Master of Science in Education

NORTHWESTERN UNIVERSITY

2007-2008 Student Handbook

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Master of Science in Education

NORTHWESTERN UNIVERSITY

Program Overview
Welcome to the Master of Science in Education Program

Greetings to all students:

I am pleased to welcome you to Northwestern University, the School of Education and Social Policy, and the Master of Science in Education (MSEd) Program. I have every confidence that your experiences as a graduate student will be rich and fulfilling. This handbook is designed to help you find answers to questions you may have about our program and to provide information about policies, procedures, curricula and useful resources.

Research with students helped us understand the categories of information that we needed to document and the type of document that would be most useful. I would like to extend appreciation to the students who participated in this research. Special thanks are due to Audra Nelson, recent MSEd alumna, for all her hard work on this project. In addition, I am especially grateful to Pat Rodriguez for her careful supervision of this project.

Sophie Haroutunian-Gordon Ph. D.
Director, Master of Science in Education Program

September, 2007

This handbook contains policies, procedures and information on the program areas and courses offered by the Master of Science in Education Program for the up-coming academic year. The Master of Science in Education Program reserves the right to change without notice any statement in this handbook concerning, but not limited to, rules, policies, curricula and courses. Much of this information can also be found on the MSEd website www.sesp.northwestern.edu/msed/ and the Northwestern University website www.northwestern.edu.
Northwestern University
School of Education & Social Policy

The School of Education and Social Policy has its roots in Northwestern’s 19th Century department of pedagogy. As then, a primary concern of the school is training elementary and secondary teachers. Today, however, the school’s focus has broadened to include educational needs and policy issues across the life span and throughout society. We understand that learning takes place in complex societal systems whose components are so closely intertwined that concerns in one area cannot be addressed in isolation from those existing in others.

The School of Education and Social Policy draws on the expertise of a diverse faculty of well-respected scholars in the learning sciences, and human development and social policy. Our hard-working staff is dedicated to helping students get the most out of their experience at Northwestern. The shared sense of inquiry existing among faculty, staff, and students contributes to a strong sense of community at the school. This community is committed to examining the varied settings in which learning takes place and engages in spirited dialogue concerning complex and enduring questions related to teaching and learning.

As a new or continuing student, you are a vital member of our learning community. We look forward to your contributions, and we are confident that your active participation will facilitate your personal and professional growth.

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The MSEd Program seeks to prepare professionals who are dedicated to—and skilled at—helping individuals of all ages improve themselves through education in the contexts of school, family, community, and work. Enhancing the quality of education in these environments requires a core of hard-won knowledge as well as creativity, courage, and dedication. The teaching and learning that occurs in this pursuit fosters a culture characterized by...

...Collaboration
Whether students are working together on a team project or working with faculty members to further their research, a spirit of cooperation and collaboration facilitates positive progress.

...Inquiry
As a community, sincere questions about education drive us to acquire and refine our skills in inquiry. The common experience of leading interpretive discussions and completing the Master’s Project draws us together as professionals committed to excellence in practice and research.

...Reflection
Individually and together, we strive to make meaning from our experiences through active reflection.

...and Respect.
All forms of diversity are viewed as tools to help us enhance our collective knowledge and understanding of the social contexts of education.
The Concentrations

Students in the MSEd Program pursue one of five concentrations:

**Elementary Teaching** helps students become skilled and committed educators at the elementary level. Students explore different pedagogical methods and the design of learning environments, develop an understanding of the roles of public and private schools in the larger social and cultural context, and participate in field experiences in both urban and suburban settings. This concentration prepares students to receive a State of Illinois teaching certificate for grades K - 9, which is required for work in Illinois public schools. Students may also wish to pursue a middle-school endorsement on the Illinois type 03 certificate.

**Middle School Focus** trains students to become skilled and committed educators at the middle school level. The first cohort of the program, beginning Fall 2002, focuses on science education. We expect to add program strands in middle school mathematics and literacy in the near future. Students who complete the middle school program will be recommended for the Illinois type 09 (grades 6-12) secondary teaching certificate with a middle school endorsement in general science, biological science or physical science.

**Secondary Teaching** prepares students for careers as professional educators at the secondary level. Students explore the meaning and structure of teaching and learning processes and, through field experiences, have the opportunity to wed theory to practice with the guidance of skilled mentors. This concentration prepares students to receive a State of Illinois teaching certificate for grades 6 - 12, which is required for work in Illinois public schools. Students may also wish to pursue a middle-school endorsement on the Illinois type 09 certificate.

**Advanced Teaching** is designed to offer certified, experienced educators an opportunity to pursue professional growth and to earn an advanced degree. Students work with an academic adviser to develop a program of study tailored to individual needs and interests.

**Higher Education Administration and Policy** is designed to prepare effective and reflective administrators for colleges, universities, government agencies, and private nonprofit organizations concerned with higher education. Graduates pursue careers in fields such as student affairs, admissions, financial aid, government and community relations, policy analysis, fundraising, institutional research, alumni relations, and athletics administration. An internship is required for individuals without prior work experience in higher education.
The Master’s Project

All students in the MSEd Program complete a Master’s Project. This project is an independent scholarly work that allows students to focus on a topic of individual interest and to develop tools of inquiry that will be useful throughout their careers. The Master’s Project facilitates the development of rigorous research skills within a collaborative and supportive environment. Three courses are specifically related to the Master’s Project:

In MS-ED 406 Research and Analysis in Teaching and Learning I: Discussion and Question Development, students consider the nature of questions and participate in and lead interpretive discussions of texts relevant to education and to their area of inquiry. The process of thoroughly mining a text for its meaning prepares students to develop and refine research questions and to write a thoughtful and cohesive review of research relevant to those questions.

In MS_ED 407 Research and Analysis in Teaching and Learning II: Literature Review and Research Methods, students complete the literature review on their research topic begun in MS_ED 406. Students also explore research methods and, in the course of the academic quarter, collect the data they will use to respond to their own research questions.

In MS_ED 408 Research and Analysis in Teaching and Learning III: Analysis, Interpretation and Dissemination, students learn skills of analysis and interpretation as they work with the data they collected during the previous course. They then draw relevant conclusions about their question in light of the evidence they have gathered and reflect upon their inquiry experiences and the future possibilities of their research. During the academic quarter, students have opportunities to talk with individuals in a variety of settings who conduct research as part of professional practice. As a culminating activity, students present their research findings to their peers and others.

Students may choose to complete a project with a partner or team of other students when appropriate.

Please see The Nature of Questions, located in the Appendix, for additional information.

TOP FIVE TIPS FOR MASTER’S PROJECT SUCCESS

1. Visit the MSEd office for inspiration. Completed projects are on file and available for perusing.

2. Seek research help from the experts. The Northwestern University Library offers individual research consultation sessions. Make an appointment in person or via the Web: http://www.library.northwestern.edu/reference/services/index.html#RCs.

3. Make sure you take full advantage of the advice and counsel available from your research coach and peer research team.

4. Need a break? Whether you choose a brisk walk around the pond, a contemplative afternoon in The Shakespeare Garden, or coffee with a classmate in Norris, the campus offers plenty of opportunities to unwind, refresh, and rejuvenate.

5. Remember: this is just the beginning. While you want to do your best work, this is just one of many researcher-practitioner projects you’ll undertake in your career. How many artists paint their masterpiece on the first try?
Degree Requirements

To earn the MSEd, students must complete a curriculum of 15 graduate courses. Graduate courses are chosen from among MSEd courses, 2) courses offered by the Graduate School, and 3) courses taught in the Kellogg Graduate School of Management. Students who would like to take upper-level courses that do not fit into these categories may petition for credit. (See petition process on page 30.)

Each course lasts one academic quarter. This curriculum can be completed in four quarters (one calendar year) of full-time study. Students in the Elementary or Secondary Teaching concentrations seeking state certification are sometimes required to take additional course work to meet state requirements in general education and/or in a teaching specialty. While it depends on the circumstances, these students are usually able to complete the program in five or six quarters.

