER INFORMATION SYSTEMS AND MANAGEMENT PROGRAM (B.A.)

The CISM program is designed to meet the need for computer specialists with business sense. It combines computer training with studies in accounting, marketing, finance, law, and management. As in other degree programs, students receive a broad liberal arts background to provide them with the communications skills essential for success in the business environment.

GENERAL STUDIES:		70 QH
Humanities		
15-204	Fundamentals of Composition or 15-207 Report Writing	5
15-205	Composition and Literature	5
15-200	Logic and Effective Thinking	5
	Fine Arts Elective	2-5
	Humanities Elective	5
Natural Science		
17-201	Principles of Mathematics	5
17-202	Basic Applications of Mathematics	5
17-400	Statistical Methods	5
	Laboratory Science Elective	5
Behavioral Sciences		
20-210	General Psychology	5
22-470	Introduction to Economics	5
49-452	Dynamics of Group and Organizational Behavior	5
	Social Science Elective	5
	Elective in Psychology or Social Sciences	5

COMPUTER INFORMATION SYSTEMS COURSES		54 QH
07-200	DP I: Introduction to Computer-Based Systems	4
07-204	DP II: Management Information Systems	6
07-211	Programming in BASIC	6
07-214	Advanced BASIC	6
07-212	Programming in COBOL	6

07-216	Advanced COBOL	6
07-222	Systems Analysis Methods	4
07-411	Database Program Development	4
07-401	Applied Software Development Project	4
	Two Computer Information Systems Electives	8

BUSINESS MANAGEMENT COURSES 36-37 QH

05-200	Accounting Principles I	4
05-202	Accounting Principles II	4
05-203	Accounting Principles III	4
05-205	Managerial Accounting	4
05-400	Principles of Marketing	4
05-401	Principles of Finance	4
14-203	Business Law I	4
21-401	Principles of Management and Supervision	4-5
05-207	Business Organization and Management	4

FREE ELECTIVES as needed to total 180 QH. The English Competency Test must be passed.

FIRST-YEAR CERTIFICATE OPTION 49 QH

Students in the Accounting or CISM program may elect to take their first year of studies in an alternate curriculum model which permits them to earn a certificate. The Business Education for Career Advancement (BECA) certificate gives students the accounting or data processing skills for entry-level jobs in the business world.

CERTIFICATE CORE REQUIREMENTS 29 QH

50-201	Applications of Business Writing	4
05-200	Accounting Principles I	4
07-200	DP I: Introduction to Computer-Based Systems	4
07-204	DP II: Management Information Systems	6
05-207	Business Organization and Management	4
05-257	BECA Practicum	5
05-105	BECA Seminar	1
50-107	Typing	1

CONCENTRATION REQUIREMENTS

Accounting Certificate		20 QH
05-202	Accounting Principles II	4
05-203	Accounting Principles III	4
05-205	Managerial Accounting	4
07-210	Word Processing <i>or</i>	
14-203	Business Law I <i>or</i>	
17-204	Business Math	4
	Business Elective	4
Data Processing Certificate		20 QH
07-211	Programming in BASIC	6
07-214	Advanced BASIC	6
17-204	Business Math <i>or</i>	
05-202	Accounting Principles II	4
	Business Elective	4

Students may be required to take courses within the Language Institute or developmental work in math prior to enrolling in business courses.

Division of Liberal Arts and Sciences

The Division of Liberal Arts and Sciences offers undergraduate students at National College 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 coursework toward satisfaction of professional program requirements for an area of concentration or specialization;
3. Completion of degree requirements in the Liberal Arts Studies program.

THE LIBERAL ARTS STUDIES PROGRAM

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).

Art

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

Asian Bilingual Multicultural Studies

National College offers Asian bilingual teacher training. Individuals interested in helping children from Asian language and cultural backgrounds to meet their educational needs can receive training and professional certification through the Asian Bilingual Education Teacher Training program (ABETT).

The Asian Bilingual Education Teacher Training program follows a four-year baccalaureate degree plan with a strong foundation in liberal arts and humanities. Students meet course requirements in the areas of professional studies including student teaching, general studies, and an area of concentration in Asian Bilingual Multicultural Studies.

ABETT students whose primary language is an Asian language may study English as a foreign language to develop the required competency in English. Students whose primary language is English are expected to demonstrate fluency in an Asian language.

Communication Arts/Theater

The Communication Arts concentration consists of three areas of emphasis: Children's Theatre, Media/Communications, and Dramatic Arts. Special resources that enhance studies in these areas include National's Children's Theatre; the fully-equipped Media Center, which includes a complete television and radio production studio; and the Baker Demonstration School, which provides an ideal environment to test creative solutions to communications problems.

Graduates of the communication arts concentration can qualify as K-9 teachers. Students also graduate with some of the background needed for related careers in advertising, public relations, media design and production.

English

National's English program expands skills in speaking, writing, listening, and reading. Literature, literary genres, language structure, creative writing and formal composition are offered.

Human Development

A concentration in Human Development prepares students to work with children in the pre-school through primary years. All Early Childhood Education Program students concentrate in this vital area.

Mathematics

Students can choose from a wide variety of courses, from number theory to calculus. A strong math background can be a real career asset.

Multicultural Studies*

National's Multicultural Studies concentration 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 understanding their own heritage.

*Available at Chicago campus only.

Philosophy

National College of Education's Philosophy Department helps students to sharpen analytical skills and to develop insight into the relationships between people, actions, and concepts.

Psychology

National's Psychology Department presents coursework to help students understand human behavior. Students will want to learn to use the principle of psychology to further their own development to better understand the people they will be helping when they become professionals.

Science

At National, students can study life science and botany; physiology and zoology; astronomy, chemistry, limnology, as well as health and nutrition and outdoor education.

Social Science

National's Social Science Department offers courses in the study of mankind as a social being. Students explore societal values, cultural paths, economic systems, current social problems, and many other fascinating areas.

Sport Management

The Sport Management concentration provides career-directed students with a theoretical sport science/sport management base and applied field experience in a variety of specializations or options; these options include aquatics management, fitness specialization, sport administration and management, sports specialization, and sport marketing and promotion information specialization when selectively combined with other concentrations.

LIBERAL ARTS BACCALAUREATE PROGRAM DESCRIPTION

GENERAL STUDIES		69 QH
Humanities		
15-204	Fundamentals of Composition	5
15-205	Composition and Literature	5
	English, Speech or Drama Elective	5
10-281A	Introduction to Art	2
10-281C	Introduction to Music	2
15-200	Logic and Effective Thinking	5

Natural Sciences		
17-201	Principles of Mathematics	5
17-202	Basic Applications of Mathematics II	5
04-200	General Biology	5
19-202	Survey of Physical Sciences	5
Science Elective		
5		
Behavioral Sciences		
20-210	General Psychology	5
22-201	Introduction to Social Science	5
22-202	Contemporary World Cultures	5
22-401	U.S. History and Culture I or	
	22-402 U.S. History and Culture II or	
	22-408 U.S. History and Culture III	5
	Physical Education activities	
	Six non-credit activities	0
	Fine arts participation	
	Four non-credit activities in the fine arts	0

1. Major concentration of 45 Quarter Hours in any of the following areas:

- Art
- Asian Bilingual Multicultural Studies
- Communication Arts/Theater
- English
- Sport Management
- Human Development
- Mathematics
- Multicultural Studies
- Psychology
- Science
- Social Science

or

2. Minor concentration of 30 Quarter Hours each in any of the following areas:

- Art
- Communication Arts/Theater
- English
- Sport Management
- Human Development
- Mathematics
- Philosophy
- Psychology
- Science
- Social Science

Upper level hours — total of 25 Quarter Hours. For Double minor, each minor must have a minimum of 10 Quarter Hours of upper level audit.

Concentration Residence — of the total 25 required upper level hours. 15 Quarter Hours must be taken at National College. For the double minor, each minor must have a minimum of 5 Quarter Hours of the 25 required upper level hours taken at National College.

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

English Competency Test must be passed.

The minimum requirement for the degree is 180 Quarter Hours.

CONCENTRATION OPTIONS

Specific requirements for each major or minor concentration are indicated below. The major concentrations require 45 Quarter Hours. The minor concentrations require 30 Quarter Hours.

Art Department

ART CONCENTRATION REQUIREMENTS

MAJOR

10-281A	Introduction to Art	2 Q-
		H
10-400A	Design	5
	Art History Elective	5
	Art electives	33
	Total Minimum Hours	45

MINOR

10-281A	Introduction to Art	2 Q-
		H
10-400A	Design	5
	Art electives	18
	Total minimum hours	30

Students in the elementary teacher education program will need to consult with their art department advisor concerning additional art elective, art methods course 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.

ASIAN BILINGUAL/MULTICULTURAL STUDIES CONCENTRATION

MAJOR

22-425	Asian American Experience	5 Q-
		H
	or	
22-431	The Metropolitan Community	
	or	
22-421	Racial and Ethnic History	5
22-404	Asian History and Cultures	5
20-407	Cross-Cultural Communication	5
20-408	Culture and Self	5
	Bilingual/Multicultural general studies and	
	elective courses	25
	Total minimum hours	45
	See Psychology and Social Science department	
	course listings for course descriptions.	

Communication Arts/Theater Department

COMMUNICATION ARTS CONCENTRATION REQUIREMENTS

FOR THE ARTS AND SCIENCES DEGREE

MAJOR

90-203	Visual Arts: Form and Function	5 QH
90-401	Communication Theory	5
90-406	Production Management/Law Finance	5
	Instructional Technology Internship	5
	Communication arts electives	25
	Total minimum hours	45

MINOR		
90-203	Visual Arts: Form and Function	5
90-401	Communication Theory	5
90-406	Production management/Law Finance	5
	Communication arts electives	15
	Total minimum hours	30

B FOR THE ELEMENTARY TEACHER EDUCATION DEGREE

MAJOR		
90-203	Visual Arts: Form and Function	5 QH
10-460	Effective Speaking	3
	Communication arts electives	37
	Total minimum hours	45

MINOR		
90-203	Visual Arts: Form and Function	5 QH
10-460	Effective Speaking	3
	Communication arts electives	22
	Total minimum hours	30

English Department

ENGLISH CONCENTRATION REQUIREMENTS

MAJOR		
	The English Language	5 QH
	One of the following:	5
	American Writers I, II, III (15-403A, 15-403B, 15-403C)	
	Major British Writers I, II (15-406A, 15-406B)	
	General Studies writing and literature courses, and electives	35
	Total minimum hours	45
MINOR		
	General Studies writing and literature courses, and electives	30
	Total minimum hours	30

Students in the elementary teacher education program with an English major concentration will be required also to take Theory and Methods of Teaching Language Arts (08-482).

Human Development Concentration

I.		
MAJOR (for elementary teacher education program)		
20-201	Development and Learning in Early Childhood (20-201)	5 QH
20-202	Development and Learning in Middle Childhood and Adolescence (20-202)	5
20-411	Psychology of Exceptional Children and Adolescents (20-411)	5

20-432	Language Development and Foundations for Reading (20-432)	5
20-402	Mental Health (20-402)	5
	Approved human development electives (in psychology, social science, humanities, science, and human services)	20
	Total minimum hours	45

MINOR (for elementary teacher education program)

Three of required major core courses listed above	15
Approved human development electives (in psychology, social science, humanities, science, and human services)	15
Total minimum hours	30

II.

MAJOR (for early childhood education program)

20-201	Development and Learning in Early Childhood (20-201)	5 QH
	An additional developmental psychology course	5
20-411	Psychology of Exceptional Children and Adolescents (20-411)	5
20-432	Language Development and Foundations for Reading (20-432)	5
20-434	Study of the Young Child (20-434)	2
20-435	Diagnostic Evaluation of the Preschool Child (20-435)	3
22-441	Child, Family and Community (20-441)	5
	Approved human development electives (in psychology, social science, humanities, science, and human services)	15
	Total minimum hours	45

Mathematics Department

MATHEMATICS CONCENTRATION REQUIREMENTS

MAJOR		
	General Studies math courses and math electives	45 QH
	Total minimum hours	45
MINOR		
	General studies and math electives	30
	Total minimum hours	30

Students in the elementary teacher education program with a mathematics major concentration will need to take in addition Theory and Methods of Teaching Mathematics (08-483).

Multicultural Studies Concentration

AVAILABLE AT CHICAGO CAMPUS ONLY.

MAJOR		
22-431	The Metropolitan Community	5 QH
22-421	Racial and Ethnic History and Culture	5
	Multicultural Studies general education courses and electives	35
	Total minimum hours	45

See Social Science Department course listings for course descriptions.

Philosophy Department

PHILOSOPHY MINOR CONCENTRATION REQUIREMENTS

15-200	Logic and Effective Thinking	5 QH
15-462	Philosophy of Values and Ethics	5
15-460	Introduction to Philosophy	5
	Philosophy general education courses and electives	15
	Total minimum hours	30

Psychology Department

PSYCHOLOGY CONCENTRATION REQUIREMENTS

MAJOR

	Introductory psychology or human development course	5 QH
	Psychology course in learning or language development	5
	Psychology course in personality, mental health or abnormal psychology	5
	Psychology electives	30
	Total minimum hours	45

MINOR

	Introductory psychology or human development course	5 QH
	Psychology electives	25
	Total minimum hours	30

A dual concentration in Psychology and Human Services gives the student the opportunity to study theories and methods in various fields of psychology, as well as provide experiential applications in selected areas of human services. See Human Services section for details of the program.

Science Department

SCIENCE CONCENTRATION REQUIREMENTS

MAJOR

	General education science courses and science elective courses	45 QH
	Total minimum hours	45

MINOR

	General studies science courses and science electives	30 QH
	Total minimum hours	30

Social Science Department

SOCIAL SCIENCE CONCENTRATION

MAJOR

	Social science general education and elective courses	45 QH
	Total minimum hours	45

MINOR

	Social science general education and elective courses	30 QH
	Total minimum hours	30

SPORT MANAGEMENT PROGRAM

Sport Management is available as a major and minor concentration in the Liberal Arts B.A. degree program. Students concentrating in Sport Management are expected to select additional concentration areas(s) as outlined in the Option's section.

SPORT MANAGEMENT CONCENTRATION REQUIREMENTS (MAJOR) 37 QH

12-201	Introduction to Sport Management	2
04-201	Science of Health and Nutrition	5
12-202	First Aid and Safety	2
12-404	Adapted Sport and Physical Activity	3
12-405	Sport Management	3
12-407	Sport in Society or	5
12-415	Psychology of Sport and Physical Activity	
12-412	Physiology of Exercise or	5
12-413	Kinesiology	
12-457	Practicum in Sport Management	2
12-458	Internship in Sport Management	10

SPECIALIZATIONS AND ELECTIVES UNDER ADVISEMENT

Coursework is selected with departmental faculty advisement to meet option requirements and address academic and career interests.

		14 QH
12-203	Scientific Foundation of Physical Fitness	3
12-409	Nutrition for Fitness	2
12-411	Fitness Programs Through the Life Cycle	2
12-204	Lifetime Recreational Activities I	2
12-205	Lifetime Recreational Activities II	2
12-414	Camping and Outdoor Recreation Management	3
12-206	Principles, Ethics, and Problems of Coaching	2
12-207	Sports Officiating	2
12-408	Prevention and Care of Sport Injuries	3
12-260	Emergency Medical Technician Training	5
12-208	Water Safety Instructor	2
12-209	Lifeguard Training	2
12-490	Sport Management Independent Study	2-5
12-495	Sport Management Special Topic	2-5

Nine physical activities with a minimum of one from each of the following categories: aquatics, dance, fitness, low organized individual/dual sports, and team sports. Selection of activities dependent upon option and advisement.

SPORT MANAGEMENT CONCENTRATION REQUIREMENTS (MINOR) 30 QH

04-201	Science of Health and Nutrition	5
12-202	First Aid and Safety	2
12-405	Sport Management	3
12-407	Sport in Society or	
12-415	Psychology of Sport and Physical Activity	5
12-412	Physiology of Exercise	5
	Sport Management Electives	10

A minimum of seven physical activities with at least one from each category: aquatics, dance, fitness, low organized individual/dual sports, and team sports. Selection of activities dependent upon student interest and needs and under advisement.

NOTES

04-204 Anatomy and Physiology I should be taken as a General Studies, under the Natural Science Elective, preferably after 04-200.

Sport Management core and elective courses are open to all interested students, but 12-455, the Practicum in Sport Management and 12-457, the Internship in Sport Management courses are only open to major or minor Sport Management students.

CONCENTRATION AND OPTIONS SPECIALIZATIONS

1. For a Major, minimum of 51 quarter hours of concentration courses are required. These include: 37 quarter hours in the core, including 12 quarter hours of Practicum/Internship in Sport Management; 14 quarter hours of specialization electives, dependent on option area selected; and 9 activity classes, with at least one in each of the six categories. The selection of physical activities is dependent on the option area of study and advisement.

2. The Sport Management Options are as follows:

Option I: Alcoholism/Substance Abuse Counseling Training in Sport

Option II: Fitness Specialization

Option III: Sport Administration and Management

Option IV: Sport Specialization

Option V: Sport Information, Marketing and Promotion

An additional major or two minor areas of study or concentrations is necessary to fulfill the degree requirements, as well as the completion of the General Studies foundation.*

3. The following academic disciplines will be recommended to complete the requirements for specific options, indicated in item 2. (above): Allied Health, Business, Communication Arts, English, Human Services, Psychology Science, etc.

Option I: Alcoholism/Substance Abuse Counseling Training in Sport — may select Alcoholism/Substance Abuse Certificate Program II

Option II: Fitness Specialist — may select major Science concentration with Business Electives.

Option III: Sport Administration and Management — may select Business minor.

Option IV: Sport Specialist — may select Business and Psychology minors.

Option V: Sport Information, Marketing and Promotion — may select Business and Psychology or English minors.

Other major or minor concentrations may be selected under advisement, based on student needs and/or interests.

*Specific General Studies requirements for each major or minor concentration, particularly within other divisions are shown in the catalog; requirements for other divisions.

4. For 12-457, the Practicum in Sport Management, students must work a minimum of 3 clock hours per credit per week for 10 weeks (minimum total of 30 clock hours per credit), in an agency approved by the Sports Management Coordinator.

5. For 12-458, The Internship in Sport Management, students must spend a minimum of 40 clock hours per week for 10 weeks (minimum total of 400 clock hours), in a leadership role and managerial tasks in an agency approved by the Sport Management Coordinator.

6. A minimum of 25 quarter hours must be taken in upper-level courses in the Sport Management concentration at National College of Education.

7. For a minor, a minimum of 30 quarter hours of concentration courses, exclusive of Practicum is required: 20 quarter hours from the core, with the remaining 10 quarter hours to be selected from the electives. Students with a minor in Sport Management are eligible to take the Practicum and/or Internship in Sport Management. Minors must also take seven physical activity courses.



Division of Language and Academic Development

The Division of Language and Academic Development proactively responds to the college's needs by upholding academic standards, increasing student persistence, providing educational services, and facilitating institutional diversity.

The LAD Division upholds National College's academic standards by developing students' abilities in language and communication. Assessment and placement into appropriate academic coursework and programs of study facilitate the development of these abilities. Such opportunities enable students to become independent learners capable of reaching their full potential.

A focus is kept on student persistence by developing and offering programs which increase students' chances of success as well as their satisfaction with the college. The programs meet the needs of a multi-socioethnic population by offering opportunities for achieving excellence as well as providing access to higher education. In its academic support role, the division guides students toward completion of liberal arts and science and professional coursework.

LAD provides educational services to the faculty and staff of the institution. In its role as resource/consultant, the division offers assistance in accommodating the needs of diverse learning/language groups. This assistance includes information on appropriate and effective teaching strategies and learning styles, in-class workshops, and modifications for special needs students.

Institutional diversity is facilitated by the division's active participation in the design and teaching of corporate sector offerings, the development and delivery of community outreach and intervention programs, and the on-campus delivery of services to a multi-socioethnic population. The faculty's collective expertise in adult learning theory, language acquisition, and cross cultural communication provides a unique perspective enabling the college to further its mission.

Language Institute

The main purpose of the Language Institute is to provide limited-English-proficient individuals with the English language skills necessary to accomplish personal and professional goals through studying at National College of Education.

The Language Institute (L.I.) assesses the oral and written English language competencies of all non-native speakers of English who apply for admission to National College of Education. Through this assessment process, these students are placed in appropriate English language courses within the Language Institute or elsewhere in the college. The Language Institute develops and conducts the English language courses, laboratories and tutorials, and workshops needed by such students through the English for Speakers of Other Languages (ESOL) program.

The English for Speakers of Other Languages (ESOL) program is a five-level sequenced program of intensive English, consisting of classroom instruction, language laboratory, computer laboratory, and typing. Additional courses, such as writing lab and pronunciation lab, are offered on a needs assessment basis. A sixth course, Writing Skills Development (WSD), focuses on writing skills at an advanced level.

The Language Institute's curriculum is academically oriented and focuses on grammatical competencies developed for each of the five levels by the Language Institute faculty.

Each level in the Language Institute is coordinated by a faculty member who is responsible for the overall direction of the level. Coordinators develop general course syllabi reflecting the content of the grammatical competencies, coordinate the development of the final exams, and orient new instructors.

The Language Institute also functions as a resource center for language minorities at the college and within the community by providing instructional, translating, interpreting, bilingual advising and curriculum development services.

Communication Skills Laboratory

National College of Education has established a comprehensive academic skills program offered through its Communication Skills Labs. The primary goal of the Communication Skills Labs is to promote excellence by developing academic skills for students of all ages, ethno-linguistic and educational backgrounds, and levels of capability. A broad spectrum of services and resources designed to maximize learning are available to students, faculty and staff. The Communication Skills Labs exist to facilitate National College of Education students' in becoming efficient, independent learners working at their full potential.