Although many MSEd students take classes on a full-time basis, a good number complete the program on a part-time basis, over two or three years. Most required core courses are offered in the late afternoons and evenings. However, students pursuing part-time study will have somewhat limited elective course options. Due to field experience requirements, students completing the Elementary and Secondary Teaching concentrations must be full-time students during the fall and winter quarters of the academic year in which they complete those requirements.

Four core courses are required of students in all concentrations in the MSEd Program:

- MS_ED 406 Research and Analysis in Teaching and Learning I: Discussion and Question Development
- MS_ED 407 Research and Analysis in Teaching and Learning II: Literature Review and Research Methods
- MS_ED 408 Research and Analysis in Teaching and Learning III: Analysis Interpretation, and Dissemination, and
- MS_ED 402 Social Contexts of Education.

Together these courses provide a framework for the study of teaching and learning, assist students with the development of their Master’s Project, and help students develop a personal philosophy of education. The required curriculum for each concentration is outlined in the pages that follow, and course descriptions are found in the Appendix. Some courses are required in two or more concentrations, giving students an opportunity for shared inquiry with students outside their particular concentration.

Students plan an academic program in consultation with an academic adviser, choosing electives that will meet individual interests and professional aims. Elective courses may be chosen from offerings in the School of Education and Social Policy as well as the Judd A. and Marjorie Weinberg College of Arts and Sciences, the Kellogg Graduate School of Management, and other Northwestern University schools. Students seeking Illinois teacher certification will find their elective options largely prescribed by the structure of state-approved certification programs.

The MSEd Program does not accept transfer credit toward the courses required for the degree. However, a student may submit a petition and a waiver may be granted when a core course is judged to duplicate content that has been covered in previous work. In this event, an elective may be substituted for the core course. For additional information regarding the petition process, please see page 34.
Field Experience

Field experience is a key element of the MSEd Program and is required in most concentrations. These supervised, on-site experiences help students learn to translate scholarly literature and theory into practical applications in the workplace. MS_ED 481 Internship and MS_ED 487, 488, and 489 Student Teaching are usually performed over a 10-week academic term and count for one to three units of credit (2 2/3 to 8 semester hours).

In preparation for Student Teaching students in the Elementary, Middle School and Secondary Teaching concentrations are required to take a practicum consisting of at least 100 hours spent observing and assisting mentor teachers in urban and suburban school settings. Various other field experiences may also be required as adjuncts to certain courses. The placement and supervision of students in on-site work is the responsibility of designated members of the faculty or program administration.

Students in the Elementary, Middle School and Secondary Teaching Concentrations should refer to the guide to the practicum experience, available in the MSEd office, for more information.

Students in Higher Education Administration and Policy are required to do an internship unless they have sufficient work experience in higher education. Students can enhance their employment prospects with internships in student affairs, international studies, career services, study abroad, admissions, financial aid, government and community relations, fundraising, alumni relations, development in teaching and learning, and athletics administration. Students should refer to the Internship handbook for more information.

What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out just what education is and what conditions have to be satisfied in order that education may be a reality and not a name or a slogan.

~John Dewey, Education and Experience
Elementary Teaching

Teacher preparation at Northwestern embodies the principles set forth in our conceptual framework. Furthermore, we are committed to a vision of learning that strives to grasp student thinking, to promote learning as a social practice, to tap the resources that differences between people offer, to use technology to enhance learning opportunities, and to connect theoretical understanding with practical experience. Students become part of an intellectual community committed to developing and exploring questions arising from the complex contexts of teaching and learning. In conversation with one another and with faculty, students have many opportunities to reflect upon their evolving identities as educators and their philosophies of education.

Through course work and field experience, students in Elementary Teaching learn to plan and present effective lessons and units in their particular subject areas, taking into account grade and ability levels, the interests, experiences, and cultural backgrounds of students, and the nature of the school community. In addition, emphasis is given to the characteristics of desired teaching-learning experiences, including classroom atmosphere, curriculum development, and evaluation.

The goals of the Elementary Teaching concentration are to help students become skilled and committed educators and to improve conditions for teaching and learning in elementary schools. Successful completion of the Elementary Teaching program entitles students to be recommended for a State of Illinois type 03 teaching certificate for grades K-9, which is required for work in Illinois public schools. Students may also pursue a middle-school endorsement on the Illinois type 03 certificate. Please see page 17 for further information on teacher certification.

The MSEd Program recommends that students in the Elementary Teaching concentration pursue the required courses in the sequence described on the following page. Students who need to complete additional course work to fulfill requirements for state certification are encouraged to enroll and take those courses during the spring and/or summer quarters before the sequence described above. Students in the Elementary Teaching concentration must be enrolled on a full-time basis during fall and winter quarters when they pursue the teaching practicum and MS_ED 487 Student Teaching.
The Curriculum

Course of Study in Elementary Teaching

Fall
- MS_ED 426 Mathematics in the Elementary School from an Advanced View
- MS_ED 406 Research and Analysis in Teaching and Learning I: Discussion and Question Development*
- MS_ED 453 Methods and Techniques of Elementary Teaching
- MS_ED 423 Foundations of Reading and Language Acquisition
- MS_ED 477 Practicum Seminar (concurrent registration in MS_ED 453 Methods and Techniques of Elementary Teaching required)

Winter
- MS_ED 487 Student Teaching

Spring
- MS_ED 403 Early and Middle Childhood Development and Learning
- MS_ED 407 Research and Analysis in Teaching and Learning II: Literature Review and Research Methods*
- MS_ED 413 Problems in the Philosophy of Education
  
  *Elective in the learning sciences (1)

Summer
- MS_ED 402 Social Contexts of Education*
- MS_ED 408 Research and Analysis in Teaching and Learning III: Analysis, Interpretation, & Dissemination*
- MS_ED 425 Foundations of Writing Processes
- MS_ED 427 Educating Exceptional Children

A complete list of course descriptions begins on page 48.

15 total courses required for the MSEd degree (as well as completion of any general education course work required for certification)

*Students in all concentrations of the MSEd Program take these core courses.
Middle School Focus

Teacher preparation at Northwestern embodies the principles set forth in our conceptual framework. Furthermore, we are committed to a vision of learning that strives to grasp student thinking, to promote learning as a social practice, to tap the resources that differences between people offer, to use technology to enhance learning opportunities, and to connect theoretical understanding with practical experience. Students become part of an intellectual community committed to developing and exploring questions arising from the complex contexts of teaching and learning. In conversation with one another and with faculty, students have many opportunities to reflect upon their evolving identities as educators and their philosophies of education.

Through course work and field experience, students in Middle School Focus learn to plan and present effective lessons and units in their particular subject areas, taking into account grade and ability levels, the interests, experiences, and cultural backgrounds of students, and the nature of school communities. In addition, emphasis is given to the characteristics of desired teaching-learning experiences, including classroom atmosphere, curriculum development, and evaluation.

The goals of the Middle School Focus concentration are to help students become skilled and committed educators and to improve conditions for teaching and learning in middle schools. Students who successfully complete the program are entitled to be recommended for a State of Illinois Standard Teaching Certificate (type 09) for grades 6-12, which is required for teaching in Illinois public schools. Those who prefer and elementary certificate (type 03) for grades K-9 may also choose a middle school focus. For more information on teacher certification, please see page 17.

The MSEd Program recommends that students in the Middle School Focus concentration pursue the required courses in the sequence described on the following page. Students who need to complete additional course work to fulfill requirements for state certification are encouraged to enroll and take those courses during the spring and/or summer quarters before the sequence described above. Students in the Middle School Focus concentration must be enrolled on a full-time basis during fall and winter quarters when they pursue the teaching practicum and MS_ED 488-89 Student Teaching.
Course of Study in Middle School Focus

Fall
MS_ED 404    Adolescent Development in Social Contexts
MS_ED 406    Research and Analysis in Teaching and Learning I: Discussion and Question Development*
MS_ED 454 through 459    Methods and Techniques of Teaching
MS_ED 478-479    Practicum Seminar (requires concurrent registration in MS_ED 454 through -459 Methods and Techniques in Secondary Teaching course)

Winter
MS_ED 488-489    Student Teaching
LRN_SCI 435    Elective

Spring
MS_ED 403    Early and Middle Childhood Development and Learning
MS_ED 407    Research and Analysis in Teaching and Learning II: Literature Review and Research Methods*
MS_ED 413    Problems in the Philosophy of Education
MS_ED 428    Dynamics of Middle School Curriculum

Summer
MS_ED 402    Social Contexts of Education*
MS_ED 408    Research and Analysis in Teaching and Learning III: Analysis, Interpretation and Dissemination*
MS_ED 427    Educating Exceptional Children
MS_ED 422    Teaching Reading in the Content Area

A complete list of course descriptions begins on page 48.

15 total courses required for the MSEd degree (as well as completion of any general education and/or subject area specialty course work required for certification).

One elective must be chosen from an approved list of courses in the Learning Sciences Department of the School of Education and Social Policy. Middle School Science students should take LS 435, Science Education, in winter quarter.

*Students in all concentrations of the MSEd Program take these core courses.
Secondary Teaching

Teacher preparation at Northwestern embodies the principles set forth in our conceptual framework. Furthermore, we are committed to a vision of learning that strives to grasp student thinking, to promote learning as a social practice, to tap the resources that differences between people offer, to use technology to enhance learning opportunities, and to connect theoretical understanding with practical experience. Students become part of an intellectual community committed to developing and exploring questions arising from the complex contexts of teaching and learning. In conversation with one another and with faculty, students have many opportunities to reflect upon their evolving identities as educators and their philosophies of education.

Through course work and field experience, students in Secondary Teaching learn to plan and present effective lessons and units in their particular subject areas, taking into account grade and ability levels, the interests, experiences, and cultural backgrounds of students, and the nature of school communities. In addition, emphasis is given to the characteristics of desired teaching-learning experiences, including classroom atmosphere, curriculum development, and evaluation.

The goals of the Secondary Teaching concentration are to help students become skilled and committed educators and to improve conditions for teaching and learning in secondary schools. Successful completion of the Secondary Teaching program entitles students to be recommended for a State of Illinois type 09 teaching certificate for grades 6 through 12, which is required for work in Illinois public schools. Students may also pursue a middle-school endorsement on the Illinois type 09 certificate. For more information on teacher certification, please see page 17.

The MSEd Program recommends that students in the Secondary Teaching concentration pursue the required courses in the sequence described on the following page. Students who need to complete additional course work to fulfill requirements for state certification are encouraged to enroll and take those courses during the spring and/or summer quarters before the sequence described above. Students in the Secondary Teaching concentration must be enrolled on a full-time basis during fall and winter quarters when they pursue the teaching practicum and MS_ED 488-89 Student Teaching.
Course of Study in Secondary Teaching

Fall
MS_ED 404  Adolescent Development in Social Contexts
MS_ED 406  Research and Analysis in Teaching and Learning I: Discussion and Question Development*
MS_ED 454 through 459  Methods and Techniques of Secondary Teaching
MS_ED 478-479  Practicum Seminar (requires concurrent registration in MS_ED 454 through -459 Methods and Techniques in Secondary Teaching course)

Elective: students pursuing certification in English take MS_ED 424 Foundations of Reading and Language Acquisition

Winter
MS_ED 488-489  Student Teaching

Spring
MS_ED 403  Early and Middle Childhood Development and Learning
MS_ED 407  Research and Analysis in Teaching and Learning II: Literature Review and Research Methods*
MS_ED 413  Problems in the Philosophy of Education

Elective: students pursuing certification in English take MS_ED 426 Foundations of Writing Processes

Summer
MS_ED 402  Social Contexts of Education*
MS_ED 408  Research and Analysis in Teaching and Learning III: Analysis, Interpretation and Dissemination*
MS_ED 427  Educating Exceptional Children

Elective

A complete list of course descriptions begins on page 48.

15 total courses required for the MSEd degree  (as well as completion of any general education and/or subject area specialty course work required for certification)

One elective must be chosen from an approved list of courses in the Learning Sciences Department of the School of Education and Social Policy.

*Students in all concentrations of the MSEd Program take these core courses.
Teacher Certification

State certification is mandatory in nearly all public school settings. Students in the Elementary Teaching and Secondary Teaching concentrations typically pursue state certification in addition to the degree. There are three categories of requirements for teacher certification in the state of Illinois: General education requirements; teaching subject requirements; and professional education requirements (which include fieldwork). The MSEd coursework is designed to meet this last category of requirements.

The MSEd degree uses as its model for general education certification the two-classes-from-each-category distribution requirement of Northwestern University's Weinberg College of Arts and Sciences. The categories are: the Natural Sciences (it is recommended, though not required, that one of the two classes be a lab science); Formal Studies (mathematics; statistics); the Social and Behavioral Sciences; Historical Studies; Values (philosophy; religion); and Literature/Fine Arts. In addition to the Weinberg divisions, the MSEd Program requires coursework in "Communications" (which will include two writing classes and a single oratory class) and two courses which offer multicultural/global perspectives. No single class may meet the requirement for more than one general education category.

Please note that courses designed to fulfill MSEd degree requirements cannot be counted toward the general education requirements.

Secondary Education Certification: In addition to the general education requirements, there is also a subject area certification requirement in the following subjects:

- Art
- English
- French
- German
- Latin
- Spanish
- Mathematics
- Biology
- Chemistry
- Physics
- Social Science: Economics with History
- Social Science: History
- Social Science: Political Science with History
- Social Science: Sociology with History
**Elementary Education Certification**: For those seeking elementary certification, the emphasis is on general study. A completed general education worksheet is required as part of your application to the MSEd Program.

In addition, students in the elementary education program are required to complete 18 semester hours in a concentration. This concentration must be relevant to elementary teaching, including, but not limited to, one of the following: math, biological or physical sciences, history, English, literature, foreign language, art, music, theatre, geography, psychology, or sociology. Nine semester hours of this concentration must be upper level course work and none of the courses can be double-counted to fulfill general education requirements.
Advanced Teaching

The Advanced Teaching concentration allows experienced teachers the opportunity to pursue professional growth in an area of particular interest and to earn an advanced degree. Course work is highly individualized and may be linked to ongoing research toward a specialized understanding of a field or topic that pertains to teaching and learning. For example, a student in Advanced Teaching might:

- develop greater mastery of a particular subject area
- focus on particular teaching approaches, cognitive development, and motivation
- study the needs of students within a particular age range
- develop knowledge related to the teaching of gifted students or other groups with special needs

Other suggested areas of study include the learning sciences, urban education and poverty, and science education.

Students in the Advanced Teaching concentration frequently pursue the degree on a part-time basis. Admitted students may begin the MSEd Program at the start of any academic quarter. Degree requirements must be completed within five years of the academic quarter of admission.

Course of Study in Advanced Teaching

Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS_ED 402</td>
<td>Social Contexts of Education*</td>
</tr>
<tr>
<td>MS_ED 403</td>
<td>Early and Middle Childhood Development and Learning</td>
</tr>
<tr>
<td>MS_ED 404</td>
<td>Adolescent Development in Social Contexts</td>
</tr>
<tr>
<td>MS_ED 406</td>
<td>Research and Analysis in Teaching and Learning I: Discussion and Question Development *</td>
</tr>
<tr>
<td>MS_ED 407</td>
<td>Research and Analysis in Teaching and Learning II: Literature Review and Research Methods*</td>
</tr>
<tr>
<td>MS_ED 408</td>
<td>Research and Analysis in Teaching and Learning III: Analysis, Interpretation and Dissemination*</td>
</tr>
<tr>
<td>MS_ED 431</td>
<td>Using Video to Study Teaching and Learning**</td>
</tr>
</tbody>
</table>

Elective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS_ED 499</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

A complete list of course descriptions begins on page 48.