The Communication Skills Lab professional staff includes Learning Specialists, subject-area specialists, and peer tutors with knowledge and expertise in current learning theory and instructional methodology. The Communication Skills Lab personnel collaborate with National College of Education faculty and staff to develop and implement academic skills offerings which complement General Education and Professional coursework; to present workshops for students/faculty; to design intervention programs for special populations; to disseminate Communication Skills Lab programs through presentations at national conferences. Through the Office of Continuing Education and Outreach, the Communication Skills Lab delivers corporate communication skills courses and workshops on-site.

The Communication Skills Labs also provide services to the community through the Latino Outreach Program for effective parenting and infant/toddler education and through staff development with various Chicago literacy groups.

Diagnostic evaluation and consultation is also provided by special request both on and off campus. Students in need of intensive services are referred to the appropriate agencies.

School of Education Programs

PRESERVICE TEACHER EDUCATION UNDERGRADUATE PROGRAMS

Students are initially admitted to the School of Arts and Sciences and they complete general education requirements and liberal arts major and minor concentrations offered by that School. To enter the teacher education programs, students must be admitted to the School of Education.

ADMISSION TO THE SCHOOL OF EDUCATION — PROCESS

1. Students interested in teacher education should apply for admission to the School of Education when the majority of the general studies courses are completed. Students are expected to apply via an individual or group admission meeting with the Director of Dean of Preservice Education in the quarter prior to expected enrollment in Term I (methods).
2. Students must take and pass the English Competency Test prior to admission to the School of Education.
3. Each student is reviewed on an individual basis. An evaluation of the student's academic record will be completed after application. Most general studies courses and all required skill labs in the School of Arts and Sciences must be completed before being accepted into the School of Education. Exceptions are made on an individual basis.
4. Professional Promise Cards are sent to all faculty teaching courses in the School of Arts and Sciences which are prerequisite to School of Education admission. The Promise Cards indicate the student's academic ability and reflect other professional criteria for a teacher. These are kept on file in the Student Services Office for review by the student and School of Education Admissions and Retention Council. The Promise Cards are used to evaluate each student's capabilities and his/her likelihood to be a successful teacher candidate.
5. Students are counseled concerning the readiness for acceptance into the School of Education. Each student should contact Student Services to review promise cards.
6. A student may be admitted, may be deferred if further growth is required, may be denied if there is little evidence of professional promise, or may be admitted provisionally, indicating that the student needs additional assistance, or more careful attention to one or more of the criteria admission.
7. Written notice of the action of the Campus Admission and Retention Council will be sent to each student by the Dean of Preservice Education with reasons for the action taken.
8. Any student may petition the All-Campus Preservice Council on Admission and Retention for reconsideration of the action taken. A letter is sent to the Dean who submits the appeal to an All-Campus Admission and Retention Council composed of a member from each of the three campuses. See following Process of Appeal section.
9. The progress of each student is reviewed by the appropriate faculty during each professional term to determine continued eligibility in the School of Education.

PROCESS OF APPEAL

1. Students who wish to appeal a decision of the Campus Admissions and Retention Council should write a letter to the Dean of Preservice Education stating the reasons for an appeal.

2. The Dean submits the written appeal to the All-Campus Admission and Retention Council which is composed of a faculty member from each of the three campuses. Members are appointed by the Dean of Preservice Education in September of each year and are chosen on the basis of knowledge of the education program and its students.
3. The All-Campus Admission and Retention Council Reviews the appeal. The action of the Council is final.
4. The Dean of Preservice Education will send to the student a written notice of the action of the All-Campus Admissions and Retention Council.

ADMISSION TO THE SCHOOL 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. Content area knowledge
 - C. Reading achievement
 - D. Library reference and research skills
 - E. Completion of health, physical education and other education related 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

TEACHER CERTIFICATION

Successful completion of the Teacher Education program certifies student to teach at either the pre-kindergarten to age 8 level or at the kindergarten through junior high levels. The prescribed courses in these programs meet the requirements for one of these two teaching certifications for the state of Illinois.

The kindergarten through junior high sequence meets certification requirements for most other states at the elementary level. Since specific requirements vary somewhat from state to state, students are advised to obtain information for the grade level from the state in which they plan to teach.

Approval of the National College program of teacher education by the National Council of Accreditation of Teacher Education qualifies graduates for certification in all states which accept the NCATE accreditation as indicative of high-quality teacher preparation.

Additional certification in learning disabilities or social/emotional disorders is an option for students completing the kindergarten through junior high certification program. This option requires some additional time, but it may be pursued with a combination of undergraduate and graduate level coursework before and/or after completion of the bachelor's degree program.

ELEMENTARY TEACHER EDUCATION PROGRAM (Program approved by Illinois State Board of Education for kindergarten through junior high school teaching)

BACHELOR OF ARTS

GENERAL EDUCATION 84-89 QH

Humanities

2 Writing Courses	10
1 Literature Course	5
10-281A Introduction to Art	2
10-281C Introduction to Music	2
1 Speech Course	3
1 Humanities Elective	5
3 Fine Arts Participation activities (FAP)	0

Science

1 Biological Science	5
1 Physical Science	5
1 Science Elective (one of the above with a lab)	5

Math

2 Mathematics Courses	10
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Psychology

20-202 Development and Learning in Middle Childhood and Adolescence (10*)	5
1 Elective Psychology Course	5

Social Science

U.S. History or American Government	5
2 Elective Social Science Courses	10

Other

Elective in General Education from any of the above areas	5
07-207 Utilization of Microcomputers	2

Health and Physical Education

5 PE Activities <i>or</i>	0
04-201 Science of Health and Nutrition**	5

**May be used to fulfill a science elective or health and physical education requirement, but not both.

EDUCATION 50 QH

Methods

08-216 Health and Physical Education (5*)	2
08-420 Reading and Language Arts (10*)	5
08-434 Science	2
08-436 Social Studies	2
08-432 Math	4
08-222 Arts Education/Art	2
08-224 Arts Education/Music	2
08-220A Arts Movement (10*)	0

Student Teaching

08-460 Half-day	8
08-470 Full-day	15

Other

20-203 Educational Measurements	3
08-415 History of Education	3
08-499A Mainstreaming Seminar*	2
08-200 Participation (40*)	0
08-441 September Field Experience (60*)	0

**Not required for those students who have completed 20-411, Psychology of the Exceptional Child.

CONCENTRATION COURSES**

and

FREE ELECTIVE COURSES**

**To meet certification requirements, General Education courses must total 117 Quarter Hours, and specific certification area requirements total must be met. See concentration options list.

English Competency Test must be passed (before entry into Professional Term I).

Minimum required credit for degree is 184 Quarter Hours. Sixty Quarter Hours must be taken at National College.

(Prior to entry into student teaching, students must complete a minimum of 100 clock hours of pre-clinical experience. Many of these hours will be included within coursework as shown in brackets above.)

*Maximum number of pre-clinical hours allowed for identified courses.

NOTE: Passing of tests on the U.S. and Illinois constitutions is required to renew any teaching certificate, if the tests have not previously been passed. These tests are offered within a one hour course (22-420) and students are advised to register for this if they have not met the test requirements.

MAJOR AND MINOR CONCENTRATION OPTIONS FOR THE ELEMENTARY TEACHER EDUCATION PROGRAM

OPTIONS*

One major concentration in any of the following areas:

- Art
- Asian Bilingual Multicultural Studies
- Communication Arts/Theater
- English
- Human Development
- Mathematics
- Multicultural Studies
- Psychology
- Science
- Social Science

or

Two minor concentrations in any of the following areas:

- Art
- Communication Arts/Theater
- English
- Human Development
- Math
- Philosophy
- Psychology
- Science
- Social Science

or

Multidisciplinary Concentration — distribution requirement of a minimum of two courses totaling eight Quarter Hours from each of the three following areas of study:

- Behavioral Sciences
- Humanities
- Natural Sciences

STANDARD REQUIREMENTS IN CONCENTRATIONS

Total Hours

MAJOR — 45 Quarter Hours for primary grade emphasis, including general studies

50 Quarter Hours for middle school and junior high, including general studies

MINOR — 30 Quarter Hours each including general studies

MULTIDISCIPLINARY MAJOR — 30 Quarter Hours beyond general studies

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 College. For the double minor, each minor must have a minimum of 5 Quarter Hours of the 25 required upper level hours taken at National College.

Any subject methods courses required are in addition to the above School of Arts and Sciences concentration hourly requirements.

*Specific requirements for each major and minor concentration are shown in the Division of Liberal Arts and Sciences Section of the Catalog under Concentration Options.

SPECIAL EDUCATION CERTIFICATION OPTION

Students in the Elementary Education program may choose to take some extra hours and complete special education requirements in either learning disabilities or social emotional disorders. With careful planning from the beginning, entering freshmen may complete the dual certification program within four years by enrolling for overloads in some terms. Transfer students may find it advisable to complete part of the requirements for special education certification within their elementary education degree and to complete the remaining requirements at the graduate level.

Special education advisors assist students to make plans to meet their goals on a timely basis by careful selection of elective courses. Requirements for Special Education Certification include the following 53 Quarter Hours in addition to Educational Measurements (taken in the Education professional sequence).

08-203	Participation/Special Education	0
20-411	Psychology of Exceptional Children and Adolescents	5
20-412	Diagnostic Testing	5
20-414A	Characteristics of Children with Learning Disabilities <i>or</i>	
20-416A	Characteristics of Children with Social/Emotional Disorders	3
20-414B	Methods of Teaching Children with Learning Disabilities <i>or</i>	
20-416B	Methods of Teaching Children with Social/Emotional Disorders	3
20-419	Diagnosis and Treatment of Reading Disabilities	5
08-472A	Special Education Student Teaching Practicum in L.D. areas <i>or</i>	
08-472B	E.D. areas	10
	Special Education Electives	22



PRESERVICE EARLY CHILDHOOD TEACHER EDUCATION PROGRAM

(Program approved by Illinois State Board of Education for prekindergarten to age 8 teaching.)

This program is for students who seek certification to teach children below the kindergarten level and is available at the Evanston and Chicago campuses.

The prekindergarten program requires a concentration in human development. The requirements for completion of this degree are as follows:

GENERAL EDUCATION		84-89 QH
Humanities		
	2 Writing Courses	10
15-401	Literature for Children	5
10-281A	Introduction to Art	2
10-281C	Introduction to Music	2
	Humanities Elective	5
	Humanities Elective	5
	3 Fine Arts Participation	
Science		
	Biological Science	5
	Physical Science	5
	Science Elective	5
Mathematics		
	Math Elective	5
	Math Elective	5
Psychology		
20-201	Development and Learning in Early Childhood	5
	Development Psychology Elective	5
Social Sciences		
	U.S. History or American Government	5
	2 Social Science Electives	10
Other		
	Elective in General Education	5

Health and Physical Education		
12-200A	Health and Nutrition of the Young Child 5 Physical Education Activities <i>or</i> Health and Physical Education Course	5 0-5
04-201	Science of Health and Nutrition	5
EDUCATION		45 QH
08-208	Introduction to Education (participation/Pre-Kindergarten-Grade 3) 20 hours in EC/ 20 hours in K-3	2
08-416	History and Philosophy of Early Childhood	5
08-412F	Methods of Teaching PrePrimary Language Arts, Art, Music, Movement	3
08-412G	Methods of Teaching PrePrimary Social Studies, Science, Math	3
08-420A	Methods of Teaching Primary Reading and LA	3
08-432A	Methods of Teaching Primary Math	3
08-436A	Methods of Teaching Primary Social Studies and Science	3
08-455	Half Day Student Teaching**	8
08-475	Full Day Student Teaching (one student teaching experience in preprimary, one student teaching experience in primary)**	15

NOTE: A limit of 10 Quarter Hours of transferred practicum credit may be applied towards the degree.

**These may be done in a variety of sites, to include hospitals, nursery schools, therapeutic centers, special schools and day care centers.

HUMAN DEVELOPMENT CONCENTRATION		45 QH
20-201	Development and Learning in Early Childhood Developmental Psychology Elective	5 5
21-411	Psychology of Exceptional Children and Adolescents	5
20-432	Language Development and Foundations of Reading	5
20-434	Studying the Young Child	2
20-435	Diagnostic Evaluation of the Preschool Child Child, Family and Community Human Development Elective Human Development Elective Human Development Elective	3 5 5 5

FREE ELECTIVES

Elective as needed to meet minimum total hours for degree and for certification — 180 QH for graduation.

Sixty Quarter Hours must be taken at National College of Education. The English Competency Test must be passed. (Prior to entry into student teaching, students must complete a minimum of 100 clock hours of pre-clinical experience. Many of these hours will be included within coursework as shown in brackets above.)

*Maximum number of pre-clinical hours allowed for identified courses.

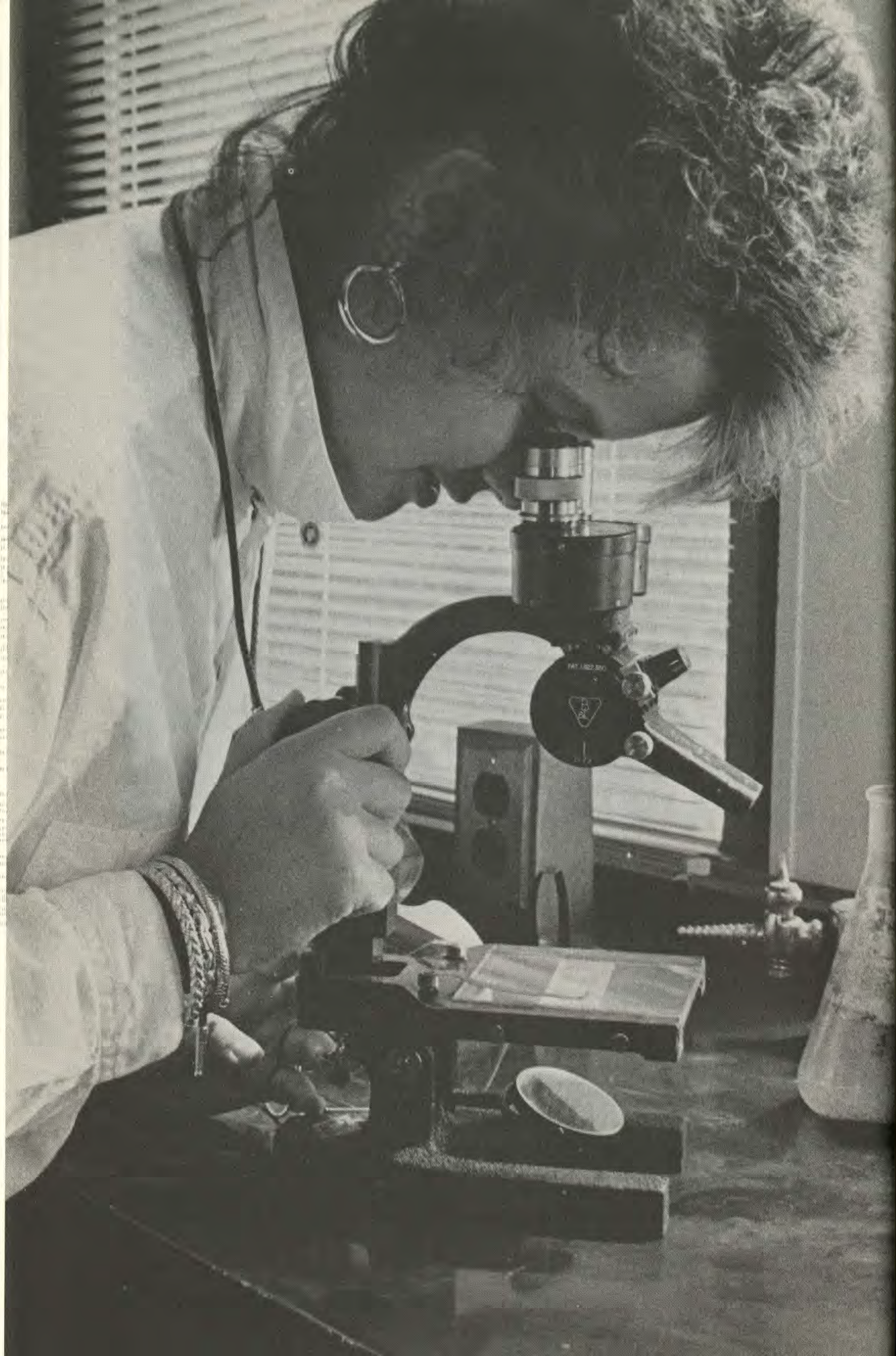
NOTE: Passing of tests on the U.S. and Illinois constitutions are required to renew any teaching certificate, if the tests have not previously been passed. These tests are offered within a one hour course (22-420) and students are advised to register for this if they have not met the test requirements.

SCHOOL NURSE CERTIFICATION

Qualification for School Nurse Certification may be earned through Track IV of the Allied Health on-campus degree completion program, by students who do not have a baccalaureate degree. See Allied Health Department programs in the School of Arts and Sciences program section.

Students who already have baccalaureate degrees may qualify for School Nurse Certification through the Foster McGaw Graduate School of Education.





Academic Programs Graduate

STUDENT LEARNING
OUTCOMES

The Michael W. Louis School of Arts and Sciences offers academic programs leading to the master's degree or Certificate of Advanced Study in the following areas:

- Master of Adult Education
- Master of Science — Adult and Continuing Education
- Certificate of Advanced Study — Adult and Continuing Education
- Master of Science — Human Resource Development
- Master of Science — Management and Development of Human Resources
- Certificate of Advanced Study — Human Resource Development
- Master of Science — Human Services

Models of Delivery

Courses in the School of Arts and Sciences are offered in the on-campus, extension, and field experience delivery models. Field Experience Programs (FEP) are designed to make graduate study more convenient and, therefore, more feasible for working adult students. Generally, Field Experience Programs have the same admission standards, use the same student evaluation systems and are monitored as to academic progress under the same procedures as the traditional degree programs. Students register for a prescribed sequence of courses which they complete consecutively rather than a series of concurrent classes as is traditional.

Field Experience Program classes may be offered in locations other than, but including, all three of the College campuses and the St. Louis Center for Adult Programs as arranged for the convenience of a group of students from a local area. A group can begin classes whenever a sufficient number of admissible students can be identified. Such a group typically meets one evening per week and continues together through the entire program.

Division of Applied Behavioral Sciences

Adult and Continuing Education

This is an interdisciplinary program for professionals in a wide range of educational service organizations. The core curricula include theoretical and applied courses which develop competencies in presenting and planning adult learning experiences. Specialization can be developed by electing a sequence of courses in areas such as staff development, human services administration, gerontology, or teaching English to speakers of other languages.

MASTER'S PROGRAMS MASTER OF ADULT EDUCATION 34 Semester Hours

The Master of Adult Education degree is designed for people who are already professionals in the field and for those planning for a career in the field. Required courses provide both theoretical and practical foundations for practitioners and entry-level administrative responsibilities. Elective courses provide opportunities for specialization in administration and leadership, program administration, program design, and instruction.

Required Courses	Semester Hours
07-510 Introduction to Adult and Continuing Education	2-3
07-502 Program Development	2-3

07-508 Instructional Design Strategies	2-3
07-511A Adult Learning	1-2
07-511B Adult Development	1-2
07-512A Research/Design and Methodology	2-3
07-533 Instructional Communication	2-3
07-593 Seminar in Adult and Continuing Education	2-3
07-590A Internship*	1-4

*Students who have not had experience in working with adult learners are required to complete a minimum of two Semester Hours of internship in an appropriate context.

Where courses are offered on a variable credit basis, the requirement will be fulfilled by the minimum number of credits for which the course is offered.

MASTER OF SCIENCE — ADULT AND CONTINUING EDUCATION 32 Semester Hours (Offered On-Campus and in the Field Experience model)

The Master of Science program in Adult and Continuing Education covers many of the same areas included in the Master of Adult Education. The program offers options for empirical or theoretical research and is, therefore, more appropriate for those students who anticipate pursuing further graduate studies in the field.

Required Courses	Semester Hours
07-510 Introduction to Adult Education	2-3
07-502 Program Development	2-3
07-508 Instructional Design Strategies	2-3
07-511A Adult Learning	1-2
07-511B Adult Development	1-2
07-512A Research/Design and Methodology	2-3
07-512B Research/Data Analysis*	2
07-533 Instructional Communication	2-3
07-590A Internship**	1-4

Thesis, project or comprehensive examination

*Where appropriate, students may substitute 07-562B Evaluation of Instructional Programs for this required course.

**Students who have not had experience working with adult learners will be required to complete a minimum of 2 Semester Hours in an approved internship.

When courses are offered for variable credit, the minimum number of credit hours for which a course is offered will fulfill requirements for that course. Elective courses should be selected to meet individual needs or to provide specialized areas of expertise such as development of continuing professional education, research and evaluation, or theoretical foundations of adult and continuing education.

CERTIFICATE PROGRAMS CERTIFICATE OF ADVANCED STUDY — ADULT AND CONTINUING EDUCATION 32 Semester Hours

The Master of Science in Human Resource Development is designed specifically for those people who intend to pursue a career in training, in-service and continuing professional education, and management development. In addition to the general foundation courses found in the adult education degree programs, students focus on learning situations in which organizational objectives may be superfluous to the learning needs felt by individuals. To this end, performance is viewed from an organizational perspective as well as from an individual's perspective.

Required Courses	Semester Hours
81-508 Current Practices in Human Resource Management	2-3
07-508 Instructional Design Strategies	2-3
07-511A Adult Learning	1-2

07-511B	Adult Development	1-2
07-512A	Research/Design and Methodology	2-3
07-562B	Evaluation of Instructional Programs	2-3
84-501	Organizational Behavior	3
81-520	Performance Analysis Methods	2-3
	Thesis, project or comprehensive examination	

An internship or practicum experience should be completed by those who have had no previous experience in the field.

Where required courses carry variable credit the minimum number of credits for which a course is offered will fulfill the course requirement. Electives should be chosen to enhance an area of specialization, such as instructional design, media, evaluation, or management.

MASTER OF SCIENCE — MANAGEMENT AND DEVELOPMENT OF HUMAN RESOURCES

34 Semester Hours (Offered in the Field Experience model only)

The Management and Development of Human Resources program is based on the conviction that most professionals working in complex business, not-for-profit, and government organizations have ample skills in their technical specializations, but lack the knowledge and skills necessary for effective management and development of the human side of organizations. The MDHR program is designed to equip adults, working in organizations, with the knowledge and skills necessary to work more effectively with superiors, peers, and subordinates; to create opportunities which foster subordinate development; and to function more effectively in contributing towards the achievement of organizational goals. The program is ideal for managers, engineers, accountants, trainers, or any professional whose job required high interaction with other people or requires responsibility for other people in an organizational setting.

Required Courses	Semester Hours	
81-501	Communication in Organizations	2
84-501	Organizational Behavior	3
07-512A	Research/Design and Methodology	2
07-511A	Adult Learning	1-2
07-511B	Adult Development	1-2
07-591A	Field Studies — Thesis, Project Research	2
07-512B	Research/Data Analysis	2
81-503	Principles of Management	3
81-502	Management Information Systems	2
07-591B	Field Studies — Thesis, Project Research	2
81-507	Personnel Management	3
07-502	Program Development	3
81-504	Managerial Accounting and Finance	2
84-500	Organization Development and Change	2
81-593	Seminar in Applied Management Practices	2
07-591C	Field Studies — Thesis, Project Research	2

CERTIFICATE PROGRAMS

CERTIFICATE OF ADVANCED STUDY — HUMAN RESOURCE DEVELOPMENT

30 Semester Hours

This Certificate of Advanced Study is designed for people who already have a master's degree in another field and who are professionals in continuing professional education, management education, or training or who are preparing for such a career. Each program is individually designed to meet the needs of the candidate. The student will be expected to complete all required courses for the Master of Science in Human Resource Development unless similar courses have already been taken at the graduate level. Elective courses must provide an area of specialization within the program and evidence of a level of academic rigor appropriate to the level of the certificate.

Division of Health and Human Services

The graduate degree and certificate curricula in Human Services at National College are designed to build the knowledge and skills for leadership roles in human service management and in counseling special populations. Small classes enable full participation of students. Coursework, field projects, and internships provide opportunities to integrate theory and practice.

The program is intended for both experienced and prospective human service professionals. Applicants with no background in the field are screened for suitability. The clinical options are open to new and current workers, but the management options are primarily intended for experienced practitioners.

The Department of Human Services at National College of Education offers a multi-career option Master of Science degree. This program is designed to develop and refine the skills of current and prospective professionals seeking training for administrative and specialized clinical roles within human services organizations. The program curriculum is multi-disciplinary and emphasizes integrated care for the whole person, client empowerment, and accountability to the community. In addition, several specialized professional certificate programs are now available on a post-baccalaureate level.

The programs are designed for working adults who may elect to enroll on a full or part-time basis. All required courses will be offered in the evening, although non-required courses may be available at other times. The full program is offered at NCE's Evanston and Lombard campuses with some coursework periodically available at the Chicago campus.

Master of Science Degree in Human Services

Each student in the M.S. degree program completes a core of human services courses, a management or clinical track, a concentration, and an internship to total 36 semester hours. Programs are individualized in consultation with the Director of Graduate Studies in cooperation with the student's specialty advisor. (Students who are new to the field of Human Services may be required to complete additional internships and courses as determined at the time of admission.) Students who have related work experiences and/or coursework may petition to have specific program requirements waived and elective courses substituted. The internship may not be waived.

Professional Certificates

Seven professional certificates are available in Human Services for those who have already completed a Master's degree and wish to complete a track of coursework within an area of specialization. The student is expected to complete a minimum of 18-25 semester hours per advisement.

Curriculum Outline (Master of Science Degree in Human Services)

Core Coursework — Required for All Concentrations 16 s.h.

<p>s.h.</p> <p>80-505 1 Contemporary Issues in Human Services</p> <p>80-503 2 Theories of Counseling</p> <p>80-501 3 Effective Interpersonal Communications</p>	<p>s.h.</p> <p>80-502 3 Theory and Techniques of Group Counseling</p> <p>07-512A 3 Research Design and Methodology</p> <p>80-590A 2 Internship A</p> <p>80-590B 2 Internship B</p>
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Concentration in Addictions Counseling (IACCB Approved)

<p>s.h.</p> <p>16 core coursework</p> <p>2 History and Current Trends in Addictions</p> <p>2 Theories of Addictions</p> <p>2 Sociology of Addictions</p> <p>3 Physiology of Addiction</p> <p>3 Addiction and the Family</p>	<p>s.h.</p> <p>3 Advanced Clinical Intervention in Addictions</p> <p>1 Professional Seminar in Addictions</p> <p>4 Electives (under advisement)</p>
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Concentration in Gerontology Counseling

<p>s.h.</p> <p>16 core coursework</p> <p>2 Introduction to Aging in America</p> <p>2 Health Care of Older Adults</p> <p>3 Programs and Public Policies of Older Adults</p>	<p>s.h.</p> <p>3 Models of Intervention with the Elderly</p> <p>3 Counseling Processes with the Elderly</p> <p>1 Professional Seminar in Gerontology</p> <p>4 Electives (under advisement)</p>
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Concentration in Gerontology Administration

<p>s.h.</p> <p>16 core coursework</p> <p>2 Introduction to Aging in America</p> <p>2 Health Care of Older Adults</p> <p>3 Programs and Public Policies of Older Adults</p> <p>3 Families in Later Life</p> <p>2 Long Term Care for Older Adults</p>	<p>s.h.</p> <p>2 Management of Community Programs for the Elderly</p> <p>2 Administration of Volunteer Programs serving Older Adults</p> <p>1 Professional Seminar in Gerontology</p> <p>3 Electives (under advisement)</p>
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Concentration in Mental Health Counseling

<p>s.h.</p> <p>16 core coursework</p> <p>3 Theory and Practice of Family Therapy</p> <p>2 Transcultural Counseling</p> <p>3 Clinical Techniques of Counseling</p>	<p>s.h.</p> <p>1 Professional Seminar in Mental Health</p> <p>7 Concentration Coursework (under advisement)</p> <p>5 Electives (under advisement)</p>
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PROFESSIONAL CERTIFICATE — 18 to 25 Hrs. Required

Addictions Counseling (IACCB and ICB Accredited)

<p>s.h.</p> <p>* 3 Effective Interpersonal Communications (or equivalent interviewing course)</p> <p>* 3 Theory and Techniques of Group Counseling (or equivalent group dynamics course)</p> <p>2 History and Current Trends in Addictions</p> <p>2 Sociology of Addictions</p>	<p>s.h.</p> <p>2 Theories of Addictions</p> <p>3 Physiology of Addictions</p> <p>3 Addictions and The Family</p> <p>3 Advanced Clinical Intervention in Addictions</p> <p>4 Internships (300 hours/20 week minimum)</p>
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*course may be waived if equivalent can be documented

Addictions Treatment Studies

(For those who have paid work experience in Addictions Treatment counseling or already have IACCB or ISACCB certification; 5 of the following plus electives under advisement to total 18 semester hours)

<p>s.h.</p> <p>2 History and Current Trends in Addictions</p> <p>2 Sociology of Addictions</p> <p>2 Theories of Addictions</p> <p>3 Physiology of Addictions</p> <p>3 Addictions and The Family</p>	<p>s.h.</p> <p>3 Advanced Clinical Intervention in Addictions</p> <p>2 Issues in Administration of Addiction Treatment</p> <p>2 Employee Assistance Programs</p>
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Addictions Administration

<p>s.h.</p> <p>2 History and Current Trends in Addictions</p> <p>3 Administration of Non-Profit Organizations</p> <p>2 Sociology of Addictions</p> <p>2 Theories of Addictions</p>	<p>s.h.</p> <p>2 Employee Assistance Programs</p> <p>2 Issues in Administration of Addictions Treatment</p> <p>5 Electives (under advisement)</p>
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Gerontology Counseling Studies

<p>s.h.</p> <p>* 3 Effective Interpersonal Communications (or equivalent interviewing course)</p> <p>* 3 Theory and Techniques of Group Communication (or equivalent group dynamics course)</p> <p>2 Introduction to Aging in America</p> <p>2 Health Care of Older Adults</p>	<p>s.h.</p> <p>3 Programs and Public Policies of Older Adults</p> <p>3 Families in Later Life</p> <p>3 Models of Intervention with the Elderly</p> <p>3 Counseling Processes with the Elderly</p> <p>2 Electives (under advisement)</p>
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*course may be waived if equivalent can be documented

Gerontology Administration

- | | | | |
|------|--|------|--|
| s.h. | | s.h. | |
| 2 | Introduction to Aging in America | 2 | Management of Community Programs for Older Adults |
| 2 | Health Care of Older Adults | 2 | Administration of Volunteer Programs serving the Elderly |
| 3 | Programs and Public Policies of Older Adults | 2 | Electives (under advisement) |
| 3 | Families in Later Life | | |
| 2 | Long Term Care of the Elderly | | |

Gerontology Generalist Studies

(5 of the following plus electives under advisement to total 18 hours)

- | | | | |
|------|--|------|--|
| s.h. | | s.h. | |
| 2 | Introduction to Aging in America | 3 | Counseling Processes with the Elderly |
| 2 | Health Care of Older Adults | 2 | Long Term Care for Older Adults |
| 3 | Programs and Public Policies of Older Adults | 2 | Management of Community Programs for the Elderly |
| 3 | Families in Later Life | 2 | Administration of Volunteer Programs Serving the Elderly |
| 3 | Models of Intervention with the Elderly | | |

Mental Health Counseling Studies

- | | | | |
|------|---|------|---------------------------------------|
| s.h. | | s.h. | |
| 2 | Theories of Counseling | 3 | Theory and Practice of Family Therapy |
| 3 | Effective Interpersonal Communications | 2 | Transcultural Counseling |
| 3 | Theory and Techniques of Group Communications | 5 | Electives (under advisement) |

Course Listings

Course numbering systems

First two characters are local codes for department, subject area, program or school. The third character indicates level for certificate and degree programs. Zero is used for non-designated course levels.

0001-0999 Course level not defined.

100- 199 Certificate programs.

200- 299 Lower level in four year degree programs or in certificate programs.

400- 499 Upper level in four year degree programs.

500- 599 Graduate level.

Undergraduate Level

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.

ALCOHOLISM/SUBSTANCE ABUSE COURSES

See program sections for descriptions of the Human Services/Alcoholism/Substance Abuse program, the Alcoholism/Substance Abuse Counseling Training Certificate and the Alcoholism/Substance Abuse Counseling Studies Certificate.

57-400A Introduction to Alcoholism/Substance Abuse

A short history of alcohol use and abuse from pre-history to the present; the influence on contemporary American society of alcohol use in several other social systems; the emergence of alcoholism counseling as a profession, with certification. Prerequisites: 21-200, 21-201. *5 quarter hours*

57-401 Physiology of Alcoholism and Substance Abuse

An examination of the effects of alcohol on the body; including an overview of the anatomy and physiology of body systems and major organs, how alcohol is metabolized by the body and the observable symptomatology of the resulting effects. Also, the importance of nutrition to the alcoholic and the effects of acute and long-term intoxication. Prerequisite: 57-400. *5 quarter hours*

57-404 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, handicapped, and those with psychiatric impairments. Prerequisite: 57-400. *5 quarter hours*

57-405 Models of Service Delivery in Alcoholism Treatment

Examination of the major prevention treatment and rehabilitation systems of service delivery in the field of alcoholism and substance abuse, including service detox centers, partial hospitalization, substance abuse centers, day treatment programs, community agencies, quarterway and halfway houses, private hospitals, and adolescent treatments. Prerequisite: 57-400. *5 quarter hours*

57-406 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: 21-201, 21-405, 57-408. *5 quarter hours*

57-408 Etiology of Alcoholism/Substance Abuse

Exploration of validity and utility of the disease concept of alcoholism and the effects of the disease on the victim (sociological, psychological, physiological). Symptomatology described, leading to clinical definition and study of treatment modalities, and the use/abuse of antagonistic/companion drugs. *5 quarter hours*

57-460 Practicum in Alcohol and Substance Abuse I

An interim 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. Ten hours a week are required at the practicum site, plus other class or written work. Prerequisites: 57-400, 57-401, 57-402, 57-405. *1 to 6 quarter hours*

57-461 Practicum in Alcohol and Substance Abuse II

A continuation of Practicum I. Prerequisites: same as Practicum I, plus 57-460. *1 to 6 quarter hours*

57-462 Practicum in Alcohol and Substance Abuse III

A continuation of Practicum II. Prerequisites: same as Practicum II, plus 57-460 and 57-461. *1 to 6 quarter hours*

ALLIED HEALTH DEPARTMENT

See Program Section for full description of the Allied Health Degree Completion Program options and requirements.

12-221 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*

12-260 Emergency Medical Technician Training

The Emergency Medical Technician (EMT) is a professional-level provider of emergency care for the prehospital assessment and treatment of the sick or injured patient. The EMT Training course instructs individuals in the skills necessary to meet the physical and emotional needs of the patient at the emergency scene and through transport and transfer to a medical facility. The course provides the instruction necessary to meet state certification requirements (Illinois Department of Transportation examination) and is a prerequisite for paramedic training. Offered at Evanston Hospital. *5 quarter hours*

08-480 Instructional Strategies

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

12-420 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*

- 12-421 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*
- 12-422 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*
- 12-423 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*
- 12-424 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*
- 12-425 Performance Review and Assessment Strategies**
A systematic approach to performance assessment, and processes involved in designing evaluative instruments for measuring clinical performance in health care settings. *2 quarter hours*
- 12-426 Presentation Skills in Allied Health Education**
Practice in the presentation skills of lecture, discussion, and demonstration; design and utilization of instructional media to enhance presentation skills. *3 quarter hours*
- 12-427 Financial Management**
An investigation of the role of fiscal policy, integrating economic principles with the practices of health care budgeting, facility planning and other areas of financial operations, such as cost containment, auditing, third party reimbursement, and fund accounting. *3 quarter hours*
- 12-428 Legal Issues and Law in Health Care**
The impact of differing laws and policies upon professionals and the health care field including substantive and procedural law pertaining to health care delivery from the perspective of the provider and the consumer. *2 quarter hours*
- 12-429 Current Issues in Health Care**
A survey of current topics in the health care field, identifying problems, paradoxes, and parameters of issues such as self-help groups, patient advocacy, current trends, research, and the politics of health care. *1 quarter hour*
- 12-440 Introduction to Community Health Problems**
Supervised field study experience 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*
- 12-441 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*
- 12-460 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*
- 12-461 Administrative Preceptorship in Allied Health**
Students are assigned to an administrative position in a hospital or department of radiology 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: 21-401. *5 or 10 quarter hours*
- 12-462 School Nurse Internship**
A nine-week, supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials and programs in public schools 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. *9 quarter hours*
- 12-491A Research Project I**
Students prepare part one of a written research project which examines a problem related to their occupation or avocation. Periodic progress reports will be given regarding the status of the project. *2 quarter hours*
- 12-491B Research Project II**
Students complete their independent research projects and present them to instructor(s) in written form and to their classmates orally. *5 quarter hours*
- 12-495A 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*
- 12-499 Allied Health Administrative Seminar**
A critical evaluation and integration of theory and practice via problem solving seminars. Includes discussion of current theories and related topics. Prerequisite: 12-461. *3 quarter hours*
- 12-499A School Nurse Seminar**
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. *3 quarter hours*
- 12-499B 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). Prerequisites: Consent of instructor. *0 quarter hours*

ART DEPARTMENT

- 10-281A Introduction to Art**
Study of the structure and organizing principles of art, studio problems in 2-dimensional and 3-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*
- 10-400A Design**
Theory of design and studio work in problems fundamental to the establishment media such as acrylic, wood, clay and fiberglass. *5 quarter hours*
- 10-400C 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*
- 10-400D 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*
- 10-400F Fiber Workshop**
Design and production of two-dimensional 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*
- 10-400M 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*
- 10-400P 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*
- 10-412E Sources and Development of American Art**
Foreign and native influences on the development of painting, sculpture, architecture and the crafts in 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*
- 10-412F Nineteenth and Twentieth-Century Art**
Development of painting, sculpture, architecture and the crafts in Europe and the United States during the nineteenth and twentieth centuries. Students study relationship 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*
- 10-412H History of Far Eastern Art — China and Japan**
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*

10-412K Mixed Media

Various modes of expression in the visual arts are studied and subjected to critical analysis: painting, sculpture, architecture, crafts, photography and film. Students visit galleries, museums, outdoor sites and community resources in the Chicago area. *5 quarter hours*

10-480A Creative Expression — Self Development Through the Arts I 10-480B Creative Expression — Self Development Through the Arts II

Through the media of art, music, language, drama and movement, experiences 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, theater 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. *5 quarter hours each*

10-490A 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*

10-495A 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. *2 to 5 quarter hours*

BUSINESS DEPARTMENT

05-200 Accounting Principles I

Introduction to the principles and practices of accounting. The accounting procedures related to journalizing, posting, preparation of financial statements, and closing entries are emphasized. Accounting principles related to accruals and deferrals, special journals and ledgers, bank reconciliation statements, and petty cash accounting are studied as they relate to a sole proprietorship. *4 quarter hours*

05-201 Financial Systems and Resources

An examination of financial institutions, systems, regulating bodies, and policies. *4 quarter hours*

05-202 Accounting Principles II

This course continues the application of the basic accounting principles as they pertain to payroll accounting, inventory valuation, plant assets, accounting standards and concepts, partnerships, and corporations. The student will be guided in understanding those accounting principles as they apply to service and merchandising business organizations. Prerequisites: 05-200. *4 quarter hours*

05-203 Accounting Principles III

A continuation of the application of basic accounting principles as they relate to the accounting internal control system, statement of changes in financial position, ratio analysis, and decision making. Prerequisite: 05-202. *4 quarter hours*

05-204 Individual Taxation

Basic concepts of taxation of the individual in the preparation of income tax forms. Understanding of such terms as: gross income, interest and other types of income, exemptions and deductions as used in the United States. Prerequisite: 05-203 *4 quarter hours*

- 05-205 Managerial Accounting**
Develops an understanding of management decision-making through the use of accounting: departmental accounting; accounting for a manufacturing enterprise; cost accounting; accounting systems, job order costs and process costs; analysis for management decisions, budgeting and planning. Prerequisite: 05-203, 05-204, 05-207.
4 quarter hours
- 05-206 Corporate and Partnership Taxation**
Basic concepts of taxation of the corporation in the preparation of corporate tax forms. Understanding of the various deductions allowable in determination of corporate taxable income. Prerequisite: 05-203.
4 quarter hours
- 05-207 Business Organization and Management**
Forms of business organization, micro-economic topics, business and society management, decision-making.
4 quarter hours
- 05-257 Practicum**
Provides 75 hours work experience in a business environment; application of what the student has learned. Concurrent registration in 50-105 Seminar/Employment Preparation required.
5 quarter hours
- 50-105 Seminar/Employment Preparation**
Lectures and seminars on career development including techniques of interviewing, office/business clothes/apparel; preparation of resumes; seeking employment.
1 quarter hour
- 05-400 Principles of Marketing**
A study of the marketing concept including discovering consumer needs; translating these needs and wants into products and services; creating the demand for these products and services and expanding this demand. Prerequisite: 05-207 or consent of program director.
4 quarter hours
- 05-401 Principles of Finance**
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. Prerequisite: 05-203, 05-207, and 22-470 (Introduction to Economics), or consent of program director.
4 quarter hours
- 05-402 Cost Accounting**
A continuation of the introduction to managerial accounting. Emphasis upon the planning and control functions of cost accounting. Specific topics to be covered: joint and by-product costing, direct costing, departmentalized operations, forecasting, and analysis. Quantitative techniques studied in mathematics are applied. Prerequisite: 05-205 or consent of program director.
4 quarter hours
- 05-403 Intermediate Accounting I**
A thorough investigation of generally accepted accounting principles underlying corporate financial statements. Emphasis is placed on assets, the statement of financial position and the statements on income and retained earnings. Prerequisite: 05-203 or consent of program director.
4 quarter hours
- 05-404 Intermediate Accounting II**
A companion and sequel to Intermediate Accounting I. Emphasis is placed on current liabilities and contingencies; long-term debt; and corporation's paid-in capital, retained earnings, stock rights, warrants, options, convertible securities, treasury stock and earnings per share. Prerequisite: 05-403.
4 quarter hours
- 05-405 Intermediate Accounting III**
A companion and sequel to Intermediate Accounting I and II. Emphasis is placed on accounting for pension plans, leases, deferred income taxes, and inflation analysis of financial statements and accounting charges. Prerequisite: 05-404.
4 quarter hours
- 05-406 Advanced Accounting**
Accounting concepts and principles underlying multi-corporate financial statements with emphasis on consolidation, cost vs. equity ownership accounting, and purchase vs. pooling business combinations. Partnerships, their formation, operation and liquidation. Accounting concepts and principles underlying governmental and other not-for-profit institutions including municipalities, colleges, hospitals and voluntary-health and welfare organizations. Prerequisite: 05-405.
4 quarter hours
- 05-407 Principles of Auditing I**
Organization of the accounting profession, professional ethics, and auditor's legal responsibilities, financial and operational audits in private and public sectors, and the resulting audit reports. Emphasis is placed on generally accepted auditing standards; practical applications are presented as illustrative examples. Overview of U.S. Securities Laws and their impact on auditing. Prerequisite: 05-405.
4 quarter hours
- 05-408 Principles of Auditing II**
Further study of generally accepted auditing standards, with emphasis on the utilization of statistical methods in auditing and on auditing EDP Systems. Prerequisite: 05-407.
4 quarter hours
- 05-409 Electronic Accounting**
This course combines Accounting and Computer Science in a timely and creative fashion, to illustrate accounting practice in today's environment. Basic, but comprehensive, computerized software is used to give the student "hands on" experience with all the most common applications. The student will be guided through computer based Accounts Receivable, Accounts Payable, General Ledger and other related modules. Prerequisite: 05-200, 05-202, 05-203 and 07-200, 07-204.
4 quarter hours
- 05-410 Governmental Accounting**
This course continues the application of Accounting Principles as they pertain to governmental units. These entities exist for reasons other than the attempt to earn net income for owners. The focus of the course will be on the differences between accounting for business and governmental entities rather than on the many accounting similarities. Prerequisite: 05-205.
4 quarter hours
- 05-420 Operations Management**
The principles of operations management are applied to such problems as product design, objectives, policies, work methods and standards, plant location and layout, scheduling, maintenance, material handling, inventory and quality control, evaluation of performance, and cost controls. Prerequisite: 05-205, and 17-400 (Statistical Methods).
4 quarter hours
- 05-421 Business Ethics**
Introduction to basic ethical principles within a business framework. 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. Advantages of professional codes of ethics. Prerequisite: 21-401 (Principles of Management and Supervision) and 14-204 (The American Legal System).
4 quarter hours