15 total courses required for the MSEd degree: Eight electives are chosen in consultation with an academic advisor from a list of approved courses in the School of Education and Social Policy or in other schools and programs within Northwestern University.

* Students in all concentrations of the MSEd Program take these Core courses.

** Additional Core courses for students admitted Fall 2001 and thereafter.
Higher Education Administration and Policy

The concentration in Higher Education Administration and Policy prepares students for positions in admissions, student advising and counseling, career counseling, institutional development, or student affairs. Students are offered the opportunity to examine from a variety of perspectives the issues that confront higher education professionals. The course of study is individualized and may be linked to ongoing research and reflection on a topic or area of particular concern to the student. For example, a student may:

- develop an in-depth understanding of the field of college admissions by combining a course in marketing, an internship in admissions, and a Master’s Project focused on an issue pertinent to that field
- develop skills in student affairs programming that addresses the needs of a diverse population
- pursue studies in career psychology and human-resource management
- focus on organizational behavior and institutional development, taking courses in learning and organizational change and in nonprofit management in the School of Education and Social Policy and in the J. L. Kellogg Graduate School of Management.

Course of Study in Higher Education Administration and Policy

<table>
<thead>
<tr>
<th>Required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS_ED 402</td>
</tr>
<tr>
<td>MS_ED 405</td>
</tr>
<tr>
<td>MS_ED 406</td>
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<tr>
<td>MS_ED 407</td>
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<tr>
<td>MS_ED 408</td>
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<tr>
<td>MS_ED 460</td>
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<tr>
<td>MS_ED 462</td>
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<td>MS_ED 465</td>
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<td>MS_ED 466</td>
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<tr>
<td>MS_ED 467</td>
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<tr>
<td>MS_ED 468</td>
</tr>
<tr>
<td>MS_ED 484</td>
</tr>
<tr>
<td>MS_ED 485</td>
</tr>
<tr>
<td>Electives (2)</td>
</tr>
</tbody>
</table>

A complete list of course descriptions begins on page 48.

15 total courses required for the MSEd degree

*Students in all concentrations of the MSEd Program take these core courses.

¹ This requirement may be waived if students have had significant work experience in a higher education setting.
Learning about Northwestern University

General Information
The University website, www.northwestern.edu contains a wealth of information that will help you become familiar with the Northwestern University campus and community. You may also want to consult the Northwestern University Graduate School Bulletin, the Northwestern University Facts book, and the Where to Go for Help Guide. All of these resources can be obtained from the MSEd Office on the first floor of Annenberg Hall.

Academic Integrity
Students are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities
In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at http://www.stuaff.northwestern.edu/ssd/

Right to Privacy
The Master of Science in Education Program follows the Northwestern University guidelines for access to student records, which are based on the Family Educational Rights and Privacy Act (FERPA) of 1974. For additional information, see www.registrar.northwestern.edu/ferpa/

Petitioning to Graduate
Three to five months prior to your last academic quarter (January for June graduates, February for August graduates), it is imperative that you complete a petition to graduate. This form details the courses you have taken and plan to take and is reviewed by your adviser to ensure that you have fulfilled the program requirements. A message will be sent to you via the MSEd Listserv to remind you to do this. If you fail to file your petition to graduate in a timely manner, you may not be able to graduate.

Other Policies and Procedures
Policies and procedures relating to other academic issues (e.g. registration, certification, field experiences) are described in detail within other areas of this handbook.
Settling in as a Student

Checklist for New Students

In order to be fully connected to the University and the MSEd Office you will need to:

- Return the 1) New Student Contact Form, 2) Confirmation of Intention to Register Form, and 3) Tuition Deposit Form to the Master of Science in Education Program using the enclosed envelope.

- Contact and meet with your advisor to discuss your schedule. Once you are decided upon the class(es) to take for your first quarter, email Pat Rodriguez at p-rodriguez@northwestern.edu so that she can help you register. You will register on-line for all subsequent quarters.

- Obtain a WildCARD. This is your student identification card, which can also be used as a debit card. You will need a WildCARD to obtain a Net ID and temporary password from the Information Technology Department, to enter the sports and recreation facilities, use Health Services, and take advantage of graduate student discounts to museums or professional association gatherings. There is a WildCARD office located in Evanston in the basement of the Norris University Center and one in Chicago in Abbott Hall. For exact location and hours of operation, please call 847.467-6843 or visit http://www.univsvcs.northwestern.edu/WildCard/index.html.

  PLEASE NOTE: you will not be able to receive a WildCARD until you appear in the Northwestern computer system, which should be approximately five days after we receive your completed Intention to Register Form. Please call the number above to confirm that you are in the Northwestern computer system before coming to the WildCARD office to obtain your WildCARD.

- Obtain a Net ID from the Information Technology department, located in the Kresge Hall basement in Evanston or Abbott Hall in Chicago. Please note that you will need a WildCARD to obtain a Net ID. Your Net ID is primarily used for obtaining access to password-protected areas of the Northwestern University website, such as CAESAR, the online registration system.

- Obtain a Northwestern University email account, also from Information Technology in Kresge Hall in Evanston or Abbott Hall in Chicago. An email account allows you to correspond easily with staff, faculty, and fellow students. Please note that you must get a Northwestern email account even if you prefer to use your home or work email account for correspondence.

- Turn in the Admission Health Record and Student Hospitalization and Tuition coverage Plan Selection forms to Health Services if you are or will be a full-time student.

- Optional: If you need to park on campus during the day (before 5 p.m.), you will need to obtain a parking permit from the Parking Office, located at 1819 Hinman Avenue. Certain lots require permits at all times; please check a parking map for details. Parking maps can be found in the Parking Office or on their website at http://www.northwestern.edu/up/parking/.
Settling in as a Student

Information for International Students
The Master of Science in Education welcomes applications from international students. The MSEd Program, in years past, has had students from India, China, Taiwan, Venezuela, and Canada. We welcome the diversity that international students bring to the MSEd Program.

If you are admitted to the program, you will need to complete a visa request form, which may be obtained from the MSEd Office. There are two forms of visa documents, and you must have one of these forms to obtain student visa status which will allow you to legally study in the United States. For further visa information and other queries, please contact the International Office, either by email or telephone (847.491.5613).

Financial Aid
Information about Financial Aid may be found in The Master of Science and Education Guide to Financial Aid. The guide may be found on the MSEd website at www.sesp.northwestern.edu/msed

Nearly all matriculated MSEd students qualify for financial support from at least one of the following sources: loan programs, scholarships, assistantships, and Illinois State Board of Education funds (see descriptions below). To ensure timely receipt of financial aid, students should submit The Free Application for Federal Student Aid (FAFSA) as early as possible. The FAFSA is available from many libraries and financial aid offices or by calling 1.800.4FED.AID or visiting the Website www.fafsa.ed.gov. The application for financial aid is due as soon as, but not before, students have been admitted to the program. The application for financial aid is available from the MSEd office.

Students are encouraged to investigate scholarships offered through various civic and professional organizations, foundations, and state agencies. Students should visit FinAid, the financial aid information Web page sponsored by the National Association of Student Aid Administration at www.finaid.org. Nonmatriculated special students may not be eligible for financial aid. Foreign students generally are not eligible for financial aid, though some may secure loans from alternative sources.
Settling in as a Student

Financial Aid, continued

Loan programs. MSEd students who are enrolled at least half-time may be eligible for one or more federal or Northwestern loan programs. Most admitted students are eligible for student loans equal to the full cost of attendance. The processing of loan applications begins only when: 1) students are admitted to the MSEd Program; 2) the University’s financial aid office has received the FAFSA aid analysis and the University’s application for financial aid; and 3) students have submitted a complete intention-to-register form and tuition deposit to the MSEd office.