- 05-422 Business Research and Communication**
Functional uses of communication in planning, organizing, staffing, directing, and controlling. A discussion of methods of researching business information and techniques for presenting collected data. Fosters development of organization, documentation, and style in oral and written reports. Prerequisite: 15-204 (Fundamentals of Composition) and 17-400 (Statistical Methods). *4 quarter hours*
- 05-430 Business Policy**
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): 05-422. *4 quarter hours*
- 07-200 Data Processing I: Introduction to Computer Based Systems**
An introduction to the fundamental concepts of data processing in a business environment, encompassing the evolution of computers, the basic cycle of input-process-output, and an indepth survey of hardware and software. *4 quarter hours*
- 07-204 Data Processing II: Management Information Systems**
Introduces the student to the movement of information through a business application when given a systems flowchart of payroll, accounts payable, accounts receivable, inventory, etc.; an introduction to business applications software on a microcomputer terminal. Prerequisite: 07-200. *6 quarter hours*
- 07-210 Word Processing**
Introduces the students to the field of word processing and gives hands-on experience in using such a program. Concentrates on the TRSZ-80 "SCRIPSIT", ZENITH "MAGIC WAND", or "WORDSTAR" programs and considers other equipment programs. *4 quarter hours*
- 07-211 Programming in BASIC**
A structured approach to programming logic, using standard flowcharting methods and decision tables to solve progressively more difficult business problems; an introduction to the BASIC language using the computer. Prerequisite: 07-200. *6 quarter hours*
- 07-212 Programming in COBOL**
Provides the student 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 micro-computer terminals to remote assembly environment; teaches the language through exercises in applying COBOL to various business situations. Prerequisite: 07-200. Recommended: 07-204, 07-211, 07-214. *6 quarter hours*
- 07-213 Learning Lotus 1-2-3 with Business Applications**
Provides the student with a fundamental background in the purpose and use of electronic spreadsheets in a business environment. *2 quarter hours*
- 07-214 Advanced BASIC**
Provides the student with programming techniques including: looping, reiterative statements, disk input-output, field editing, special report formatting, using function calls as per specified routines, logical comparisons and record formatting using BASIC programming language. Prerequisite: 07-204, 07-211. *6 quarter hours*
- 07-216 Advanced COBOL**
Provides the student with advanced training using the programming language COBOL; a continuation of programming in COBOL, structured to give advanced level programming techniques such as sorting, updating, report printing and data validation. Prerequisite: 07-204, 07-211, 07-212. Recommended: 07-214. *6 quarter hours*

- 07-222 System Analysis Methods**
Presentation of a systematic approach to systems analysis and design for the student with programming knowledge. Prerequisite: 07-212, 07-214. *4 quarter hours*
- 07-400 Data Base Program Development**
A survey of data base concepts and data base management systems. Students will use a popular software package on a microcomputer to learn the theory and application of data base management systems. Prerequisite: 07-214, 07-216. *4 quarter hours*
- 07-401 Applied Software Development Project**
An application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. Students will participate in a complete system design project, from conception to implementation, as part of a project team. Prerequisite: 07-222. *4 quarter hours*
- 07-402 Advanced Management Information Systems Concepts**
An introduction to the information systems planning process, with emphasis on its relation to the overall organization 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: 07-222. *4 quarter hours*
- 07-403 Management Control of Data Processing**
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 process. Coverage of subject matter through lectures, reading, discussions, and case study analysis. Prerequisite: 07-200. *4 quarter hours*
- 07-404 Advanced Computer Concepts**
A survey of special computer-based topics as well as a review of current developments in computer technology. Prerequisite: 07-222. *4 quarter hours*
- 07-405 Office Information Systems**
Office information and decision support systems are examined as emerging and critical elements in business data and information systems. Emphasis on 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: 05-401, 07-402. *4 quarter hours*
- 07-406 Structured Systems Analysis and Design**
Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. Prerequisite: 07-214, 07-222. *4 quarter hours*
- 07-407 Auditing Programming Language**
An introduction to the fundamentals of electronic data processing (EDP) auditing. Emphasis on EDP controls, types of EDP audits, and concepts and techniques used in EDP audits. Exposure to risk assessment and professional standards in the field of EDP auditing. Prerequisite: 07-216, 07-406. *4 quarter hours*
- 07-408 Programming in Fortran**
Computer programming in Fortran ("formula translator"), a widely used mathematically oriented language. A minimum of three business application programs will be written in Fortran. Prerequisite: 07-200. *4 quarter hours*

- 07-409 Programming in Pascal**
Structured programming in Pascal; designing and writing typical business application programs. A minimum of three programs in Pascal will be written on the computer. Prerequisite: 07-216. *4 quarter hours*
- 07-410 Programming in Assembler Language (BAL)**
The course defines the concepts of assembly language programming. Students will write a minimum of two assembly language programs. Prerequisite: 07-214. *4 quarter hours*
- 14-203 Business Law I**
Introduction to the legal principles underlying standard business transactions and to the legal instruments involved in each in this state. Introduction to contracts, agency, partnerships, corporations, property (real and personal), and the Uniform Commercial Code (sales, negotiable instruments, and secured transactions). *4 quarter hours*
- 14-407 Business Law II**
Business Law II is a study of the concepts and rules that apply to business organizations. The course features lectures and cases dealing with commercial transactions, property, documents of title, negotiable instruments, bank items, partnerships, and corporations. Prerequisites: Business Law I 14-203 *4 quarter hours*
- 17-204 Business Mathematics**
Analysis and solution of business problems in profits and loss, interest amortization, installment transactions, percentage, discount, taxes and depreciation. *4 quarter hours*
- 50-105 Seminars/Employment Preparation**
Lectures and seminars on career development including techniques of interviewing, office/business, clothes/apparel; preparation of resumes; seeking employment, etc. *1 quarter hour*
- 50-106 ESOL Typing Lab**
Introduction to the touch system of typewriting; practice of good techniques; machine operations; typing from straight copy; various production jobs and drills as related to the training in related levels of EFL (English as a foreign language). Student must register in typewriting lab concurrently with each level of EFL (Imm. A through L/E III). Course may be repeated for up to 7 credits. *1 quarter hour*
- 50-107 Business Typing**
Focuses on correct formatting of basic business communications: the letter and the memorandum. Includes tabulation. Concurrent enrollment in 15-208 or 50-201 required. *1 quarter hour*
- 50-201 Applications of Business Writing**
The application of basic communication skills through the use of intensive practice in the types of writing required in the business world. The forms of business correspondence include memoranda, routine business letters, letters conveying good or bad news, persuasive letters, letters of application for employment and resumes. Prerequisite: Writing Skills Development for non-native, Writing Lab for native speakers or English Placement Test — concurrent enrollment in 50-107 required. *4 quarter hours*

COMMUNICATION ARTS DEPARTMENT

- 90-200 Utilization of Instructional Media I**
90-201 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, video tape recording and multi-media presentation. Students demonstrate utilization and production of specific media formats. *1 quarter hour each*
- 07-207 Utilization of Microcomputers**
An entry level survey course providing students with a strong base knowledge about the broad aspects of microcomputer utilization. Acquisition of rudimentary knowledge of hardware, software, and programming in BASIC through extensive demonstration and hands-on experience. Required in elementary teacher education program. *2 quarter hours*
- 07-208 Overview of Computers**
Introduction to the concepts of computers, information processing, programming, and the impact of computers on society. An overview of common computer hardware is provided, as well as the history of events leading to the development of the computer industry. Details of data representation and the internal operation of computers included. Hands-on laboratory activities. Prerequisite: 07-207 (Utilization of Microcomputers). *2 quarter hours*
- 07-400 Micro-Computer Authoring**
An introduction to authoring languages for classroom teachers, software authors, and private sector educators. Programming skills for those who do not have the need to learn formal programming language such as BASIC or Pascal. *5 quarter hours*
- 90-203 Visual Arts: Form and Function**
Color, line, mass form are studied within the theory and psychology of design and how it relates to communication arts: theatre, film, advertising, TV, and photography. A required course. *5 quarter hours*
- 90-401 Communication Theory**
An overview of the basic theories of communication with emphasis on the relationship of these theories to specific communication channels. Similar and unique elements such as visual, audible and kinesthetic images will be examined as well as the relationship of their parts to the whole process of communication. Attention will be given to anticipating the future direction of the communication techniques in addition to reviewing the job market in the areas of industrial, educational, and consumer uses. *5 quarter hours*
- 90-403 Photography**
Photography will be examined through the formal lecture and laboratory approach covering such topics as camera functions, composition, and processing of film. Students will produce a portfolio commensurate with the laboratory section of this course. *5 quarter hours*
- 90-404 Audio Programming and Production**
Communication through audio programming and production will be explored as it relates to the mass medium of communication and also a specific learning experience. Designed to provide the student with basic production skills necessary for the creation of quality audio program material. From programming information combined with technical expertise, the student will produce professional examples of various program formats. *5 quarter hours*



90-405 Film Production

An introduction to communication arts through the basic principles involved in motion pictures. Although the Super 8mm format will be utilized in production, professional film techniques will be stressed. Communication through film will be explored as students master experiences in quality film-making from concept through release print.
5 quarter hours

90-406 Production Management: Law and Finance

Provides the opportunity for students to concentrate on projecting costs associated with program scheduling, casting, planning, producing, and editing. Attention to the legal aspects of issues such as copyright protection, rights acquisition, and model releases. The interrelationship of planning, budgeting, and legal requirements. Students receive practical experience with these production requirements.
5 quarter hours

90-497A 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

90-497B Communication Arts Internship II

This internship provides the student an opportunity to participate a full day throughout a 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.
15 quarter hours

90-497C Instructional Technology Internship I

This internship provides the student an opportunity to participate a half-day 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.
5-10 quarter hours

90-497D Instructional Technology Internship II

This internship provides the student an opportunity to participate a full day 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.
5-15 quarter hours

90-499 Seminar in Communication Arts

This course is designed to provide the student with opportunity for self-directed focus on an area within communication arts. The seminar group will identify selected topics and emphasis will be placed on a student-led, in-depth series of discussions. Each student will be responsible for the research and analysis of a current topic within communication arts as well as directing the discussion series. This course is to be taken at the conclusion of the communication arts program.
5 quarter hours

10-460 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

10-461A Oral Interpretation of Literature

A performing arts course in which students learn and apply techniques of reading aloud through sections of prose and poetry. Literary analysis included.
5 quarter hours

10-461B 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

10-462 Introduction to Acting

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

10-463 Play Production

Basic design and stagecraft course. Through work on an 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

10-464 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

10-465 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

- 10-465A 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*
- 10-466 Creative Dramatics**
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. *5 quarter hours*
- 10-467 History of the Theatre and Drama**
Important periods in the history of the theatre are 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 the theatre through the mid 19th century. *5 quarter hours*
- 10-468 Shakespeare and Elizabethan Drama**
Study of the Elizabethan stage and Elizabethan-Jacobean drama; development of Shakespeare's dramatic art. Reading of selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. Prerequisite: 15-205. *5 quarter hours*
- 10-469 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 twentieth century discussed. *5 quarter hours*
- 10-470 TV Production**
Understanding of the technical and artistic aspects of TV. Training in the use of equipment through team work on individually-designed and directed production. *5 quarter hours*
- 10-471 Film History**
Understanding of films gained through study of the historical development of the cinema. Critical evaluation applied to a series of films. Aspects of film making explained and discussed. *5 quarter hours*
- 10-400G Graphic Arts**
Students study and practice printing processes including relief, intaglio, lithography and stencil. Emphasis on the aesthetic possibilities of each medium, structural composition and the development of individual potential. *5 quarter hours*
- 10-480A Creative Expression-Self Development Through the Arts I**
10-480B Creative Expression-Self Development Through the Arts II
Through the media of art, music, language and drama and movement, experiences will be designed to develop the senses, imagination, insights, and perceptions. Awareness of the creative process will be developed. Following Creative Expression I student 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. *5 quarter hours each*

- 10-490E Communication Arts Independent Study**
An opportunity for student to pursue independently acceptable study in an aspect of speech or drama. *2-5 quarter hours*
- 10-495E Communication Arts Special Topic**
A speech-theatre offering of special current interest. A student may register for this course more than once since topic varies each term. *2-5 quarter hours*
- 10-499E Communication Arts Seminar**
An honors course varying in content. Open to students with an interest in speech-theatre. *3-5 quarter hours*

EDUCATION COURSES

- 08-200 Participation/required**
An introductory experience in a school to provide an overview of teaching and to ascertain the motivation and interest of the prospective teacher. Required in the sophomore year or prior to enrollment in Term I. Participation is scheduled all day Wednesday for one quarter. (40 Quarter Hours of field experience). *No credit*
- 08-216 Methods of Teaching Health and Physical Education**
Study and application of methods of instruction and integration of concepts in health and physical education. Clinical experiences with children included. (5 hours of field experience). *2 quarter hours*
- 08-220A Methods in Arts Movement**
Focus on theory, curriculum and methods of instruction in movement (dance/drama), and on approaches to relating movement to other areas of the curriculum. Must be taken concurrently with 08-222 and 08-224 (10 hours of field experience). *No credit*
- 08-222 Methods in Arts Education/Art**
Focus on theory, curriculum and methods of instruction in art and on approaches to relating this to music and to other areas of the curriculum. Must be taken concurrently with 08-220A and 08-224. *2 quarter hours*
- 08-224 Methods in Arts Education/Music**
Focus on theory, curriculum and methods of instruction in music, and on approaches to relating this to art and to other areas of the curriculum. Must be taken concurrently with 08-220A and 08-222. *2 quarter hours*
- 20-203 Educational Measurements**
Measurement of pupil progress in relation to educational goals. Skills in preparing classroom tests. Critical analysis of standardized test as used in school testing programs. Techniques for reporting test results to pupils, parents and school personnel. Not applicable toward psychology concentration. Prerequisite: sophomore standing: 20-201 or 20-202. *3 quarter hours*
- 08-415 History of Education**
Focus on the history of ideas, individuals and events that have influenced the curriculum, organization and practices of the schools in the United States. *3 quarter hours*

Professional Term I

The following courses are an integrated approach to theory, curriculum, materials and methods of instruction in reading, language arts, mathematics, science and social studies referred to as Professional Term I. Issues relative to mainstreaming children with special educational needs and strategies for meeting those needs are included in all subject areas as well as in a seminar. Clinical experiences with children in school included.

- 08-420 Methods of Teaching Reading and Language Arts**
(Includes 10 hours of field experience). *5 quarter hours*
- 08-432 Methods of Teaching Mathematics**
(Includes 10 hours of field experience). *4 quarter hours*
- 08-434 Methods of Teaching Science**
(Includes 5 hours of field experience). *2 quarter hours*
- 08-436 Methods of Teaching Social Studies**
(Includes 5 hours of field experience). *2 quarter hours*
- 08-499A Seminar/Mainstreaming Exceptional Children**
Focuses on the process of mainstreaming as it is applied in the schools. Emphasis on the rules and regulations governing special education; characteristics of exceptional learners; approaches to assessment and instructional management of the exceptional student in regular class. *2 quarter hours*
- 08-441 September Field-Experience/Required**
Students are assigned to classrooms where they engage in activities related to opening a school year. Experience begins the day after Labor Day and continues on a full day basis until College classes begin. (60 hours of field experience). *No credit*
- 08-460 Student Teaching/Half Day**
Provides a full morning in the classroom participating in a planned sequence of roles and activities vital to a classroom teacher. Students have cooperating teacher from school and supervisor from College for guidance and support. A seminar is held weekly for analysis of teaching skills and behavior. Practicum is the major part of Term II and is often accompanied by an afternoon methods course offered in the academic concentration selected by each student. *8 quarter hours*
- 08-470 Student Teaching/Full Day**
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. *15 quarter hours*

Early Childhood Education Program (Birth to age 8.)

- 08-208 Introduction to Education**
An introductory experience in a school to provide an overview of teaching to ascertain the motivation and interest of the prospective teacher. Participation is scheduled for all day Wednesday for one quarter. All students are welcome to elect a participation experience. Four half-day seminars on campus are held throughout the term. Prerequisites: Admission to the School of Education. Consent of instructor. *2 quarter hours*
- 08-416 History and Philosophy of Early Childhood Education**
The study of the ideas and individuals making significant contributions to early childhood education. The course will include observations of current program designed to exemplify a particularly philosophical point of view, including Montessori, Piaget, Psychoanalytic, Gestalt, British Infant School and others. (6 hours of field experience). *5 quarter hours*
- Integrated approach to theory, curriculum, materials and methods of instruction in pre-primary and primary classrooms. Student Teaching and preclinical experiences with children are in a variety of sites.*
- 08-412F Methods of Teaching Pre-Primary Language Arts, Art, Music and Movement**
(Includes 6 hours of field experience) *3 quarter hours*
- 08-412G Methods of Teaching Pre-Primary Social Studies, Science, Math**
(Includes 6 hours of field experience) *3 quarter hours*
- 08-420A Methods of Teaching Primary Reading and Language Arts**
(Includes 3 hours of field experience) *3 quarter hours*
- 08-432A Methods of Teaching Primary Math**
(Includes 3 hours of field experience) *3 quarter hours*
- 08-436A Methods of Teaching Social Studies**
(Includes 3 hours of field experience) *2 quarter hours*
- 08-434A Methods of Teaching Primary Science**
(Includes 3 hours of field experience) *1 quarter hour*
- 08-455 Early Childhood Practicum**
A supervised clinical experience in a range of settings (hospitals, nursery schools, therapeutic centers, special schools, day care, etc.) offering students the opportunity to observe, participate, and interact. Students may enroll for 4 hours (3 half-days) or 8 hours (5 half-days). Students will meet with faculty on a regular basis. *8 quarter hours*
- 08-475 Early Childhood Student Teaching**
A supervised student teaching experience in a range of settings (hospitals, nursery schools, therapeutic centers, special school, day care, etc.) offering students the opportunity to make the transition from student to teacher by actively becoming involved in the total dimension of teaching responsibility. A professional seminar is included in the course. *15 quarter hours*

Elective Education Courses

08-202 Participation/elective

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.

No credit

08-203 Participation/Special Education

Students pursuing dual certification in elementary education and special education participate one day a week in a special setting. Students actively engage in the classroom activities and interact with children who have special needs. Required after regular participation and prior to student teaching in a special education setting.

No credit

08-417 Foundations of Bilingual Multicultural Education

The course will examine the philosophical and practical bases of bilingual education; recent controversies regarding the effectiveness of bilingual education will also be surveyed. The course content will be drawn from the linguistic and evaluation studies as well as the governmental documents regarding policy directions of bilingual education.

5 quarter hours

08-418 Comparative Education

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 non-western education systems.

5 quarter hours

08-419 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: 08-445.

5 quarter hours

08-444 Classroom Management

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

5 quarter hours

08-445 Curriculum in Multi-Ethnic/Multilingual Classrooms

Curriculum development for multi-ethnic schools. Basic issues relative to multi-ethnic curriculum, types of materials available for classroom teachers and ways for students to develop materials and resources for classroom use.

5 quarter hours

08-446 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

08-480 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

08-490 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 to 5 quarter hours

08-492 Education Methods Workshop

Designed to provide students additional opportunities to extend knowledge and skills in methods and materials related to elementary and early childhood curricula. Prerequisite: Professional Term I.

2 to 3 quarter hours

08-495 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 to 5 quarter hours

20-412 Diagnostic Testing

The use of tests in diagnosing problems of individual children in the classroom. Formal and informal methods of diagnosis. Students administer tests, interpret results and study the implication of test findings for the individualizing of instruction. Prerequisite: Professional Term I.

5 quarter hours

20-414A Characteristics of Children and Adolescents with Learning Disabilities

Definition of learning disabilities. Characteristic symptoms in behavior and learning most frequently noted in children and adolescents with learning disabilities. Methods of diagnosis included. (Course to be taken concurrently with 20-141B). Prerequisite: Professional Term I.