The financial aid application process can take from six to eight weeks; students are encouraged to submit all necessary financial aid materials as early as possible.

MSEd Scholarships. A limited number of scholarships, in the form of tuition waivers, are awarded to full-time students. Waivers are granted on a per-course basis. Award decisions are based on a review of application materials; financial need may be taken into consideration. Applicants should indicate their interest in these scholarships on the application for admission, which should be submitted no later than April 1 in order for students to be considered for scholarships the following academic year.

Graduate Assistant Positions. Graduate Assistant Positions within the MSEd Program are normally awarded at the beginning of each academic year. The award includes tuition waiver/scholarship and monthly stipend per quarter. Please call the MSEd office if you are interested in learning more about the Graduate Assistant Position.

Higher Education Five-Quarter Internship. While general internships may be paid or unpaid, the Higher Education Administration and Policy staff has developed two forms of paid internship opportunities to help offset graduate school expenses. The first is a five-quarter internship in which interns are paid in part by their employers and in part through federal work-study funds. There are typically several of these internships available for students who matriculate into the Higher Education Administration and Policy program in the fall of each year. These internships provide professional field experience in departments at Northwestern over periods varying from one to five quarters. Some students choose to spend all five quarters in the same internship, whereas other students explore two or more different departments and/or functions. Five-quarter interns work approximately 20 hours per week during each quarter of the internship and are required to register full-time (taking three courses) during each of the five internship quarters (fall, winter, spring of year one; fall and winter of year two). Students are expected to complete the five-quarter internship program at the end of the winter quarter of the second year and to receive the diploma in June of that year.

Illinois State Board of Education. The Illinois State Board of Education awards financial aid to individuals interested in pursuing careers in areas designated as having a shortage of teachers. For more information and application materials, contact the Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, 217.782.4321.

To learn more about financial aid application procedures, contact the Office of Financial Aid at 847.491.7266.
Settling in as a Student

Change of Address Form
If your address changes at any time while attending Northwestern University, you should notify three offices. First, contact the MSEd office by emailing Pat Rodriguez at p-rodriguez@northwestern.edu. Then, be sure to update your address in CAESAR for the Registrar. Information on changing your address in CAESAR can be found on the Registrar’s website at: http://www.registrar.northwestern.edu/. This will ensure that grade reports and bills reach you by mail.

Health Insurance
As an incoming student, if you plan to take two or more courses during any quarter you are enrolled at Northwestern University, you are required to complete Northwestern’s Entrance Health Requirements. Please visit the Northwestern University Health Service website at http://www.nuhs.northwestern.edu.

Also, if you plan to take two or more courses during any quarter you are enrolled at Northwestern University, you are required to submit the Insurance Coverage Selection form. You may download this form at www.nuhs.northwestern.edu/cselect.pdf.

Please contact Health Services at 847.491.2113 if you have specific questions after reviewing the forms.

Mail
Most correspondence with and between students is done via e-mail. It is your responsibility to check your e-mail on a regular basis, as this is one method that staff, faculty, and fellow students may use to contact you.

Matriculation
Non-matriculated students are allowed to take up to four courses. Students must apply and be accepted for full matriculation before they are eligible to register for additional courses. Non-matriculated students interested in matriculating into the program must meet with the MSEd Program Director, Sophie Haroutunian-Gordon, to discuss the application process.
Choosing & Registering for Classes

2007-2008 Calendar

### Fall Quarter
- **Labor Day**
  - Mon., September 3, 2007
- **Rosh Hashanah**
  - Wed.-Thu., September 12-13, 2007
- **New Student Orientation**
- **Yom Kippur**
  - Fri., September 21, 2007
- **Fall classes begin**
- **Thanksgiving vacation begins**
  - Sat., November 22, 2007
- **Classes resume**
  - Mon., November 26, 2007
- **Fall classes end**
  - Mon., December 10, 2007
- **Fall exams begin**
  - Mon., December 10, 2007
- **Fall exams end**
  - Fri., December 14, 2007

### Winter Quarter
- **Winter classes begin**
  - Mon., January 7, 2008
- **Martin Luther King Jr Day (no classes)**
  - Mon., January 21, 2008
- **Winter classes end**
  - Sat., March 15, 2008
- **Winter exams begin**
  - Mon., March 17, 2008
- **Winter exams end**
  - Fri., March 21, 2008

### Spring Quarter
- **Spring classes begin**
  - Mon., March 31, 2008
- **Passover begins**
  - Sat., April 19, 2008
- **Easter**
  - Sun., March 23, 2008
- **Memorial Day (no classes)**
  - Mon., May 26, 2008
- **Spring classes end**
  - Sat., June 7, 2008
- **Spring exams begin**
  - Mon., June 9, 2008
- **Spring exams end**
  - Fri., June 13, 2008
- **Commencement for December, March, and June graduates**
  - Sat., June 21, 2008

### Summer Quarter
- **Classes Begin; Late Registration**
  - Mon., June 23, 2008
- **Independence Day (observed; no classes)**
  - Fri., July 4, 2008
- **Six-week session ends**
  - Sat., August 2, 2008
- **Commencement for August graduates**
  - Sat., August 2, 2008
- **Eight-week session ends**
  - Sat., August 16, 2008

*Please note that dates are subject to change.*
Choosing & Registering for Classes

Academic Advising
All MSEd students are assigned an advisor – a faculty member dedicated to helping you with a variety of academic issues including course selection, career advisement, scheduling, and academic performance. You are encouraged to get to know your advisor and to work closely to develop a course work plan that will facilitate your future professional goals. Make an appointment when you need information, an opinion, an advocate, a form, a phone number, or just to say hello.

CTEC – Course and Teacher Evaluation Council
At the completion of each of your courses, you will be asked to complete a paper-based or online evaluation of the course and the instruction. Instructors value student feedback and use it to continuously improve course content and methodology.

In addition, the information from completed forms is compiled and made accessible to students. This information can be very helpful when you are deciding what classes to take. Average ratings and student comments regarding many courses offered at Northwestern can be found on the following website: http://now.northwestern.edu/registration/owa/ctec.school_list

Independent Study Guidelines
Independent study offers students the opportunity to explore topics of interest that are not available through regular Northwestern University course work. Although independent study is a very demanding experience for students, it can be a rewarding opportunity to design and pursue one’s own learning goals. Because student and faculty roles and expectations are considerably different for independent study than for regular courses, the following guidelines are provided.

Credit: Credit for an independent study is generally the same as for a regular MSEd Course (1 unit).

Grades: The faculty mentor will grade student work. Work should be equivalent in rigor and quality to that submitted for credit in a regular course.

Study Proposal: The structure and scope of the independent study are designed and agreed upon between the student and the faculty mentor before studies begin. A Proposal for Independent Study (form available through the MSEd office) should then be submitted to either the Director or Associate Director of the MSEd Program for approval at least two weeks before the start of the quarter and before the student registers for the course. Once approved, the proposal serves as the equivalent of a course syllabus. It should clearly outline learning goals, readings, any related fieldwork, and all other work to be done along with due dates for papers or other submitted work. Any significant changes in the scope or nature of the work after the course work has begun must be agreed to by the student, faculty mentor, and the Director or Associate Director of the MSEd Program.

Study Outcomes: A successful independent study should result in successfully fulfilling the learning goals set out in the proposal. There should also be tangible "products" resulting from the study. Examples include (but are not limited to) such things as a comprehensive paper, a project portfolio, a video, a curriculum proposal, artifact analysis, a case study, or an analysis of interview or survey data.
Choosing & Registering for Classes

Independent Study Guidelines, continued

**Faculty Responsibility:** The role of the faculty mentor is primarily one of guidance, advice, and feedback, rather than instruction.

**Expectations for Mentor**

- The independent study mentor acts as an expert learning guide for students wishing to pursue a rigorous independent study project.