2 to 3 quarter hours

20-414B Methods of Teaching Children and Adolescents with Learning Disabilities

Methods and materials for teaching children and adolescents with learning disabilities. Visual, auditory, kinesthetic and multisensory approaches demonstrated and evaluated. Emphasis on the perceptually handicapped child with problems in basic skills. (Course to be taken concurrently with 20-414A). Prerequisite: Professional Term I.

3 quarter hours

20-416A Characteristics of Children and Adolescents with Social/Emotional Disorders

Definitions of social/emotional disorders. Characteristics etiology, theories, and methods of diagnosis of emotionally disturbed and socially maladjusted preschool and school age children and adolescents. (Course to be taken concurrently with 20-416B). Prerequisite: student teaching experience or consent of instructor.

2 to 3 quarter hours

20-416B Methods of Teaching Children with Social/Emotional Disorders

Strategies and methods of dealing with socially/emotionally disturbed children. Includes psychological, psycho-educational, and therapeutic approaches to remediation. (Course to be taken concurrently with 20-416A). Prerequisite: student teaching experience or consent of instructor.

3 quarter hours

20-418A Characteristics of the Mentally Retarded

Characteristics and etiology of mentally retarded children. Includes considerations for preschool as well as school-aged children. Social, emotional, and educational implications reviewed. (Course to be taken concurrently with 20-418B).

2 to 3 quarter hours

20-418B Methods of Teaching the Mentally Retarded

Methods for the education of mentally retarded children (both TMH and EMH). Instructional methods are correlated with the characteristics of the child. (Course to be taken concurrently with 20-418A).

3 quarter hours

- 20-419 Diagnosis and Treatment of Reading Disabilities**
Principles and methods for diagnosis and remediation of reading problems. Evaluation of major causes of reading difficulty; planning a corrective program; examination of methods and materials of remediation for use by the classroom teacher. Prerequisite: 08-420 (Methods of Teaching Reading and Language Arts).
5 quarter hours
- 20-422 Identification and Remediation of Behavior Difficulties**
Observation in field setting and analysis of incidents to help students identify the seriousness of behavior and learning problems; determining ways to handle needs for specialized help.
5 quarter hours
- 20-498 Field Study/Exceptional Children and Adolescents**
Students are assigned to classrooms where they may observe and engage in classroom activities. Students may elect this experience in order to accumulate the required number of preclinical hours.
1 to 5 quarter hours
- 08-481 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 included: organizing an art center, classroom management, ordering art materials and equipment, resources for an art teacher, and parent education programs. Attention given to content not treated in 08-222.
3 quarter hours
- 08-482 Theory and Methods of Teaching Language Arts**
Survey of recent developments in theory and practice of language arts instruction in the elementary school. Special attention to contributions from the science of linguistics and use of library resources in elementary school. Prerequisite: 15-419 (The English Language). Attention given to content not treated in 08-420.
5 quarter hours
- 08-483 Theory and Methods of Teaching Middle School Mathematics**
This course examines how middle school and junior high school children learn mathematics and considers common weaknesses that they bring to the upper grades. Review and extension of content areas taught in earlier grades is addressed as well as teaching other topics, including estimation, mental arithmetic, algebra concepts, measurement, statistics, number theory and geometry. Particular attention is given to strategies for teaching problem solving, procedures for classroom management, methods of providing for individual needs, and approaches to diagnosis, remediations and assessment. Prerequisite: 08-432
- 08-484 Theory and Methods of Teaching Science**
Upper level students pursue a range of sequenced lectures, demonstrations, discussions, and lab meetings that deal with approaches to science. Inquiry training, and curriculum and development. Students construct and share materials and apparatus for investigations and learning centers. Media applications are pursued. Prerequisite: 08-430. Attention given to content not treated in 08-433.
5 quarter hours

ENGLISH DEPARTMENT

- 15-204 Fundamentals of Composition**
First in a two-term sequence of composition courses. Expository writing with emphasis on the short essay. Practice in organizing, providing specific details, techniques of persuasion, research and documentation. May be offered in modules 15-204A Fundamentals of Composition A (3 QH) and 15-204B Fundamentals of Composition B (2 QH). Prerequisite: Writing Laboratory, or passing of the English placement test.
5 quarter hours

- 15-205 Composition and Literature**
Second in a two-term sequence of composition courses. Continued practice in expository writing. Development of criteria for understanding literature as an art form. Introduction to structure of the major types of literature and common terms used in literary criticism. May be offered in modules 15-205A Composition (3 QH) and 15-205B Literature. (2 QH). Prerequisite: 15-204.
5 quarter hours
- 15-207 Report Writing**
An introduction to the types of writing required in public agencies or businesses, including the writing of reports, proposals for funding following specific guidelines, memoranda, formal and informal letters, summaries, recommendations, and persuasive memos or argumentations.
2 to 5 quarter hours
- 15-209 Intermediate Composition**
A course by arrangement for students needing further work in fundamentals of expository writing. Elective, with consent of instructor. Prerequisite: 15-204 (Fundamentals of Composition), or equivalent.
2 to 5 quarter hours
- 15-400 Advanced Composition**
Advanced instruction and practice in a variety of expository-writing modes, including some specialized types of writing. Development of new approaches and techniques of writing, vocabulary, and style. Elective, with consent of instructor. Prerequisite: 15-205 (Composition and Literature), or equivalent.
2 to 5 quarter hours
- 15-401 Literature for Children**
A general education course 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. Major emphasis on content and quality of literature. (May be taken as separate modules according to age level: 15-401A (Early Childhood) for 2 Quarter Hours or 15-401B (Middle School) for 3 Quarter Hours).
5 quarter hours
- 15-402 World Literature**
Masterpieces of world literature from the earliest times to the present. Primarily Western, Greek, Italian, Spanish, German, French, Russian — but some attention also given to non-Western literature. Prerequisite: 15-205.
5 quarter hours
- 15-403A American Writers I: Beginnings to 1900**
A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, and Whitman. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. Prerequisite: 15-205.
5 quarter hours
- 15-403B 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 Wasteland*. Prerequisite: 15-205.
5 quarter hours
- 15-403C 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 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: 15-205.
5 quarter hours

- 15-403D Contemporary American Literature: 1970 to the Present**
A dynamic overview of the most critically esteemed and widely read writers of the students' own lifetime. Includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Jong, Woolf, Irving, Styron, and Hawkes. 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. *5 quarter hours.*
- 15-406A Major British Writers I - Middle Ages to 1750**
A survey of the most important British authors from 1350 to 1750: Chaucer, Shakespeare, Donne and the metaphysical poets, Milton, Pope, Swift. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: 15-205. *5 quarter hours*
- 15-406B Major British Writers II - 1750 to 1900**
A survey of the most important British authors from 1750 to 1900: Fielding, Sheridan, Austen, Wordsworth and the Romantic poets, Dickens, Shaw. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: 15-405. *5 quarter hours*
- 15-406C Modern British Fiction: 1900-1950**
A survey of major 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley. Focus on the growth and development of technique and on the ethical, psychological and political concerns of the period. Prerequisite: 15-205. *5 quarter hours*
- 15-414 The Novel**
Study of the origins and development of the novel, concentrating on the growth of technique and on changing cultural concerns. Representative British and American novelists are used, such as Fielding, Twain, Austen, Dickens, Melville, Faulkner, Nabokov. Prerequisite: 15-205. *5 quarter hours*
- 15-415 The Short Story**
Examination of the short story as a literary form and the tools needed for criticism of fiction. Prerequisite: 15-205. *5 quarter hours*
- 15-416 Poetry**
Examination of poetry as a literary form and the tools needed for criticism. Prerequisite: 15-205. *5 quarter hours*
- 15-417 Minority Voices in American Literature**
Study of important literary works by representatives of minority groups, including critical essays and polemical writings. *5 quarter hours*
- 15-418 Creative Writing**
Opportunity to practice the kinds of writing which interest students most. Wide reading expected as a stimulus to creative expression. Prerequisite 15-204 (Fundamentals of Composition) and 15-205 (Composition and Literature), or equivalent. *5 quarter hours*
- 15-419 English Language and Linguistics**
General survey of structure and history of the English language, including American English. Introduction to the study of modern linguistics, including phonology, morphology, generative grammar, language acquisition, and dialect study. *5 quarter hours*

- 15-420 Popular Literature**
Study of well known examples of popular literature (murder mysteries, spy stories, science fiction, romance, western fiction, horror stories, etc.) with particular attention to the sociology and politics of the type of fiction. Prerequisite: 15-205. *5 quarter hours*
- 10-467 History of the Theatre and Drama**
Important periods in the history of theatre are discussed through the aid of plays and background materials. Aspects of theatrical production of each period discussed, as well as trends in production, traced from the origin of the theatre through mid 19th century. *5 quarter hours*
- 10-468 Shakespeare and Elizabethan Drama**
Study of Elizabethan stage and of Elizabethan-Jacobean drama including development of Shakespeare's dramatic art. Reading of selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. Prerequisite: 15-205. *5 quarter hours*
- 10-469 Modern Drama**
A continuation of History of the Theatre and Drama. Representative plays of the last 125 years from American, Britain, and the continent read, with emphasis on various types of dramatic structure. Human situations of concern to the dramatist, as well as social, political, and psychological trends of the twentieth century will be discussed. *5 quarter hours*
- 15-490B 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 to 5 quarter hours*
- 15-495B English Special Topic**
Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special Topic in the course of their degree program. Prerequisite: 15-205, or consent of instructor. *2 to 5 quarter hours*
- 15-499B 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 instructor acting primarily as advisor and evaluator. Prerequisite: consent of instructor. *3 to 5 quarter hours*

HUMAN SERVICES DEPARTMENT

- 21-200 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 functions of a variety of human service organizations; current trends and historical patterns of human service care; professional roles and ethical responsibilities. *5 quarter hours*
- 21-201 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*
- 21-202 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 to 5 quarter hours*

- 21-203 The Stepfamily**
Provides 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 this phenomenon. *2 quarter hours*
- 49-250 Introduction to Applied Group Process**
A study of formal and informal small group dynamics, issues, and behaviors, directed to an understanding of group functioning and leadership; factors involved in group cohesions and group conflict, communication and intervention skills. *3 to 5 quarter hours*
- 20-204 Life Span Development**
A study of the biological, physical, cognitive, emotional social and personality development of humans pre-natal to death. Theories of human development and relevant research examined. Skills in observation and case study included. Available in two modules: 20-204A (Birth through Middle Childhood) (2 hours) and 20-204B (Adolescence to Death) (3 hours). *5 quarter hours*
- 21-401 Principles of Management and Supervision**
Motivational theory and its implications for individual and group behavior, leadership style, organizational design, negotiations within the organization, management by objective, change agents. Prerequisite: junior standing. *4-5 quarter hours*
- 21-403 Management Administration of Health and Human Service Organizations**
In-depth analysis of selected types of human services 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. Prerequisite: junior standing, Practicum IA and/or consent of instructor. *5 quarter hours*
- 21-405 Theory and Techniques of Crisis Intervention**
Introduction to crisis theory, focusing on models of intervention and utilizing experiential skills building exercises. Prerequisite: 21-201. *3 or 5 quarter hours*
- 21-406 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. Prerequisite: 21-200. *3 or 5 quarter hours*
- 49-453 Research Methods in the Behavioral Sciences**
Problem analysis, review and selection of appropriate data gathering techniques and reporting systems, research design evaluation. *5 quarter hours*
- 21-407 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. Prerequisite: junior standing. *3 to 5 quarter hours*
- 21-408 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: 21-202. *3 to 5 quarter hours*

- 21-409 Fundamentals of Creative Expression Therapies**
Emphasis is 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: 21-201. *3 or 5 quarter hours*
- 21-410 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 or 5 quarter hours*
- 21-411 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 types tests. Prerequisite: junior standing. *3 or 5 quarter hours*
- 21-412 Advanced Clinical Intervention Strategies**
Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisite: 21-201. *3 or 5 quarter hours*
- 21-413 Transcultural Counseling Strategies**
Study of and skill development in the application of therapeutic interventions with cultural groups different from the human service worker's own culture. Exploration of relationships between ethnic and racial values; income and education; therapeutic growth and change. Particular emphasis on human service work with black, Hispanic, Asian, and new immigrants. Prerequisites: 21-210 and 21-405. *5 quarter hours*
- 21-414 Vocational Counseling**
Examination of principles of rehabilitation care and retraining for new careers; developing networks/resources supportive to the individual client and identifying life style changes necessary to vocation readjustment. Prerequisites: 21-100 and 21-210. *5 quarter hours*
- 20-440 Career Assessment and Planning**
An analysis of learning experiences contributing to personal and career growth, preparation of portfolio describing these experiences. Exercises in goal setting and time management. Prerequisite: Department permission. *3 to 5 quarter hours*
- 21-415 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: 21-200 and 21-201. *5 quarter hours*
- 21-416 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: 21-201. *2 to 5 quarter hours*
- 21-417 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: 21-201 and 21-405. *5 quarter hours*

- 21-418 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. Prerequisites: 21-201 and 21-405. *5 quarter hours*
- 21-419 Survey of Treatment Theories**
A comparative study of several major systems of intervention in the treatment of alcohol and substance abuse, including assessment of the similarities and differences existing among various models of intervention. Prerequisites: 21-200, 21-201, 57-4700. *5 quarter hours*
- 49-452 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 provides basis for concept development. Prerequisite: 20-210. *5 quarter hours*
- 14-405 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. Prerequisites: 21-200. *5 quarter hours*
- 20-438 Psychology of Play and Therapeutic Application**
This course deals with play across age spectrums and in differing contexts. The course includes play universals, types and forms of play, theories of play, and functions of play in normative development, as well as in a 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. *5 quarter hours*
- 21-460 Human Services Practicum I**
Human services clinical experience (4-10 hours per week) in community agencies or hospitals. A minimum of 100 clock hours (5 Quarter Hours credit) initial clinical exposure to be completed prior to registration in Practicum II. Students work closely with and receive supervision from both agency and College personnel. Prerequisite: 21-201. *1 to 6 quarter hours*
- 21-461 Human Services Practicum II**
Advanced senior year clinical experience on-site in human service agencies (4-10 hours per week). Opportunity to experientially investigate specific areas of interest and/or to allow individualization to meet students' skill area needs. Students expected to be enrolled in on-campus course work which complements the on-site learning experience. Completion of 100 clock hours (5 Quarter Hours credit) of Practicum II required prior to placement in Practicum III. Prerequisites: 20-460 (Human Services Practicum I), and Department approval. *1 to 6 quarter hours*
- 21-462 Human Services Practicum III**
Advanced clinical experience in selected human service agencies, addressing specific knowledge and skill areas. Opportunity to experientially investigate specific areas of interest beyond those investigated in Practicum I or Practicum II. Prerequisite: Practicum I (10 QH), Practicum II (10 QH), and permission of Practicum instructor. *1 to 6 quarter hours*

- 21-490 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 to 5 quarter hours*
- 21-495 Human Services Special Topics**
Special topic courses are developed to address student interest and needs in such areas as hospitalized children, suicide, transcultural counseling, child abuse. Course may be registered for more than once since topics vary each term. *1 to 5 quarter hours*
- 21-499 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. Prerequisite: junior standing. *1 to 6 quarter hours*
- Graduate courses in the following listing are sometimes open to junior and senior level students with written approval by their academic advisor.
- 80-500 Human Service Delivery Models and Trends**
Examines the organization, history, and philosophy of the field of human services; types of human service organizations, delivery settings, and intervention approaches; professional assumptions, values, and trends. *4 quarter hours*
- 80-501 Effective Interpersonal Communication**
Principles and techniques necessary for effective communication. Emphasis will be placed on the skills of empathy; active listening, confrontation and problem-solving as applied to clients, community and colleagues; linkage of these skills to teaching, consulting, supervising and counseling. *4 quarter hours*
- 80-502 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. Prerequisite: 49-250 (Introduction to Applied Group Process). *3-4 quarter hours*
- 80-503 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. *3-4 quarter hours*
- 80-510 Administration of Non-Profit Organizations**
An overview course on administration with special emphasis on non-profit management. Topics include a range of administrative skills such as Board and volunteer development, supervision, planning, budgeting, fundraising and policy making. Course time is also dedicated to an inventory of personal management styles. *4 quarter hours*
- 80-511 Human Resources Management**
The study of the processes of managing people and their tasks in organizations, with emphasis on applications in health, human service, and educational settings. Topics include designing and evaluating jobs; selecting training, and developing employees, and determining motivation and compensation systems to enhance job performance. Prerequisite: 80-510, 21-403, or consent of instructor. *3-4 quarter hours*

80-512 Fundraising and Grantsmanship
Covers basic fundraising methods and the development and writing of grant proposals. Topics include: designing a fundraising plan; preparing a case statement; program planning, budgeting, and evaluation; developing fundraising skills; and locating funding sources (corporations, foundations, government, etc.) and other resources available to nonprofit organizations. *3-4 quarter hours*

80-520 Theories of Addictions
Course examines and compares current theories pertaining to alcohol and substance abuse, including aspects of behavioral, psychodynamic, moralistic, socio-cultural, and physiological (disease concept) models. Considers the implications of each theory for the etiology, assessment, and treatment of subject conditions. *3-4 quarter hours*

80-534 Issues in Administration of Addictions
An overview course emphasizing the particular problems and issues related to the administration of a substance abuse treatment center. Topics include interface with regulatory bodies at federal, state, and local levels; programmatic issues and their effects on staff composition; development of policies and procedures for program operation and staff management, and effective relations with reimbursing and accrediting authorities. Prerequisite: prior coursework and/or experience in both administration and substance abuse treatment. *3-4 quarter hours*

80-545 Introduction to Aging in America
In this course the student will examine the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process, and attitudes toward the elderly. Focus is on insight into one's own aging process, as well as on the various background issues facing persons who work with the elderly. *2-3 semester hours*

80-541 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. *3-4 quarter hours*

80-542 Programs and Public Policies for Older Adults
This course will examine programs designed to meet the human service and health care needs of older adults and their families, considering the perspectives of clients, agencies, funders, and policy-makers. Students will learn how to identify and locate appropriate services, deal with service-delivery problems, and influence public policies affecting older adults. *3-4 quarter hours*

LEGAL STUDIES COURSES

14-204 The American Legal System
Introduction to the American legal system including: the Common Law, statutory law and judicial precedent; legal reasoning and analysis; the courts in Illinois, federal, state, and local; legal ethics; major areas of civil practice; contract, tort, and property law, and a brief survey of those laws which affect individuals. *5 quarter hours*

14-203 Business Law I
Introduction to the legal principles underlying Illinois business transactions and the legal instruments involved in each: contracts, agency, partnerships, corporations, property (real and personal), and the Uniform Commercial Code (sales, negotiable instruments, and secured transactions). Prerequisite: 14-204. *4 quarter hours*

14-407 Business Law II
Business Law II is a study of the concepts and rules that apply to business organizations. The course features lectures and cases dealing with commercial transactions, property, documents of title, negotiable instruments, bank items, partnerships, and corporations. Prerequisites: Business Law I 14-203 *4 quarter hours*

14-201 Family Law
Introduction to substantive family law and legal procedures; marriage, dissolution, invalidity, legal separation, support, child custody, postjudgment, procedures, legitimacy, paternity, adoption, change of name, intra-family court rights and responsibilities; public sector assistance to families, state and local court and agency procedures; interviewing techniques. *2 to 5 quarter hours*

14-405 Juveniles and the Law
Impact of differing laws or policies upon the juvenile including substantive and procedural law pertaining to 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 public agencies. *5 quarter hours*

14-404 Criminal Law and Procedure
Philosophy of criminal law; federal and Illinois constitutional provisions; police practices and procedures; substantive and procedural sections of Illinois criminal law; practical aspects of criminal cases from arrest through trial to appeal; rules of evidence applicable to criminal cases. *5 quarter hours*

MATHEMATICS DEPARTMENT

17-201 Principles of Mathematics
An examination of the language, notation, logic and structure of mathematics and its application to problem solving. Topics include sets, systems of numbers and their properties, functions and relations, topics from number theory, and solutions of equations and inequalities. *5 quarter hours*

17-202 Basic Applications of Mathematics
Ratio and proportions, variables of change, statistics, measurements, interpretation of graphs, and an intuitive approach to geometry provide the student with an overview of mathematical procedures necessary to the solution of problems in a technical society. *5 quarter hours*

17-204 Business Mathematics
Analysis and solution of business problems in profits and loss, interest, amortization, installment transactions, percentage, discount, taxes and depreciation. May not be used for general studies or a mathematics concentration. *4 quarter hours*

17-205 Math for Technologists
Taken as an alternative to 17-202, this course is designed for the student wishing to enter the Radiation Therapy Program. The course covers equations, ratio, proportion, percent, variation, exponents and powers, geometry, trigonometry, graphs, logarithms, basic statistics, and the use of a calculator. *5 quarter hours*

17-206 College Algebra
The fundamental concepts of 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. Prerequisite: 17-202, or consent of the instructor. *5 quarter hours*

- 17-400 Statistical Methods**
Statistical concepts and processes are developed including an examination of frequency distributions, random variables, expected mean, variance, standard deviation, correlation coefficient, reliability, sample size related to reliability, and interpretation of statistical reports. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-401 Theory of Numbers**
Involves students in discovering, developing, or evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-403 Computer Programming**
This is a BASIC 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: 17-202.
5 quarter hours
- 17-405 Geometry**
Major concepts of Euclidian geometry and selected non-Euclidian geometries are examined. Theorems of the reals, incidence, congruence, and distance are proved using a variety of methods. Various interpretations of geometry through numbers, vectors, and transformations of the plane are explored. Prerequisites: 17-201 or the consent of the instructor.
5 quarter hours
- 17-407 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. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-408 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. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-409 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. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-410 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. Prerequisites: 17-201, 17-202, or consent of instructor.
5 quarter hours
- 17-411 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, anti-derivatives, and Fundamental Theorem of Calculus. Prerequisites: 17-410 or the consent of the instructor.
5 quarter hours