- Mentor will consult with the student on the design of the proposal for independent study (forms are available in the MSEd office). The mentor will help the student articulate the question(s) guiding the independent study inquiry as well as anticipated learning outcomes and will suggest relevant resources (readings, conferences, etc.) for the student to explore. The student will write the proposal and both student and mentor will sign the application for independent study with the proposal attached.

- Mentor and student will agree upon all final products (e.g. literature review, journal entries, analytic paper) and mentor will provide appropriate and timely feedback to student on all work submitted.

- Student and mentor will meet at least five times during the quarter for discussion, advice, and feedback.

- Mentor will supervise any field experiences related to the independent study as necessary and appropriate.

- Mentor will submit a grade to the MSEd office for student(s) by the deadline for grades for the academic term of the independent study (grades should be submitted on a copy of the independent study application or through a change of grade form).

**Student Responsibility:** Because of the nature of independent study, the student takes primary responsibility for structuring (with guidance from the faculty mentor) and managing the course work for his or her own learning outcomes.

**Expectations for Student**

- The student will take responsibility for locating an appropriate independent study mentor (with assistance as available from MSEd staff and faculty) who is willing to work with him or her throughout the period of the independent study.

- Student will write the proposal in consultation with the mentor. The proposal must be submitted to the MSEd office for approval at least two weeks before course registration.

- Student will meet with the independent study mentor for discussion, advice, and feedback at least five times during the quarter of study, at times convenient to the mentor and will be well prepared for each meeting.

- Student will take responsibility for working independently on the project, submitting timely, rigorous work as agreed upon in the independent study proposal.
Choosing & Registering for Classes

Registration
Current MSEd students may register for MSEd, teacher education and Northwestern undergraduate courses through CAESAR (Computer Assisted Electronic Student Activated Registration) at www.northwestern.edu/caesar.

In some cases, department consent is required for registration. Please call the appropriate department for permission numbers that will allow you to then register through CAESAR.

Current students requesting School of Continuing Studies courses (SCS) must fill out an "Authorization for Dual Registration" form. This form is available in the MSEd Program office or the Office of the Registrar at 633 Clark. Once completed, the form should be returned to the MSEd Program's office, Annenberg Hall, room 116, for authorization and forwarding to the Office of the Registrar. Please note that SCS courses are on the semester system, and, therefore, follow a different academic calendar than the rest of the university.

Current students interested in registering for courses at the Kellogg Graduate School of Management must fill out a Kellogg "Course Request" form, also available in the MSEd Program office or at Kellogg. Once completed, the form should be faxed to the Kellogg Graduate School of Management at (847)467-4077.

New students should speak with their advisors about courses. Students seeking state certification must also consult regularly with the University Certification Manager (847.491.5362).

A listing of Master of Science in Education courses for school year 2006-07 can be found in the Appendix section of this handbook.

CAESAR
MSEd students can use CAESAR to search the schedule of classes, register for classes, view your enrollment appointment, view any registration or transcript holds on your record, view your personal schedule, obtain an unofficial transcript, view your grades for any term, review your student account (including tuition charges and payments), and update addresses and telephone numbers on file with the university. For detailed instructions on using CAESAR, refer to: https://www.ses.northwestern.edu/sesweb/sahelp/index.asp.

In order to log into CAESAR, you will need:
1. access to a computer that has a connection to the Internet and version 4.x or later of the Netscape or Internet Explorer web browser. Earlier versions or other browsers may not work properly with CAESAR. You may also want to set your browser to refresh each page every time that you visit it, rather than just once per session.

2. an active NetID and password. If you do not have a NetID or password, or if you don't know your NetID password, please contact the Information Technology at (847) 491-4357.
Choosing & Registering for Classes

CAESAR, continued

To log in:
1. Point your web browser at the CAESAR Homepage at http://www.northwestern.edu/caesar/.
2. Enter your NetID and NetID password into the fields provided and click the "Login" button.

Academic Load

A normal full-time academic load is three or four credit-bearing courses per quarter. These decisions should be made in consultation with your adviser. If you wish to register for a fifth course, you must demonstrate academic strength and a rationale for taking the course. If you plan to take more than four courses during a quarter, please e-mail Pat Rodriguez, MSEd Assistant Director at p-rodriguez@northwestern.edu with specific course information and rationale. Please send a copy of the e-mail message to your adviser.

Drop/Add

If you wish to make changes in your schedule once the new quarter has begun, make sure you follow the deadlines for adding and dropping courses. These deadlines can be found in the quarterly class schedule. As a general rule of thumb, courses may only be dropped or added during the first week of classes. No refunds or bill reductions are made for changes of registration after the final day of the drop/add period except in extraordinary circumstances.

Withdrawal

Withdrawal refers to the cancellation of all registration in a given quarter (if you drop a class, you are still registered for one or more classes; if you withdraw, you are not registered for anything). If you withdraw from the University after registering for classes, you must immediately obtain a Withdrawal form from the MSEd Assistant Director.

Upon withdrawal from the University, you may be eligible for a tuition refund, and you may also be responsible for returning a portion of your financial aid. The Offices of Student Accounts and Financial Aid consider the date the completed Withdrawal form is received at the Registrar’s Office as the official date governing financial adjustments. Please note that final exam weeks are not considered part of the refund period.

The following policy governs the percentage of any tuition refund (less the tuition deposit, which is not refundable under any circumstances):

<table>
<thead>
<tr>
<th>Percent of Quarter Elapsed at Withdrawal</th>
<th>Percentage of Tuition (less the deposit) Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than...</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| ...but less than or equal to...        |                                  |
| 10%                                   | 75%                               |
| 25%                                   | 50%                               |
| 50%                                   | 0%                                |

30
Choosing & Registering for Classes

Pass/No Pass
All 15 courses counted toward the Master of Science degree must be taken for a grade. There is no Pass/No Pass option for these courses. Nor is the P/N option available for subject area requirements for teacher certification. The P/N option may be available for other classes, such as general education requirements for teacher certification. You must contact the teacher and you must follow Office of the Registrar guidelines and procedures. For more information, go to the following website: http://www.registrar.northwestern.edu/registration/pn_option.html

Holds
There are circumstances that will result in a registration or transcript “hold.” These holds are most commonly placed by the office of Student Accounts (847.491.5224) or Health Services (847.491.8100). If you have a hold, you will need to contact the appropriate office to arrange for removal of the hold before you will be able to register or to receive or send a transcript.

Cancellation of Registration

Transfer Credit
The Master of Science in Education Program does not accept transfer credit toward the courses required for the degree. However, a student may submit a petition and a waiver may be granted when a core course is judged to duplicate content that has been covered in previous work. In this event, an elective may be substituted for the core course.

Grades
The Office of the Registrar no longer mails out grade reports. To view your grades, log on to CAESAR using the process described above on pages 30 and 31, then follow the prompts to view your current grades.
Navigating Academic Issues

Blackboard
Blackboard, an online course management system, is sometimes used by instructors to facilitate discussion, collect assignments, compile course documents, or provide additional resources. You will need a NetID and password to log into the system, which can be accessed from the following Web page: https://courses.northwestern.edu/courses.

Books and Course Packets
Most instructors provide the Norris Center Bookstore with a list of required and recommended books. Books are typically available one week prior to the start of classes each quarter. Instructors sometimes copy articles from multiple sources to create a course packet. These are generally purchased from either the Norris Center Bookstore or Quartet Copies, a local copy shop.
- The Norris Center Bookstore, Tel: 847-491-3990; Website: http://northwestern.bkstore.com
  1999 South Campus Drive, lower level
- Quartet Copies, Tel: 847.328.0720; Fax: 847.328.3286
  825 N. Clark St.

Grade Changes
A student or instructor may request a grade change only to correct a clerical or computational error. Grade changes requested for the following reasons are not allowed: redoing or submitting extra work, reexamination, or reevaluation of a student’s work after the grades of others in the class have been submitted to the Registrar’s Office.