- 17-412 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. Prerequisites: 17-401, 17-411, or the consent of the instructor.
5 quarter hours
- 17-416 Mathematical Concepts**
The course reviews the terminology, the symbols, and the procedures used in elementary school mathematics instruction in Illinois.
5 quarter hours
- 17-490 Mathematics Independent Study**
Students conduct in-depth examinations of a topic in mathematics culminating in an interpretive report. Prerequisites: 17-201, 17-202, or consent of instructor.
2 to 5 quarter hours
- 17-495 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: 17-201, 17-202.
2 to 5 quarter hours
- 17-499 Mathematics Seminar**
Library research and discussion is conducted on a selected problem area. Prerequisites: 17-201 and 17-202.
2 to 5 quarter hours

MEDICAL TECHNOLOGY DEPARTMENT

- 38-400 Orientation to Clinical Education in Medical Technology**
An orientation to overall clinical program and to the profession of Medical Technology. Introduction to Medical Terminology, Laboratory Mathematics, the basics of laboratory safety and quality control/assurance with special emphasis applied to Chemistry and Microbiology. Introduction to care and use of the microscope.
0 quarter hours
- 38-401 Orientation to Medical Technology**
An introduction to multiple aspects of medical technology to include related agencies and professional organizations, opportunities and career options and issues of the profession. A survey of clinical chemistry, hematology, bacteriology, clinical microscopy, immunology and immunohematology and the relationship of the laboratory sciences to patient care and management (with laboratory). *5 quarter hours*
- 38-402 Clinical Microbiology**
The study of Morphology, classification physiology, cultivation and staining of bacteria, parasites, fungi and viruses; relation to clinical disorders and disease states. Theory and techniques of microscopy. Study of antibiotic and susceptibility testing (with laboratory). *12 quarter hours*
- 38-403 Clinical Hematology and Coagulation**
Study of the function, maturation and morphology of blood cells. Microscopic and chemical study of blood cells in clinical disorders and disease states. Theory and application of instrumentation. Study and performance of techniques involved in evaluation of platelets, vascular clotting and fibrolytic system; monitoring and evaluation of anticoagulants drugs (with laboratory). *8 quarter hours*
- 38-404 Clinical Immunohematology**
Study of the theory and application of immunology in relation to blood groups and types of donors and recipients, including identification of antibodies, compatibility testing, transfusion and component therapy, transfusion reactions, procurement and preparation of blood and its components (with laboratory). *6 quarter hours*

- 38-405 Clinical Immunology/Serology**
Study of theory and application involving antigens and antibodies and their myriad interactions. Discussion of lymphoid system, complement and the immune response. Study and performance of laboratory procedures involved in immunological techniques as applied to the study of autoimmune and infectious diseases.
4 quarter hours
- 38-406 Clinical Microscopy**
Theory and application involved in microscopic and chemical testing of urine, stool and body fluids. Physiology, methodology and clinical correlation related to urine, stool and body fluids. Includes an introduction to Gastroenterology Laboratory and Hemodialysis Unit.
3 quarter hours
- 38-407 Clinical Chemistry**
Study of basic laboratory principles and procedures. Theory and application of basic and advanced instrumentation. Physiology, methodology and clinical correlation involved in biochemical testing in the areas of routine biochemistry, Toxicology, endocrinology, and pediatric biochemistry. Introduction to Nuclear Medicine. Emphasis on Quality Control, preventive maintenance, and statistics and Laboratory Mathematics.
10 quarter hours
- 38-408 Phelebotomy**
Study and practice of appropriate blood collection techniques. Specimen preparation, specimen variable isolation techniques and ethical standards will be stressed.
10 quarter hours
- 38-409 Laboratory Management/Education in Medical Technology**
Discussion and application of the multiple aspects of education and management in the laboratory sciences area.
10 quarter hours

MUSIC DEPARTMENT

- 10-281C Introduction to Music**
Designed to heighten awareness of the aesthetic in music through listening, analysis, performance, and research. Introduction to the basic elements of music, as well as the use of musical components in the development of style through the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary eras.
2 quarter hours
- 10-431 Music Theory I**
10-432 Music Theory II
The fundamentals of music studied in relation to performing, listening, and composition. Scales, modes, intervals, primary chords, ear training, sight-singing, key and time signatures, and harmony discussed along with keyboard application utilizing the Piano Laboratory. For students who wish to explore and understand the construction and creative applications of music experientially. A keyboard laboratory experience (not for credit) is required for each course. To be taken sequentially.
5 quarter hours each
- 10-445 Applied Music — Individual Instruction**
Individual instruction in piano, voice or instrument. Proficiency in applied music is judged on an individual basis in the recital section. The maximum applied music credit applicable to degree requirements is limited to 6 Quarter Hours.
2-5 quarter hours
- 10-451 Guitar, Recorder and Classroom Instruments**
Exploration of rhythm and melody instruments for use in the classroom. Drums, gongs, triangles, cymbals, claves, melody bells, recorders, and guitar used to accompany songs and create compositions. Instruments inherent to specific cultures discussed along with the making of homemade models.
3 quarter hours

- 10-490C Music Independent Study**
Opportunity for students to pursue acceptable study in an area of music theory or music history and literature independently.
2 to 5 quarter hours
- 10-495C Music Special Topic**
A music offering of special interest to be studied in depth. May be registered for more than once since topic varies each term.
2 to 5 quarter hours
- 10-499C Music Seminar**
An honors course varying in content from time to time.
5 quarter hours

PHILOSOPHY DEPARTMENT

- 15-200 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
- 15-460 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
- 15-462 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
- 15-463 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 obligation, general cultural values, and life's tragic elements.
5 quarter hours
- 15-464 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
- 15-466 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 which compose human treatments of death and dying; c) the development of a personal philosophy which relates death and the arts of living; d) the relations between pertinent professionals and dying and/or bereaved clients.
5 quarter hours
- 15-490D Philosophy Independent Study**
Students may independently pursue a specific personal interest within this discipline.
2 to 5 quarter hours
- 15-495D 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 to 5 quarter hours

15-499D 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 to 5 quarter hours*

PSYCHOLOGY DEPARTMENT

20-201 Development and Learning in Early Childhood

A study of biological, social and self development and learning during the first six years of life. Implications of research and theories of Freud, Erikson, Piaget, and behaviorists 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 of preschool and kindergarten years related to developmental theories. (10 hours of field-experience.) *5 quarter hours*

20-202 Development and Learning in Middle Childhood and Adolescence

Developmental tasks of children and adolescents with emphasis on socialization and learning during middle childhood and early adolescent years. Analysis, evaluation, and implications of relevant research, cognitive, social, and self theories. Case studies and observations of school children. Required for K-9 teacher certification. (10 hours of field-experience.) *5 quarter hours*

20-204 Life Span Development

A study of the biological, physical, cognitive, emotional, social and personality development of humans pre-natal to death. Theories of human development and relevant research examined. Skills in observation and case study included. Available in two modules: 20-204A Birth through Middle Childhood (2 hours) and 20-204B Adolescence to Death (3 hours). *2-5 quarter hours*

20-210 General Psychology

Overview of fields of psychology including biological, sociological, developmental and adjustive aspects of behavior. Perception, motivation, emotions, and social behavior with laboratory experiences in selected areas included. Recommended primarily for liberal arts students, but open to all students. *5 quarter hours*

20-401 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. Prerequisites 20-201 or 20-202. *5 quarter hours*

20-402 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. Evaluations of different approaches in therapy. *5 quarter hours*

20-403 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. *5 quarter hours*

20-404 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, social psychology, and biological. Personality testing, personality change. Prerequisite: 20-201 or 20-202. *5 quarter hours*

21-411 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 or 5 quarter hours*

20-405 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. *5 quarter hours*

20-407 Cross-Cultural Communication

Provides 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 communicative skills. *5 quarter hours*

20-408 Culture and Self

A 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 the minority children. *5 quarter hours*

20-409 Adolescence and Early Adulthood

Course deals with different dimensions of adolescent and early adult behavior and development, including puberty, physical and sexual maturation, social and cultural influences, relationship between parents and adolescents, between peers and heterosexual relationships. Considers personal problems, including mental disorder, drug addiction, suicide, and special education. Career advancement and mate selection and marriage are also studied. *5 quarter hours*

20-411 Psychology of Exceptional Children and Adolescents

A survey of children and adolescents who are mentally retarded, gifted, physically or emotionally handicapped, learning disabled, or who have speech disorders. Course includes characteristics, methods of evaluation, research and educational methods in special education. Observations in the field evaluated. Prerequisite: 20-201 or 20-202. (12 hours of field experience.) *5 quarter hours*

- 20-415 Abnormal Psychology**
Study of the problems and theories of behavior pathology and multiple factors of causation and characteristics of disorders as described in the Diagnostic and Statistical Manual III. Aspects of prevention and types of intervention and psychotherapies in various settings included. Prerequisite: 20-201 or 20-202. *5 quarter hours*
- 20-417 Ethology**
Biological study of behavior. Includes primary concepts, methods and findings. Evolution, adaptation and genetic components of behavior discussed. *5 quarter hours*
- 20-421 Strategies for Children with Special Needs**
Analysis of individual differences in learning, cognitive styles and cultural backgrounds. A variety of appropriate materials and methods evaluated and used. Field experiences included. *5 quarter hours*
- 20-432 Language Development and Foundations for Reading**
Provides a basic understanding of speech and language development of the pre-primary child. Recognition of the relationship between speech, language and the reading process. Analysis of the reading process stressing the necessary foundations required before formal reading skills emphasized. (5 hours of field-experience.) *5 quarter hours*
- 20-433 Child Psychology**
A course focusing on the development in early and middle childhood years. Social, emotional, cognitive and physical development are analyzed from a variety of theoretical perspectives and applied practically in many different situations. Learning both in and out of the classroom is emphasized. *5 quarter hours*
- 20-434 Studying the Young Child**
Study of observational techniques and research methods for young children. Experiences with observing young children and interviews with children, parents, and teachers. Study of developmental expectancies in a multicultural society related to observational experiences. Recognition of deviations from normal expectancies. Observations of children in field settings. (8 hours of field-experience). Prerequisite: 20-201. *2 quarter hours*
- 20-435 Diagnostic Evaluation of the Preschool Child**
Study of methods for assessments of preschool children. Observations and analyses of selected assessment procedures including developmental deviations and multicultural influences. Individual case studies with observations, interviews, and assessments. (12 hours of field-experience). Prerequisite: 20-434 or equivalent. *3 quarter hours*
- 20-436 Children and Families Under Stress**
This course focuses on the effects of change in the lives of children. It will explore important factors in society and life which produces stress on children and their families. Crisis experiences which may be included are death, divorce, hospitalization, poverty, child abuse. *5 quarter hours*
- 20-437 Infants and Toddlers**
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 development. Problems of care-giving. Focus on ways of nurturing physical, social, emotional and cognitive development of infants and toddlers. (10-15 hours of field-experience). *5 quarter hours*

- 20-438 Psychology of Play and Therapeutic Applications**
This course deals with 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 development, as well as in a 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. *5 quarter hours*
- 20-440 Career Assessment and Planning**
An analysis of learning experiences contributing to personal and career growth, preparation of portfolio describing these experiences. Exercises in goal setting and time management. *2 to 5 quarter hours*
- 20-440A Career Assessment and Planning (Blueprints for Lifelong Learning and Development)**
The course provides individual guidance to individuals as they apply the results of career and aptitude determinations, revealed through class exercises, to their own career opportunities within an organizational (corporate) setting. Personal counseling and assistance in mapping strategies to achieve individual learning and professional goals culminate in a "blueprint" of personal/professional goals to be achieved within a prescribed time frame. *2 quarter hours*
- 20-441 Effective Interpersonal Relationships**
Focus on dyadic and small group relationships. Examinations of causes and results of types of relationships. Development of a model of effective relationships and consequences. Skill development in interpersonal communication. Experiential learning. *3 to 5 quarter hours*
- 20-442 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: 21-210 or 20-402. *3 to 5 quarter hours*
- 17-400 Statistical Methods**
Statistical concepts and processes developed. Examination of frequency distributions, random variables, expected mean, variance, standard deviation, correlation coefficient, reliability, sample size related to reliability, and interpretation of statistical reports included. Prerequisites: 17-201, 17-202, or consent of instructor. *5 quarter hours*
- 49-450 Behavioral Science Seminar**
Varying in content each term. Combining the various disciplines in the behavioral sciences in an in-depth study of selected topics. Open to junior and senior students in psychology and social science and to other students with consent of instructor. *5 quarter hours*
- 49-452 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 as bases for concept development. Prerequisite: junior or senior standing. *5 quarter hours*
- 49-455 Women in Society**
Identification of issues of contemporary importance to women. Topics include: socialization, psychology, health, economics, politics, sexuality, lifestyles, violence, legal issues, relationships, race and ethnicity. Analysis of women in the past, present and future, for a better understanding of the impact of society on women and women on society. *5 quarter hours*

- 20-490 Psychology Independent Study**
An opportunity for students who have elected this concentration to pursue independently acceptable study in an area of psychology. *2 to 5 quarter hours*
- 20-495 Psychology Special Topic**
A psychology offering of special interest to be studied in depth. May be registered for more than once since topic varies each term. *2 to 5 quarter hours*
- 20-499 Psychology Seminar**
A course varying in content from time to time, open to junior and senior students in this concentration or by consent of instructor. *3 to 5 quarter hours*

RADIATION THERAPY TECHNOLOGY DEPARTMENT

- 36-200 Introduction to Radiation Therapy**
For students intending to enter the Radiation Therapy Technology program, or for students desiring to learn 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 therapy technologists and other allied health professionals. Clinical observations required. *3 quarter hours*
- 36-201 Methods of Patient Care and Nursing**
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. *2 quarter hours*
- 36-202 Medical Terminology**
Introduction to the basic medical terminology needed by beginning students of an allied health occupation. *2 quarter hours*
- 36-203 Introduction to Radiation Physics I**
Principles of energy, energy conservation, mechanics, electricity, and magnetism. Types and sources of ionizing radiations and their interactions with matter. The inverse square law, quality vs. quantity, penetrability vs. wavelength, and radiation physics terminology and measurements. Prerequisite: 17-205 (Math for Technologists). *4 quarter hours*
- 36-204 Radiation Physics II**
The various radiation therapy units, brachytherapy calculations, RBE vs. LET, filtration, and the modification or alterations of the beam of radiation. Prerequisites: 17-205 (Math for the Technologists) and 36-200 (Introduction to Radiation Physics I). *5 quarter hours*
- 36-205 Pathology**
Study of the effect disease has on the anatomical and physiological processes. Introduces concepts of disease and the disease process. Prerequisite: 04-405 (Human Physiology). *2 quarter hours*
- 36-206 Oncology**
An in-depth study of the neoplastic disease process, including spread, staging, treatment, and prognosis. Rationale and technique of radiation therapy. Prerequisite: 04-405 (Human Physiology) and 36-205 (Pathology). *3 quarter hours*

- 36-210 Practicum Seminar**
36-410
A radiation therapy seminar designed to encourage discussion of student experiences in the clinical experience; to bring out problems or misconceptions the student may have in regard to the clinical experience; to encourage and reinforce positive attitudes about the student's performance and feelings. All students in the Radiation Therapy Sequence are expected to participate. Offered all quarters. (To be taken concurrently with each appropriate practicum). *No credit*
- 36-400 Radiation Physics III (Protection)**
Rules and regulations. Practice in proper handling of radioactive material. Quality control and monitoring techniques. Presented in environment of a hospital physics laboratory. Prerequisites: 36-203 and 36-204. *3 quarter hours*
- 36-401 Radiation Biology**
The law of Bergonie and Tribondeau; the Puck-Marcus kill curve, the effects of ionizing radiations on tissues; and the physiologic syndromes associated with total and partial body irradiations. Prerequisites: 04-204 and 04-205 (Anatomy and Physiology I and II). *3 quarter hours*
- 36-402 Imaging Techniques in Medicine**
Principles, theory, and techniques of imaging and their relationship to radiation therapy. *2 quarter hours*
- 36-403 Treatment Planning I**
Rationale of selection: treatment modalities, machines, techniques, dose and its effects on treatment planning. Steps to localization and treatment planning will be learned. Using isodose curves, patient contours and related information, students will plan appropriate treatment techniques to deliver a prescribed tumor dose. *3 quarter hours*
- 36-404 Treatment Planning II**
Study and practice of advanced techniques; brachytherapy and calculations of irregular fields; special calculations using treatment planning computer. Techniques for construction of ancillary treatment devices, beam blocks, wedges, and brach therapy moulds. *3 quarter hours*
- 36-405 Radiation Therapy Research Seminar**
A required independent study. Allows the student opportunity to investigate a specific area of interest, culminating in a written and oral report. *2 quarter hours*
- 36-406 Cross-Sectional Anatomy**
Focus on visualization of anatomy in a three-dimensional aspect. Areas of concentration: structure of the brain, head and neck, thorax, abdomen and pelvis. Allied Health students will be required to observe gross dissection at a local hospital as part of the learning experience. *quarter hours*
- 36-407 Technical Radiation Oncology**
Study of techniques of radiation oncology; includes comparisons and selection of techniques (machines and/or brachytherapy), treatment set ups. *2 quarter hours*
- 36-410 Practicum Seminar**
(See 36-210 for description.)
- 36-411 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*

- 36-260A Clinical Practicum I**
Orientation to the Radiation Therapy Department and patient care. (24 hours per week). *2 quarter hours*
- 36-260B Clinical Practicum II**
Radiation therapy technique. (24 hours per week). *2 quarter hours*
- 36-260C Clinical Practicum III**
Radiation therapy technique. Offered during summer quarter. Requires student to be in the clinical affiliate 32 hours per week. *3 quarter hours*
- 36-460A Clinical Practicum IV**
Advanced radiation therapy technique; brachytherapy; patient care; and radiation safety. (24 hours per week). *2 quarter hours*
- 36-460B Clinical Practicum V**
Advanced radiation therapy technique; brachytherapy; treatment planning; patient care; treatment simulation; medical imaging. (24 hours per week). *2 quarter hours*
- 36-360C Clinical Practicum VI**
Advanced radiation therapy technique; brachytherapy; treatment planning; medical imaging; rotations. (24 hours per week). *2 quarter hours*
- 36-460D Clinical Practicum VII**
Rotation to minor affiliates; advanced treatment planning; special treatment techniques and calculations. (32 hours per week). *2 quarter hours*
- 36-490 Radiation Therapy Independent Study**
Students, with the direction of the Program Advisor, pursue a specific personal interest within the discipline. *2 to 5 quarter hours*

RESPIRATORY THERAPY

- 59-201 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 cardio-pulmonary resuscitation is presented. *5 quarter hours*
- 59-202 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. *5 quarter hours*
- 59-203 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. *4 quarter hours*
- 59-204 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. Non-invasive monitoring techniques are introduced. The interpretation of laboratory values is emphasized. *2 quarter hours*

- 59-230 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. *3 quarter hours*
- 59-401 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 therapeutic measures and ventilator adjuncts are examined. *5 quarter hours*
- 59-402 Respiratory Therapy 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. *2 quarter hours*
- 59-499A Current Topics in Respiratory Care I**
A seminar dealing with current topics relating to respiratory care specialties. Student presentations may include clinical case studies, current literature reviews, and research of assigned topics. *2 quarter hours*
- 59-499B Current Topics in Respiratory Care II**
A seminar dealing with current topics encountered in the final quarter of clinical practice. Student presentations may include clinical case studies, current literature reviews, and research of assigned topics. Preparation for professional credentialing and employment will also be included. *2 quarter hours*
- 59-260A Clinical Practice I**
Basic cardiopulmonary assessment techniques and medical gas therapy procedures are observed and practiced in the hospital setting. *1 quarter hour*
- 59-260B Clinical Practice II**
Recognized airway care procedures are observed and practiced in the hospital setting. Patient assessment techniques are expanded to include blood gas analysis and basic pulmonary function testing. *2 quarter hours*
- 59-460A Clinical Practice III**
All aspects of respiratory therapy 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 non-invasive cardiovascular monitoring. *2 quarter hours*
- 59-460B Clinical Practice IV**
All aspects of respiratory therapy are performed in representative specialty care environments. The modification of therapeutic procedures to meet the needs of specific patient populations is emphasized. Patient assessment techniques are expanded to include complete pulmonary function studies; a variety of related diagnostic procedures are also observed. *3 quarter hours*
- 59-460C Clinical Practice V**
Additional practice and mastery of all essential respiratory therapy procedures is accomplished in a variety of patient-care environments. Planning, evaluation, modification and coordination of respiratory patient care are emphasized. The full range of patient assessment techniques and diagnostic procedures is considered. *5 quarter hours*

Courses marked with an asterisk () are offered through Extension Services as the non-traditional program option. Enrollment in these courses is restricted to students with prior education, clinical training and experience in respiratory therapy.