The right and responsibility to assess the quality of your work remains with your instructor. If you are dissatisfied with your grade in a class, we encourage you to talk to the instructor. If you remain dissatisfied, you may talk to the Director of the MSEd Program and/or the SESP assistant dean. However, neither the Director nor the assistant dean has authority to change a grade assigned by an instructor.

Incomplete Grades
You are expected to complete all work in all courses by the appropriate deadline, as outlined by the instructor and University policies. You will not be granted permission to make up a final examination or complete other assigned course work after the end of a quarter, except in circumstances clearly beyond your control. If you expect to miss or have missed course work, you must negotiate an alternate arrangement with the instructor to complete your work in a timely fashion.

If you receive a grade of “X” or “Y” in a course, you are expected to complete the required work to obtain a grade within one quarter from the quarter in which you earned the incomplete. For instance, if you receive an incomplete in a course during the Fall Quarter, you must complete the work, and your instructor must complete a Change of Grade form by the end of finals week during the Winter Quarter that immediately follows. Keep in mind that it often takes time for your instructor to evaluate your work, sign the form, and submit it to the Registrar; thus, we urge
Navigating Academic Issues

you to make up incompletes as soon as possible. You must ensure that your instructor has adequate time to review your work and submit your new grade. “X” or “Y” grades are included in students’ grade point averages as a zero until replaced with another grade.

Leaves of Absence

If you must interrupt your study at Northwestern, you are free to return at any time provided that you left in good academic standing. Be aware, however, that all degree requirements must be completed within five years of initial matriculation. No special permission for a leave of absence is required. However, you should inform your adviser and the MSEd Assistant Director of your plans.

If you have not registered for one or more quarters during the regular academic year, you must file an “Application for Former Student to Re-enter,” which may be obtained from the MSEd office. This form must be submitted at least six weeks prior to the first week of the term in which you plan to re-enter. Returning students are encouraged to contact their academic advisers and to register in advance for their first quarter back at Northwestern.

Petition Process

Exceptions to policies and procedures are sometimes necessary. In such circumstances, students may petition for a waiver or exemption. However, the petition process should be used infrequently and reserved for exceptional circumstances. Specific and general petition forms may be obtained in the MSEd Office, or, can be found on the MSEd website at http://www.sesp.northwestern.edu/msed/. Go to MSEd Community ➔ Current Students.

Good Academic Standing / Probation and Exclusion / Grade Requirements

Regarding matters related to good academic standing and probation and exclusion, the MSEd Program refers to the Graduate School Policy Guide, pages 9-10:

- **Good Academic Standing.** A student whose overall grade average is below B, or who has more than one incomplete grade, or who fails to make progress toward the degree in accordance with the requirements adopted by the Graduate Faculty is not meeting academic standards. Students whose progress is otherwise satisfactory, but whose records contain an incomplete (Y) grade, have one year from the date of the grade award to complete course requirements and earn an acceptable letter grade.

- **Probation and Exclusion.** A student whose record does not meet the definition of good academic standing will be placed on probation. A student who is not in good academic standing or who fails to make satisfactory progress toward the degree in accordance with the regulations adopted by the Graduate Faculty may be excluded from The Graduate School.

- **Grade Requirements.** A minimum grade average of B is required for all work presented for an advanced degree. Therefore, every unit grade of C must be balanced by a unit grade of A.

Waivers or Substitutions

See “Petition Process” above and/or “Transfer Credit,” page 31.

Withdrawals

Graduating

Commencement Ceremony
Two graduation ceremonies are held each year for MSEd graduates. The June ceremony -- June 21, 2008 -- includes undergraduates and graduate students from six Northwestern University schools. A special ceremony for School of Education and Social Policy graduates occurs on the following day. The MSEd Program also conducts an August graduation ceremony -- August 2, 2008 -- for students who complete their degree work at the end of the summer quarter.

Petition to Graduate
Three to five months prior to your last academic quarter (January for June graduates, February for August graduates), it is imperative that you complete a petition to graduate form. This form details the courses you have taken and plan to take and is reviewed by your adviser to ensure that you have fulfilled the program requirements. A message will be sent to you via the MSEd Listserv to remind you to do this. If you fail to file your petition to graduate form in a timely manner, you may not be able to graduate.

Transcript Requests
Unofficial Transcripts: Students can obtain unofficial transcripts by logging into CAESAR on the Northwestern University website at http://www.northwestern.edu/caesar/.

Official Transcripts: An official transcript bears the University Seal and a signature certifying its authenticity. To request an official transcript, visit Northwestern University's Office of the Registrar and complete a transcript request form, or send a letter with the following information:
- Name under which you were registered when enrolled
- Social Security or ID number
- School or division in which you were or are enrolled
- Dates of attendance
- Degree(s) earned and date(s) awarded, if any.
- Your signature
- Complete address to which the transcript is to be sent.

Official transcripts are $5.00 each. During the months of November though February allow a minimum of 10 business days for processing, in addition to mailing transport time. Rush service is available for an additional flat fee of $7.00 per request, plus $5.00 for each official transcript requested.

Please make checks or money orders payable to: Northwestern University.

Mail requests to:
Transcript Services
Office of the Registrar
Northwestern University
633 Clark Street, Rm 1-621
Evanston, IL 60208
Telephone: 847.491.5234; Fax: 847.491.8458
Master of Science in Education

NORTHWESTERN UNIVERSITY

Resources & Services
Resources & Services

Computing
Information Technology
Kresge Hall
847.467.5560
www.it.northwestern.edu/students
Information Technology coordinates and manages many computing facilities and services on campus for students, faculty, and staff. For information on facilities, technical support, guidelines on buying a computer, and more, visit the website or call an information technology consultant.

Counseling & Psychological Services
Searle Hall, 633 Emerson Street, 2nd floor
847.491.2151
www.northwestern.edu/counseling/
As the University’s primary counseling resource, the CAPS staff of psychologists, psychiatrists, and counselors offers individual, couples and group counseling; outreach workshops on topics such as stress management, relationship skills, eating disorders, etc.; psychological and psychiatric consultation to faculty, staff, and students; crisis intervention; and assessment and referral recommendations.

Financial Aid
Rebecca Crown Center
633 Clark Street
847.491.7264
http://www.northwestern.edu/graduate/newversion/financial/fiindex.html
Information about the type of financial aid available to MSEd students can be found on page 24. If you wish to secure financial aid in order to help cover the costs of attendance, you may download the necessary Northwestern University financial aid forms at www.northwestern.edu/graduate/forms/index. If you have questions about your financial aid package during the school year, please contact the Financial Aid Office at gradfinaid@northwestern.edu.

Graduate School Policy Guide
Rebecca Crown Center
633 Clark Street
847.491.7264
http://www.tgs.northwestern.edu/abouttgs/policyguide
Students may go to this website to view policies that were previously listed in the Graduate School Bulletin.
Resources & Services

Health Services
633 Emerson Street, Searle Hall
847.491.8100
hlthserv@northwestern.edu
www.northwestern.edu/health
The University’s Student Health Service offers clinical facilities and an infirmary for all students registered for three or more courses per term. Services at the Evanston facility include general medicine, women’s health (gynecology), infirmary (limited inpatient care), health education, access to specialty consultations, allergy shots and travel immunizations, laboratory, radiology (X ray), and pharmacy. For information on eligibility, insurance, and hours, please call or visit the website.

International Office
630 Dartmouth Place
847.491.5613
intoff@northwestern.edu
www.northwestern.edu/international
The International Office provides assistance to foreign students, faculty, staff, and their families. This office counsels international visitors on visa and immigration matters. It provides advice on the rights and responsibilities of each visa category, including the proper forms for arrival, travel, sending for families, work permission, etc. Additionally, it serves as an information center to help visitors locate the many services and activities available on campus and in the larger community. The Community Council for International Students, a volunteer organization, works with this office to provide services for international visitors, such as English tutoring, the International Women’s Group, and a foster relative’s program. All international visitors are encouraged to ask for information at the International Office.