59-403 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. *4 quarter hours*

59-404 Advanced Cardiopulmonary Diagnostics

A study of invasive and non-invasive cardiopulmonary diagnostic testing and monitoring techniques. Pulmonary function testing is examined in depth. Cardiac catheterization, stress testing, bronchoscopy, chest radiography and other representative techniques are surveyed. *3 quarter hours*

59-411 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. *4 quarter hours*

59-412 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 post-cardiac surgical) patient care, electrocardiography, hemodynamic monitoring and advanced CPR techniques will be emphasized. A variety of cardiovascular diagnostic and therapeutic procedures will be reviewed. *3 quarter hours*

59-420 Respiratory Therapy 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. *6 quarter hours*

59-430 Accelerated Pulmonary Pathophysiology*

An accelerated presentation of pulmonary physiology and pathology for students with prior respiratory care training and/or experience. *3 quarter hours*

59-431 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. *3 quarter hours*

59-432 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. *6 quarter hours*

59-433 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. *8 quarter hours*

SCIENCE DEPARTMENT

04-200 General Biology

This course in the basic principles of biology emphasizes biochemistry, physiology, energetics of the living cell; chemistry of DNA, RNA, protein synthesis; heredity, genetics (Mendelian); metabolism, photosynthesis, reproduction and development; physiology of tissues and organ systems. Laboratory. *5 quarter hours*

04-204 Anatomy and Physiology I

The gross and microscopic structure correlated with function of the cells, tissues, organs, and organ systems of the human body. The first quarter consists of basic biological and biochemical principles, the cell, and the skeletal, muscular, and nervous systems. Laboratory. *5 quarter hours*

04-205 Anatomy and Physiology II

A continuation of Anatomy and Physiology I, including study of structure and function of the circulatory, digestive, respiratory, excretory, endocrine, and reproductive systems. Prerequisite: 04-204 or consent of instructor. *5 quarter hours*

19-202 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*

19-416 General Physics

An introduction to the application of basic physics principles to mechanics, dynamics, sound, optics, heat, electricity, magnetism, and nuclear physics. Prerequisite: 19-202 (Survey of Physical Science), or consent of instructor. *5 quarter hours*

19-204 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 Inorganic Chemistry II). *5 quarter hours*

19-205 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: 19-204 (Inorganic Chemistry I). *5 quarter hours*

04-201 The Science of Health and Nutrition (Previously 12-200 Health and Nutrition)

Exploration of factors that affect growth and development: heredity, environment, and life style. The role of nutrition in physical and mental development; laboratory investigations of nutrients, exercise, and drugs. Application of health science to personal life-style decisions. *5 quarter hours*

04-400 Ecology and Conservation

Students trained in uses of ecological tools and study techniques in a basic module of activity and investigation. Subsequent modules emphasize environmental applications: aquatic ecosystems; terrestrial ecosystems; destructive elements and problems in ecology; constructive and conservational measures in ecology. Field work, lab sessions, and individual journaling required. Laboratory. Prerequisite: 04-200. *2 to 5 quarter hours*

04-401 Embryology

Study of the growth and differentiation by organisms during development from a zygote to maturity just prior to hatching or birth. Laboratory. Prerequisite: 04-200. *5 quarter hours*

- 04-403 Zoology**
Study organized into five modules: simple metazoans; complex metazoans; chordates; adaptations and behavioral patterns of animals; history of mankind. Students work in small groups or independently. Laboratory. Prerequisite: 04-200.
5 quarter hours
- 04-404 Botany**
Study organized in five modules: taxonomy; reproduction; cell structure, and growth and development; photosynthesis and related processes; economic botany. Students work in small groups or independently. Laboratory. Prerequisite: 04-200.
2 to 5 quarter hours
- 04-203 Human Physiology**
Study organized into five modules: support and movement; metabolism and nutrition (two modules combined); basis of behavior; perpetuation of the race. Students work in small groups or independently. Laboratory. Prerequisite: 04-200.
2 to 5 quarter hours
- 04-407 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: 04-200.
5 quarter hours
- 04-408 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: 04-200.
5 quarter hours
- 20-417 Ethology**
Biological study of behavior. Includes primary concepts, methods and findings. Evolution, adaption and genetic components of behavior discussed. *5 quarter hours*
- 04-409 Genetics**
A detailed study of the Mendelian and molecular organization and function of the eucaryotic cell nucleus. Topics will include: chromosome duplication, genetic organization of the DNA, gene amplification, chromatin organization, and theoretical test crosses. The lectures will also explore the relationship of genetic aberration to disease. Laboratory. Prerequisite: 04-200.
5 quarter hours
- 04-410 Fundamentals of Immunology**
An introductory course presenting the basic concepts of mammalian immunobiology in the context of immune function of man related to health and disease. 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. Laboratory. Prerequisite: 04-200; 04-411 or consent of instructor.
5 quarter hours
- 04-411 Microbiology**
An introduction to the biology of microorganisms including bacteria, yeast, fungi, algae, rickettsiae, viruses, protozoa, and helminths (parasitic worms). Emphasis is on identification, control, physiology, and relationship to health and disease. Laboratory. Prerequisite: 04-200 and consent of instructor.
5 quarter hours

- 04-412 Medical Microbiology**
An introduction to the etiology, epidemiology, immunology of microbes and their relationship to infectious disease. Laboratory. Prerequisite: 04-411.
5 quarter hours
- 20-417 Ethology**
Biological study of behavior. Includes primary concepts, methods and findings. Evolution, adaptation and genetic components of behavior are discussed.
5 quarter hours
- 19-414 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: 19-202 or consent of instructor.
5 quarter hours
- 19-420 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: 19-202.
5 quarter hours
- 19-421 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: 19-202.
5 quarter hours
- 19-423 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: 19-202.
5 quarter hours
- 19-207 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
- 19-206 Basic Photography**
History of photography. Use of camera in making quality negatives; film processing; special techniques in print processing. Laboratory.
2 quarter hours
- 19-208 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 non-prescription drugs, cosmetics and textiles investigated.
5 quarter hours
- 19-427 Organic Chemistry I**
Principles of carbon bonding; the naming of compounds; structure of compounds; the preparation of compounds and their respective reactions. Prerequisite: 19-204 and 19-205.
7 quarter hours

- 19-429 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: 19-427. *5 quarter hours*
- 19-430 Biochemistry II**
See Biochemistry I course description. *5 quarter hours*
- 04-490 Independent Study, General Biology**
19-490A Independent Study, Earth Science
19-490B Independent Study, Physical Science
A student, with the assistance of the instructor, selects an experimental in-depth problem for research and report. Prerequisites: 04-200 and 19-202. *2 to 5 quarter hours*
- 04-495 General Biology Special Topic**
19-495A Earth Science Special Topic
19-495B 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: 04-200 and 19-202. *2 to 5 quarter hours*
- 04-498 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: 04-200. *5 quarter hours*
- 04-499 General Biology Seminar**
19-499A Earth Science Seminar
19-499B Physical Science Seminar
Students engage in library research, discussions with peers and instructor, and field work. Prerequisite: 04-200 and 19-202. *3 to 5 quarter hours*

SOCIAL SCIENCE DEPARTMENT

- 22-201 Introduction to Social Science**
Concepts, methods, and essential content from anthropology, sociology, economics, and political science. Aspects of culture, language, groups, population, stratification, race, ethnocentrism, family, mini-surveys and field work. *5 quarter hours*
- 22-203 Introduction to Anthropology**
Overview of the discipline of anthropology; prehistory-archeology, physical anthropology, linguistics, cultural anthropology. *5 quarter hours*
- 22-204 Introduction to American Politics**
Introduction to the American political system: social and economic context; institutions and power structure; ideology and goals; individual and group participation; current trends. *5 quarter hours*
- 22-205 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*

- 22-206 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. Prerequisite: 22-202 or an introductory social science course. *5 quarter hours*
- 22-210 United States History and Culture I**
Survey of the period 1492-1828. Roots of United States culture including examination of political, social, and economic institutions. Prerequisite: 22-201 or an introductory social science course. *5 quarter hours*
- 22-211 United States History and Culture II**
Survey of the period 1828-1898. Topics include: continental expansion, slavery, sectionalism, industrialization, organization of labor, immigration, populism, social Darwinism. Prerequisite: 22-201 or an introductory social science course. *5 quarter hours*
- 22-212 United States History and Culture III**
Survey of the period 1898 to the present. Thematic investigation of modern America, including study of reform, politics, and foreign relations. Prerequisite: 22-201 or an introductory social science course. *5 quarter hours*
- 22-400 Contemporary World Cultures**
Comparative cross-cultural study of three selected nations representing different areas. Investigation of varying ideological, political, social and economic factors. Exploration of current international issues through simulation. Prerequisite: 22-201 or an introductory social science course. (10 hours of field-experience). *5 quarter hours*
- 22-403 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: 22-201 or an introductory social science course. *5 quarter hours*
- 22-409 Western History and Culture Since 1650**
Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: 22-201 or an introductory social science course. *5 quarter hours*
- 22-404 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: 22-201 or an introductory social science course. *5 quarter hours*
- 22-405 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. Prerequisites: 22-201 or an introductory social science course. *5 quarter hours*
- 22-406 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: 22-201 or an introductory social science course. *5 quarter hours*

22-414 Marriage and Family

Different family organizations of the world; marriage patterns of the past and present; diverse life styles; changing sex roles; husband and wife relationships; family planning; divorce. Prerequisite: 22-201 or an introductory social science course.
5 quarter hours

22-419 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: 22-201 or any introductory Social Science course.
5 quarter hours

22-421 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: 22-201 or an introductory social science course.
5 quarter hours

22-424 Asian American Experience

Introduction to a history of Asian immigrants in the United States of America, and a description of multi-ethnic teaching strategies and materials for Asian Americans. Key concepts, contents and resources needed in helping Asian children in America. Prerequisite: 22-201 or an introductory social science course.
5 quarter hours

22-426 Multicultural Dimensions

Cultural diversity as it affects issues, policies and the quality of life.
2 to 5 quarter hours

22-431 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. Field experiences. Prerequisite: 22-201 or an introductory social science course.
5 quarter hours

22-441 Child, Family and Community

Working with parents, exploring resources and programs for community-family-school cooperation, recognizing differing goals and expectations. (20 hours of field-experiences) May not be used to meet a general studies social science requirement by early childhood education program students, since it is required in the Human Development concentration. Prerequisite: 22-201 or an introductory social science course.
5 quarter hours

22-462 Cross Cultural Linguistics

Introduction to descriptive linguistics; methods of analyzing the phonology, morphology, and syntax of language for pedagogical purposes. Socio-linguistic analysis of language, both standard and non-standard dialects in the United States with an attempt to understand and deal with the problems, both linguistic and cultural, of students in multilingual-multicultural classrooms. Prerequisite: 22-201 or an introductory social science course.
5 quarter hours

22-462A Cross Cultural Linguistics/Second Language Acquisition I

22-462B Cross Cultural Linguistics/Second Language Acquisition II

Specialized variants of 22-462, Cross Cultural Linguistics, dealing specifically with the linguistic and cultural problems in the classroom for students who are bilingual.
5 quarter hours

20-403 Social Psychology

The role of groups and socio-cultural factors in the development and behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate their theories. Students conduct empirical research. Prerequisite: 20-201 or an introductory social science course.
5 quarter hours

INTERDISCIPLINARY COURSES

49-450 Behavioral Science Seminar

Varying in content each term. Combining the various disciplines in the behavioral sciences in an in-depth study of selected topics. Open to junior and senior students in psychology and social science and to other students with consent of instructor.
5 quarter hours

49-452 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 provides basis for concept development. Prerequisite: junior or senior standing.
5 quarter hours

49-453 Research Methods in the Behavioral Sciences

Problem analysis, review and selection of appropriate data-gathering techniques and reporting systems, research design evaluation. Prerequisite: junior or senior standing.
3 to 5 quarter hours

49-454 Systems Management

Input-output models, organizational boundaries, and varieties of systems and environments; force field analysis, managing and evaluating change.
5 quarter hours

49-455 Women in Society

Identification of issues of contemporary importance to women. Topics include: socialization, psychology, health, economics, politics, sexuality, lifestyles, violence, legal issues, relationships, race and ethnicity. Analysis of women in the past, present and future, for a better understanding of the impact of society on women and women on society.
5 quarter hours

49-491C 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/I (Satisfactory or In-Progress); credit does not count toward graduation requirements; the course may be repeated.
1 quarter hour



SPORT MANAGEMENT

12-220A Health and Nutrition of the Young Child

Exploration of vectors affecting the health of young children; heredity and prenatal care; dietary needs; diseases and defects of childhood; environmental and social factors. Observations of and participation in pre-school health programs. *5 quarter hours*

12-201 Introduction to Sport Management

Current and past philosophies and practices for sport management; overview of career options and competencies needed. Strategies, techniques, and professional certifications appropriate for becoming a competent manager in the field. Observations and field experiences included. *2 quarter hours*

04-201 The Science of Health and Nutrition

Exploration of factors that affect growth and development: heredity, environment, and life style. The role of nutrition in physical and mental development; laboratory investigations of nutrients, exercise, and drugs. Application of health science to personal life-style decisions. *5 quarter hours*

12-202 First Aid and Safety

Study of trends in safety and accident prevention in community agencies. Standard official American Red Cross course in First Aid — with certification available upon successful completion. *2 quarter hours*

12-210 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 level of fitness, training programs, and the beneficial aspects of regular exercise. *3 quarter hours*

12-207 Sports Officiating

Understanding of official's 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*

12-209 Lifeguard Training

The course highlights the practical, cognitive, behavioral, and decision making skills all lifeguards need. Specific subject areas include: Philosophy of Lifeguarding; Characteristics and Responsibilities of the Lifeguard; Training; Preventive Lifeguarding; Emergencies; Records and Reports; Equipment; Health and Sanitation; Water Rescues and Special Situations; Search and Recovery Operations; Weather and Environmental Conditions; and Waterfront Areas. The course emphasizes that additional training will be needed at the aquatic facility where individuals will be working. Prerequisites: Current Advanced Lifesaving, CPR (ARC or AHA), and Standard First Aid or EMT. *2 quarter hours*

12-208 Water Safety Instructor

Introduction to methods of teaching all levels of swimming, basic rescue and basic water safety, and advanced lifesaving courses. A review of the basic and advanced swimming strokes will be undertaken. The development and implementation of lesson plans across all levels of swimming ability, and the teaching of advanced lifesaving. The ARC Introduction to Health Service Education will be presented. Prerequisites: Completion of the IHSE course; a current Advanced Lifesaving certificate, and successful demonstration of swimming competency at the swimmer's level (according to ARC standards). *2 quarter hours*

12-204 Lifetime Recreational Activities I

Current theory and techniques of instruction for a selection of individual sports. Focus on understanding rules, record-keeping, equipment, and space needs. *2 quarter hours*

12-205 Lifetime Recreational Activities II

Current theory and techniques of instruction for a selection of team sports. Focus on understanding rules, record-keeping, equipment, and space needs. *2 quarter hours*

12-206 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 which influence the quality of an athletic program whatever the level. *2 quarter hours*

12-207 Sports Officiating

An understanding of officials' responsibilities regarding rules, mechanics, positioning, movement, conditioning, and qualifications. Students receive practical experience in officiating. *2 quarter hours*

12-260 Emergency Medical Technician Training

The Emergency Medical Technician (EMT) is a professional-level provider of emergency care for the pre-hospital assessment and treatment of the sick or injured patient. The EMT Training course instructs individuals in the skills necessary to meet the physical and emotional needs of the patient at the emergency scene and through transport and transfer to a medical facility. The course provides the instruction necessary to meet state certification requirements (Illinois Department of Transportation examination) and is a prerequisite for paramedic training. Offered at the Evanston Hospital. *5 quarter hours*

12-404 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*

12-405 Sport Management

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

12-407 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*

12-408 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 reoccurrence of injuries. Prerequisite: 12-202 and 04-204. *3 quarter hours*

12-409 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: 04-201. *2 quarter hours*

- 12-411 Fitness Programs Through the Life Cycle**
Investigation of the variety of exercise, activities, and sports available for gaining or maintaining fitness from infancy to old age. Selection of appropriate exercises, activities or sports for specific years in the total life cycle. Prerequisite: 12-203
2 quarter hours
- 12-412 Physiology of Exercise**
Exercise and its affects on the body. Emphasis on application and investigation of biochemical alterations as a result of exercise. Prerequisite: 04-200, 04-204
5 quarter hours
- 12-413 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 with laboratory experiments including the practical application of movement and exploration of more efficient methods of movement. Prerequisites: 04-200, 04-204.
5 quarter hours
- 12-414 Camping and Outdoor Recreation Management**
Introduction to camping: trends, philosophies, and practices of recreational camping; appreciation of the natural environment and how camping impacts upon it. Camp counseling, activities programming.
3 quarter hours
- 12-415 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
- 12-457 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 3 clock hours per credit, over a period of 10 weeks, working a minimum of 6 clock hours per week (minimum of 60 clock hours). Prerequisite: approval of Coordinator, Sport Management Program.
2 quarter hours
- 12-458 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 (12-455). Intern will work closely with and receive supervision from both agency and faculty supervisors. Prerequisites: complete all major concentration requirements; completion of Practicum; and approval of Coordinator, Sport Management. CPR and Standard First Aid are prerequisites for Fitness and Aquatics specialists.
10 quarter hours
- 12-490 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. Prerequisite: upper level standing, and consent of advisor.
2-5 quarter hours
- 12-495 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



LANGUAGE INSTITUTE COURSES

The English for Speakers of Other Languages courses provide an integrated-skills approach to reading, writing, speaking, and listening.

15-106A English for Speakers of Other Languages (E.S.O.L.) Level 1

Geared to students with little or no speaking ability in English. Intensive language laboratory exposure through computerized approaches. Initial literary skills requisite for exit to next level.
12 quarter hours

15-106B E.S.O.L. Level 2

For those assessed to have limited oral proficiency. Expands the student's linguistic repertoire towards the understanding of basic simplified conversation. Completes the sequence of entry level immersion skills in English and communicative competencies. May not be applied as credit for a degree or certificate.
12 quarter hours

15-206A E.S.O.L. Level 3

Expands the linguistic skills beyond structures of survival. Upon completing the course, students will be able to function within a restricted conversation with native speakers. Oral and literacy skills are further developed through the use of language laboratories.
12 quarter hours

12-206B E.S.O.L. Level 4

Continued development of structures which will enable students to function in native-like conversation with occasional repetition and rephrasing. Oral and literacy skills are further developed through the use of language laboratories.
12 quarter hours

15-206C E.S.O.L. Level 5

Refinement of language competency acquired through English Language Enrichment I and II. Upon completion students will be able to converse with speakers on a native-like level. Continuing practice in language laboratories enables students to develop target language skills areas, such as reading and writing. *8 quarter hours*

15-206F Writing Skills Development/ESOL

Provides intensive developmental writing instruction, complementing the sequence of E.S.O.L. courses and competencies. Prerequisite: 15-206C or placement. *4 quarter hours*

50-106 ESOL Typing Lab

Introduction to the touch system of typewriting; practice of good techniques; machine operations; typing from straight copy, various production jobs and drills as related to the training in related levels of English for Speakers of Other Languages (ESOL). Students must register in typewriting lab concurrently with each level of EFL (ESOL Levels 1-5). Course may be repeated for up to 7 credits. *1 quarter hour*

DEVELOPMENTAL SKILL LABORATORIES**03-203 Reading Laboratory/Strategies for Effective Reading**

A college reading course offered in a two-term sequence of 2 quarter hour modules, taken for a total of 4 quarter hours. A broad spectrum of activities designed to guide students in the development of efficient and effective reading and study habits. Completion of the course facilitates students' ability to comprehend written discourse and independence in learning. Completion of the Reading Placement Test, evaluation of results, and individual conference with the Learning Specialist. *2 quarter hours per term*

15-203 Writing Laboratory

Writing course required for students needing concentrated work to develop composition skills. Applicable as free elective credit, but not toward requirements in general studies or a concentration in English. Open to all students. (Total degree credit for Reading Laboratory, Writing Laboratory, Communication Development, and/or Mathematics Laboratory limited to 4 Quarter Hours. To be taken on a pass/no credit basis). *2 or 4 quarter hours*

15-203A 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 in reading and analyzing prose, analytical writing, and development of oral competencies needed for the 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*

15-203C Communication Development II

Term II of Communication Development (15-203C) provides students with both narrative and expository selections. The emphasis is on developing active readers by building pre-reading 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 I.P. will be issued to be completed by contract.

17-203 Mathematics Laboratory

Adequate computational and manipulative skills of arithmetic and algebra developed. Content presented in modules to meet specific needs of individual students. Applicable as free elective credit, but not toward requirements in general studies or a concentration. Open to all students. *2 or 4 quarter hours*

NOTE: College credit awarded E.S.O.L. Levels 1-5 and Developmental Skills Laboratories necessary to complete the undergraduate degree or certificate programs.

Graduate Level**07-501 Conference and Workshop Management**

Examines aspects of conference planning and implementation with reference to size, staff, audience, purpose, resources and activities. Teaches skills in programming, exhibiting, promotion and publicity. Explores techniques for registration, evaluation, and follow-up. *2-3 semester hours*

07-502 Program Development

Develops the knowledge and skills necessary to design and conduct training and educational programs from needs analyses to evaluation of effectiveness. Identification and utilization of key resources are discussed. *2-3 semester hours*

07-504 Administration of Adult Education Programs

Identifies the basic features of adult education organizations and the role expectations of administrators; examines adult education administrative practice. Discusses major issues faced by adult education institutions. *2-3 semester hours*

07-506 Media Selection and Delivery in Educational Programs

Reviews criteria for the selection and utilization of instructional media in relation to audience, content, media characteristics, and instructional methods. Presents a systematic approach for the integration of media into educational programs. *2-3 semester hours*

07-508 Instructional Design Strategies

Introduces a systematic model for designing effective adult instruction with emphasis on identification of learning objectives, task analysis, and techniques for evaluating instructional outcomes. *2-3 semester hours*

07-510 Introduction to Adult and Continuing Education

Introduces students to the field of adult and continuing education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and continuing education. *2-3 semester hours*

07-511A Adult Learning**07-511B Adult Development**

Imparts information on the biological, physiological, and sociological development of the adult and how these variables affect learning. Introduces major learning theories and relates those theories to practice. *1-2 semester hours each*

07-512A Research/Design and Methodology

Introduces principles and methods for identifying, gathering, and utilizing data as information for decision making. Both quantitative and qualitative data collection techniques are explored. Presents procedures for improving reliability and validity of data. *2-3 semester hours*

07-512B Research/Data Analysis

Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. *2 semester hours*

- 07-513 Contemporary Issues in Adult and Continuing Education**
Examines the problems, concerns, agreements, disagreements, and other important aspects of the adult and continuing education field. Helps student become knowledgeable about subjects vital to program operation and progress and increases awareness of trends in the field. *1-2 semester hours*
- 07-514 Counseling the Adult Student in Non-Clinical Settings**
Investigates current issues, theories, and practices in counseling adults, focusing on the developmental stages and perceived needs of adults. *1-3 semester hours*
- 07-515 The Training Function in Organizations**
Focuses on the nature and growth of organizational training systems, the function and process of training, and the role of the training director. Analyzes case studies from educational, organizational, and managerial perspectives. *1-3 semester hours*
- 07-519 Principles and Methods of Group Communication**
Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. *2-3 semester hours*
- 07-526 Budgeting in Adult and Continuing Education**
Introduces student to the purposes and problems of budgeting and fiscal management in non-profit organizations or functional units. Analyzes past program income and expense and teaches students to develop pro forma budgets for future programs and grant proposals. Addresses the need for overall fiscal accountability. *2 semester hours*
- 07-527 Marketing Educational Programs and Services in Adult and Continuing Education**
Provides an overview of strategies and problems related to the marketing of educational programs. Surveys a variety of marketing strategies, relative costs, and methods of evaluating effectiveness. Enables student to conduct market needs analysis and evaluate the probable success of potential program offerings. *2 semester hours*
- 07-532 Problems Solving and Decision Making Strategies**
Explores systematic strategies for analyzing problems and generating action alternatives. Presents paradigms for decision making and provides opportunities for practice using realistic cases. *2-3 semester hours*
- 07-533 Instructional Communication**
Develops platform presentation and group management skills with emphasis on the design and effective use of lectures, role playing, simulations, games, case studies, and group discussion techniques. *2-3 semester hours*
- 07-560B Policies and Prospects: Adult and Continuing Education**
Provides an overview of legislation and policies related to adult and continuing education, and examines trends which may affect future regulations. Attention will be given to both federal and state legislation as applicable and to institutional policies common to given areas which establish instructional parameters in the adult and continuing education field. *2 semester hours*
- 07-561B History and Philosophy: Adult and Continuing Education**
Reviews the historical development of a given segment of the educational community and the forces which have shaped the area as a component of the broader educational profession. Independent study activities permit students to focus on aspects of individual interests. *2 semester hours*

- 07-562B Evaluation of Instructional Programs**
Explores both the rationale for evaluating educational and training programs and practical procedures for identifying and measuring variables related to participant reactions, learning, individual behavior changes, and organizational improvement. *2-3 semester hours*
- 07-580 Workshops (Topics vary)**
Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 Semester Hours of workshop credit may be applied to satisfy degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. *Variable*
- 07-590A Internship in Continuing Education**
Provides specific, basic experiences in actual preparation and implementation of adult education programs. Internships are individually designed to meet the professional development needs of the student. Prerequisite: Permission of advisor and consent of internship sponsor. *1-4 semester hours*
- 07-591 Field Study in Adult Education**
Field Study courses are designed to allow students to engage in academic activities in locations other than established campus sites. Locations may be overseas as well as domestic; they may be employment sites. Each Field Study offering will be detailed by an outline of the objectives, learning activities, and evaluation procedures required for that course. Prerequisite: consent of instructor. *1-4 semester hours*
- 07-591A Field Studies/Research**
07-591B
07-591C
Field experience students are registered for two hours of credit, at three points in the program, while working on the thesis/project. *2 semester hours*
- 07-593 Seminar in Adult and Continuing Education**
Provides the student with a culminating integrative experience at the conclusion of the program. Reviews trends which will influence future developments in adult and continuing education and helps students develop plans for continuing professional growth. Prerequisite: completion of all foundation courses. *2-3 semester hours*
- 07-594 Independent Study**
Provides an opportunity for students 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. Prerequisite: consent of faculty advisor and Program Director. *1-3 semester hours*
- 07-595 Special Topics**
Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of 07-595 courses which can be applied to the degree, although each topic may be taken only once. *1-4 semester hours*
- 07-599 Thesis**
The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: consent of the thesis advisor. *2-5 semester hours*

07-599B Field-Study/Thesis-Project Advisement
Enables students who have completed the Field Experience Program to receive advisement, individually or in groups, for project/research related activities; library services; access to such data analysis services as provided to currently enrolled students, and reader review services. Course shall be graded P/I (satisfactory or incomplete); registration shall be valid only until the beginning of the next academic quarter; credits do not count toward fulfilling degree requirements. Permission of Director of Field Research required for registration. Prerequisite: open only to former FEP graduate students in good standing. *1 semester hour*

Graduate courses in the following listing are sometimes open to junior and senior level students with written approval from their academic advisor.

80-500 Human Service Delivery Models and Trends
Examines the organization, history, and philosophy of the field of human services; types of human service organizations, delivery settings, and intervention approaches; professional assumptions, values, and trends. *1-3 semester hours*

80-501 Effective Interpersonal Communication
Principles and techniques necessary for effective communication. Emphasis will be placed on the skills of empathy; active listening, confrontation and problem-solving as applied to clients, community and colleagues; linkage of these skills to teaching, consulting, supervising and counseling. *3 semester hours*

80-502 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. *3 semester hours*

80-503 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. *3 semester hours*

80-505 Graduate Seminar: Contemporary Issues in Human Services
Seminar on contemporary issues in the human services field; focus on trends, problems, paradoxes, and parameters in areas of the profession and professional development. *1-2 semester hours*

80-506 Introduction to Theory & Practice of Family Therapy
Exploration of theoretical models and concept in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. *2-3 semester hours*

80-510 Administration of Non-Profit Organizations
An overview course on administration with special emphasis on non-profit management. Topics include a range of administrative skills such as Board and volunteer development, supervision, planning, budgeting, fundraising and policy making. Course time is also dedicated to an inventory of personal management styles. *2-3 semester hours*

80-511 Human Resources Management
The study of the processes of managing people and their tasks in organizations, with emphasis on applications in health, human service, and educational settings. Topics include designing and evaluating jobs; selecting training, and developing employees; and determining motivation and compensation systems to enhance job performance. Prerequisite: 80-510, 21-403, or consent of instructor. *2-3 semester hours*

80-512 Fundraising and Grantsmanship
Covers basic fundraising methods and the development and writing of grant proposals. Topics include: designing a fundraising plan; preparing a case statement; program planning, budgeting, and evaluation; developing fundraising skills; and locating funding sources (corporations, foundations, government, etc.) and other resources available to nonprofit organizations. *2-3 semester hours*

80-520 Theories of Addictions
Course examines and compares current theories pertaining to alcoholism and substance abuse, including aspects of behavioral, psychodynamic, moralistic, socio-cultural, and physiological (disease concept) models. Considers the implications of each theory for the etiology, assessment, and treatment of subject conditions. *2-3 semester hours*

80-522 Sociology of Addictions
This course provides an in-depth look at the effects of culture, religion and ethnicity on drinking patterns and drug use. Special focus will be on women, adolescents, elderly, blacks, Latinos and native Americans, the handicapped and those with psychiatric impairments. The demography of drug and alcohol use will also be covered. Prerequisite: 80-535 or 57-408 or consent of the Coordinator. *2-3 semester hours*

80-523 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, and barbiturates, and other hallucinogen. Pharmacological aspects of these drugs is also covered. *3 semester hours*

80-524 Addictions and the Family
This course will help students understand process a family experiences living with an active alcoholic/substance abuser. Roles of the spouse and children in the addictive process will be explored. Intervention techniques will be demonstrated. Family systems theory will be discussed as a method of intervention with families. Prerequisite: 80-501 and one addiction course. *3-4 semester hours*

80-525 Advanced Clinical Intervention in Addiction Treatment
Students will refine their one-to-one counseling skills with special focus on process skills with alcoholics and substance abusers. Students will expand their knowledge of group counseling as it applies to this client population. Prerequisite: 80-501, 80-520, 80-535 and 80-523. *3 semester hours*

80-530 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 impact of alcohol and other drug problems on the family and especially children. On-site: Lutheran Center for Substance Abuse — enrollment by permission/invitation of LCSA only. Course also available at St. Elizabeth Hospital by permission/invitation. *3 semester hours*

- 80-531 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. On-site: Lutheran Center for Substance Abuse — enrollment by permission/invitation of LCSA only.
3 semester hours
- 80-532 Understanding Alcoholism Treatment**
Teachers and other school professionals, as appropriate, participate in the in-patient treatment program at LCSA. As a 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." On-site: Lutheran Center for Substance Abuse — enrollment by permission/invitation of LCSA only.
3 semester hours
- 80-533 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.
3 semester hours
- 80-534 Issues in Administration of Addictions Treatment Programs**
An overview course emphasizing the particular problems and issues related to the administration of a substance abuse treatment center. Topics include interface with regulatory bodies at federal, state, and local levels; programmatic issues and their effects on staff composition; development of policies and procedures for program operation and staff management; and effective relations with reimbursing and accrediting authorities. Prerequisite: prior coursework and/or experience in both administration and substance abuse treatment.
2-3 semester hours
- 80-535 History and Current Trends in Addictions**
A review of alcohol and drug abuse. Focus on an examination of critical issues in pharmacology, assessment and screening treatment planning (alcohol and substance abuse), behavior of the chemically dependent, and contemporary treatment models. Includes certification in first-aid (CPR), and addresses process of Illinois alcohol and substance abuse certification. On-site: Interventions — enrollment by permission/invitation of Interventions and/or consent of NCE Graduate Program Director in Human Services.
2-3 semester hours
- 80-541 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.
2-3 semester hours
- 80-542 Programs and Public Policies for Older Adults**
This course will examine programs designed to meet the human service and health care needs of older adults and their families, considering the perspectives of clients, agencies, funders, and policy-makers. Students will learn how to identify and locate appropriate services, deal with service-delivery problems, and influence public policies affecting older adults.
2-3 semester hours

- 80-543 Management of Community Programs for Older Adults**
Management of Community Programs for Older Adults is a practical analysis of the management of services for older adults. The following topics will be covered: the range of services for older adults; planning for individual services; the Aging Network; funding (or not funding) programs; marketing programs; targeting populations; the authority and responsibility of middle management; and personnel issues in providing in-home services. Methods will include lectures, discussion and problem-solving techniques applied to case studies.
2-3 semester hours
- 80-544 Long Term Care for Older Adults**
The class will cover the spectrum of long term care services to the elderly consisting of community based services and a special emphasis on the institutional setting. Topics will include in-home services, community supports, physical and psychological needs of older adults, Adult Day Care, residential programs, family issues, institutional adjustment, management challenges, and advocacy and rights of residents. Prerequisite: Psycho-Social Aspects of Aging.
3-4 semester hours
- 80-545 Introduction to Aging in America**
In this course the student will examine the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process, and attitudes toward the elderly. Focus is on insight into one's own aging process, as well as on the various background issues facing persons who work with the elderly.
2-3 semester hours
- 80-546 Models of Intervention with the Elderly**
In this course the student will begin by learning the basic principles of assessing the older client. The course proceeds by discussing the application of different therapeutic techniques to the elderly. Techniques include, Reality Orientation, Behavior Modification, Dream Therapy, Validation Therapy, and Group Therapy. Prerequisites: Introduction to Aging in America (or permission from Director of Gerontology Program), and a Counseling Course.
2-3 semester hours
- 80-547 Counseling Process with the Elderly**
The purpose of this course is to assist the student to apply the various techniques available for counseling older adults to specific clinical problems. Addressing such issues as depression, organic brain syndrome, paranoia, and hypochondria, the student will explore the issues of accurate diagnosis and treatment. Prerequisites: Introduction to Aging in America (or permission from Director of Gerontology Program), and Models of Intervention with the Elderly.
2-3 semester hours
- 80-548 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 of the professional within such a group, as well as the various aspects of management. Prerequisite: Introduction to Gerontology (or permission from Director of Gerontology Program).
2-3 semester hours
- 80-549 Aging and The Families**
Successful completion of this course will provide the student with an overview of the use of three of the most common techniques in family therapy used with the elderly; Behavior Therapy, Casework, and Systems Management. Further, it provides training in the use of these techniques with such common concerns as families who live in three generational households, families concern with caretaking, and families facing the death of the parent. Prerequisite: Introduction to Aging in America (or permission of Director of Gerontology Program).
2-3 semester hours

80-590A Human Services Internship and Seminar I

Human Services experience (4 to 16 hours per week) in community organization to enable students to integrate classroom learning with practice and to refine their skills. Placements are individualized according to the student's track (clinical or management), area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar. Prerequisites: 80-501 or equivalent, plus five additional courses in graduate program; consent of internship supervisor and academic advisor. (Specific course prerequisites vary by area of concentration).

1-4 semester hours

80-590B Human Services Internship and Seminar II

Continuation of Human Services Internship and Seminar I. Prerequisites: successful completion of prior internship and consent of internship supervisor.

1-4 semester hours

80-590C Human Services Internship and Seminar III

Continuation of Human Services Internship and Seminar II. Prerequisites: successful completion of prior internship and consent of internship supervisor.

1-4 semester hours

80-593 Professional Seminar in Human Services

Graduate level seminar in Human Services professional issues. Identification of current trends, problems, paradoxes and parameters in areas of the profession. Major focus on analysis, development and articulation of the student's professional posture and understanding of their professional area, culminating in a conceptualized/integrated presentation of one's professional self. This is a "capstone" course to be taken in the student's last quarter of their program.

1-3 semester hours

80-594 Independent Study in Human Services

Independent studies offering for graduate Human Service students. Permits the student to undertake individual research in an area approved by the department and instructor. Intended to increase academic and clinical expertise.

1-3 semester hours

80-595 Human Services Special Topic: Intensive Intervention Skill Building

Course is intended for professionals who wish to increase their intervention skills in addressing adolescent and adult chemical dependency. This is a week-long intensive working course in which participants actually practice intervention skills. On-site: Lutheran Center for Substance Abuse — enrollment by permission/invitation of LCSA only.

3 semester hours

80-599 Research Project Advisement

Enables students who are conducting the research project required for the M.S. degree in Human Services to receive advisement, individually or in groups, for project-related activities. Course shall be graded P/I (satisfactory or incomplete); registration shall be valid only until the beginning of the next academic quarter. Only one Semester Hour credit will count toward fulfillment of degree requirements, but students must register for each quarter in which they need advisement. Prerequisites: 07-512A and permission of research project advisor.

1 semester hour

Upper level undergraduate courses in the following listing are open to graduate students for graduate credits, when listed in the Graduate Quarterly.

Upper level undergraduate courses in the following listing are open to graduate students for graduate credit upon approval of program advisor.

21-405 Theory and Techniques of Crisis Intervention

Introduction to crisis theory, focusing on models of intervention and utilizing experiential skill building exercises. Prerequisite: 21-201.

3 semester hours

21-406 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. Prerequisite: 21-200.

3 semester hours

21-407 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. Prerequisite: junior standing.

3 semester hours

21-412 Advanced Clinical Intervention Strategies

Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisite: 21-201.

3 semester hours

21-416 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: 21-201.

3 semester hours

21-417 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: 21-201 and 21-405.

3 semester hours

21-418 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. Prerequisites: 21-201 and 21-405.

3 semester hours

81-501 Communication in Organizations

Enables students to increase their knowledge of communication in organizations at the interpersonal, small group, and organization-wide levels and to develop practical skills and techniques which lead to organizational effectiveness.

2-3 semester hours

81-502 Management Information Systems

Enables students to utilize the MIS systems in modern organizations with special emphasis placed on the behavioral problems of human beings interacting with new technology. Includes an introduction to the techniques and equipment used in data processing.

2 semester hours

81-503 Management

Examines management as the problem of planning, organizing, leading, and controlling capital, technological, and human resources in complex organizational settings. The primary emphasis is on management of people within the context of capital and technological constraints.

3 semester hours

81-504 Managerial Accounting and Finance

A course in finance for non-financial managers. Beginning with an introduction to basic accounting concepts and practices, the student explores the terms and issues of financial management, especially as they impact on human resources. Includes a review of ratios, capital structure, and budgeting, planning, and cash management.
2 semester hours

81-507 Personnel Management

Designed to identify and operationally present the major functions of personnel management including employment, salary/benefits administration, manpower planning, EEO, and labor relations. Enables the students effectively to carry out their human resource management responsibilities within organizational and governmental constraints.
3 semester hours

81-508 Current Practices in Human Resource Management

Develops an understanding of the scope and content of human resource development programs in a variety of settings. Recent articles from professional journals and guest speakers introduce current issues and practices in the profession.
2-3 semester hours

81-520 Performance Analysis Methods

Enables students to identify causes of performance problems by analyzing the system; its values, processes, and factors which affect individual and group behavior. Includes diagnosing individual performance deficiencies, identifying training needs, and learning strategies for minimizing system problems.
2-3 semester hours

81-593 Seminar in Applied Management Practices

Offers a topical review of current management issues and practices from a human resource development perspective using Harvard case studies. This culminating course is designed to integrate the skills and knowledge the student has acquired during previous program coursework.
2 semester hours

84-500 Organizational Development and Change

Theory and practice of change in organizations; introduces students to techniques of planned change and intervention at the personal, group, and organizational levels.
2 semester hours

84-501 Organizational Behavior

Explains organizational behavior on the individual, work-group, and organization-wide levels by introducing contemporary theories of organization. Emphasis is placed on techniques of analyzing and solving organizational problems.
2-3 semester hours

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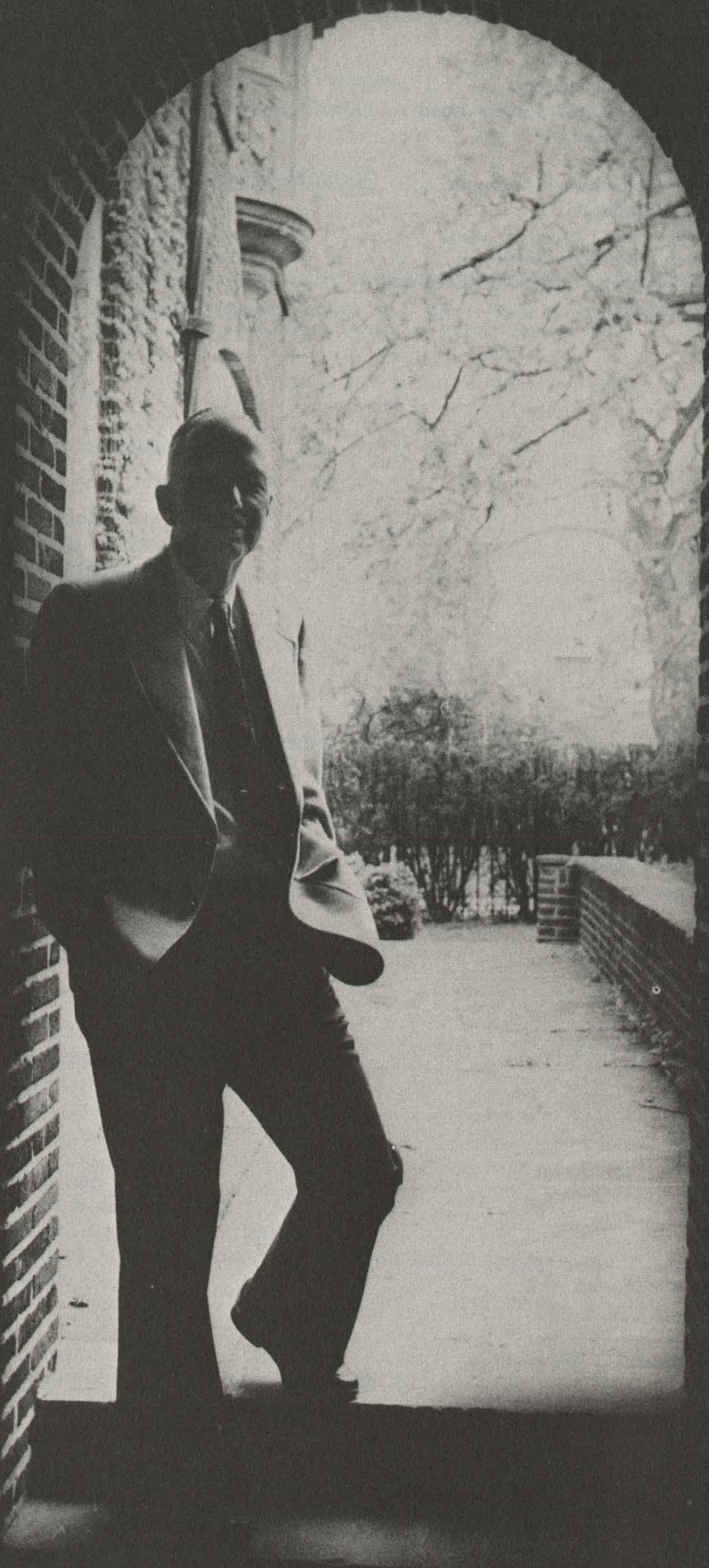
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