Library
University Library
1935 Sheridan Road
847.491.7658
www.library.northwestern.edu
Northwestern’s extensive library system on the Evanston and Chicago campuses provides special resources and support for scholars engaged in research and advanced studies. Northwestern’s combined library collections rank among the top 35 in the nation. The online catalog, accessible from campus computers or home computers with network access, contains information about most books and periodicals acquired since 1970. MSEd students are encouraged to take advantage of the library’s research consultation services for help with the Master’s Project. During a consultation, the librarian will suggest appropriate sources and strategies for the specific topic being explored and will be glad to offer whatever help in library use you may need. Research Consultation Appointment Request Forms are available at the library Reference Desk or on the Website at http://www.library.northwestern.edu/reference/assistance/rc_form.html.
Resources & Services

Parking
1819 Hinman
(847) 491-3319
http://www.northwestern.edu/up/parking/

Commuter students living outside the walking zone are eligible for a commuter student parking permit. An academic year permit may be purchased at the Parking Office at 1819 Hinman. Students are required to bring a valid WildCARD, Driver's License, vehicle registration and current housing contract. For a map of the walking zone as well as maps of parking lots, please visit the website.

Recreation and Fitness
Henry Crown Sports Pavilion and Dellora A. and Lester J. Norris Aquatics Center
2379 North Campus Drive
847.491.4300
www.northwestern.edu/fitness-recreation

The Department of Athletics and Recreation offers a variety of fitness, recreation, and sports-related facilities, programs, and services via our Fitness and Recreation Division. Full-time students may use the facilities free of charge. Part-time students must purchase membership or pay a daily fee. A current WildCARD is required for admission.

Services for Students with Disabilities
Scott Hall, Room 39
847.467.5530
847.467.5531 (fax)
847.467.5533 (TTY)
ssd@northwestern.edu
www.northwestern.edu/disability/

It is Northwestern University policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. In response to a request made by a qualified student with a documented disability, the University will arrange, at no cost to the student, for the provision of educational auxiliary aids, including sign language interpreters, real-time captioners, note takers, readers, and tutors, determined by the University to be necessary to afford such student the opportunity for full participation in University programs. Policies and procedures have been developed by the University to provide students with as much independence as possible, to preserve confidentiality, to promote student responsibility and empowerment, and to allow students and faculty to develop creative individualized solutions to educational obstacles. Students with disabilities in need of academic or environmental accommodations and/or modifications should contact Services for Students with Disabilities.
Resources & Services

Student Accounts
619 Clark Street
Evanston, IL 60208-1132
847.491.5224
studentaccounts-ev@northwestern.edu
http://www.northwestern.edu/sfs/index.html
The Office of Student Accounts handles all tuition invoices and receipt of payments. Payments may be mailed or hand delivered. A drop box is located to the left of the entrance for payments delivered after hours. Overdue payments will result in a hold on your ability to register for classes or obtain an official transcript. (See also “Choosing and Registering for Classes,” p. 26.

University Career Services
620 Lincoln Street
847.491.3700
www.northwestern.edu/careers/
University Career Services (UCS) provides comprehensive assistance to MSEd students and alumni with career development and job search needs. Counselors and advisors work with students to develop effective job-search correspondence (resumes, cover letters, reference sheets), research companies, organizations and school districts that meet your career objectives, build professional interviewing and follow-up skills, and successfully pursue a job consistent with your career goals.

UCS offers a confidential credential-file service, on-campus interviewing with over 300 companies and organizations, and a two-day career expo attended by more than 100 companies. Their Website offers comprehensive information for students seeking careers in education, nonprofit, consulting, organization development, and more.

Wildcard Office
Norris University Center
1999 Campus Drive - Underground level
847.467.6843
www.univsvcs.northwestern.edu/Wildcard/
Students may obtain a student ID (Wildcard) in the WildCard office in the Norris Center (basement level). Please call the WildCard Office at 847/467-6843 prior to retrieving it to ensure that you are entered into the system. Your Wildcard allows you to receive discounts at various retailers in Evanston, access Northwestern University’s library services, use recreational facilities, etc.
Master of Science in Education

NORTHWESTERN UNIVERSITY

Appendix
FOSTERING IMPROVEMENT AND INNOVATION THROUGH INQUIRY
GROUND IN REFLECTION AND RESEARCH

1. VISION OF LEARNING

- Understanding student thinking about the subject matter
- Reflection and research as a means of learning
- Learning as a social practice
- Authentic experience
- Use of technology to extend learning opportunities and thinking

2. VISION OF LEARNERS

2.1 Lifelong view of learning and development shaped by social contexts

2.2 Student diversity as a resource for the educational community

3. VISION OF TEACHING

3.1 Connection of theory to practice

3.2 Professional conduct that is responsible and ethical

CONCEPTUAL FRAMEWORK
NORTHWESTERN UNIVERSITY
NORTHWESTERN UNIVERSITY CONCEPTUAL FRAMEWORK

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of Learning that focuses on:

1.1. understanding student thinking about the subject matter;
1.2. reflection and research as a means of learning;
1.3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
1.4. authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom; and
1.5. the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

2.1 lifelong learning and development shaped by social contexts; and
2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
3.2 professional conduct that is responsible and ethical.

In addition to revisions noted above, in spring 2004, the Unit Committee approved seven candidate dispositions, which grow out of the NUCF and the Unit Mission. It is our goal to help candidates acquire the following dispositions to the level of proficiency:

1) Willingness to systematically reflect on one’s own practice. (NUCF 1.2, 3.1)
2) Commitment to understanding students’ thinking about the subject matter. (NUCF 1.1)
3) Belief in the value of seeing students as individuals. (NUCF 1.3, 2.1, 2.2)
4) Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5) Willingness to take the risks associated with engaging students’ interests through real world experiences. (NUCF 1.4)
6) Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
7) Commitment to conducting one’s self professionally and responsibly. (NUCF 3.2)
MSEd Staff Contact Information

Monday - Friday, 8:30 a.m. - 5:00 p.m.
618 Garrett Place, Evanston IL  60208
Phone: (847) 467-1458  /  FAX: (847) 467-2495
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msedprog@mail.sesp.northwestern.edu
www.sesp.northwestern.edu/msed

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(847) 467-2138
m-goosby@northwestern.edu

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*Please send all faxes pertaining to certification to the Certification Office Fax #

Meg Kreuser
Certification Manager
Annenberg Hall, Rm 119
(847) 491-5362
certify@northwestern.edu

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(847) 866-6998
ee53@yahoo.com

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Andrea Abel, Katie Duerr, Sadya Khan, Cherise Lopez, Amy Scheck, Jennifer Schwartz
## Faculty Research Interests

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<th>Research &amp; Teaching Interests</th>
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<td>Allan Collins</td>
<td>public policy; aging; social security</td>
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## Faculty Research Interests

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<tr>
<th>Faculty Member, contact information</th>
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<td>Louis Gomez 847-467-2821 <a href="mailto:l-gomez@northwestern.edu">l-gomez@northwestern.edu</a></td>
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<tr>
<td>Dan Lewis 847-491-8722; 1-3715 <a href="mailto:dlewis@northwestern.edu">dlewis@northwestern.edu</a></td>
<td>sociological analysis of social problems (crime, mental illness, education)</td>
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<tr>
<td>Gregory Light 847-467-2338 <a href="mailto:g-light@northwestern.edu">g-light@northwestern.edu</a></td>
<td>faculty development, nanoscience education, peer teaching and learning in Science and Engineering</td>
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</table>
## Faculty Research Interests

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eyljr@northwestern.edu | higher ed history, philosophical and religious issues in higher education |
| Dan McAdams  
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dmca@northwestern.edu | identity & the self; self-defining life stories; midlife |
| Paula Olszewski-Kubilius  
847-491-3856; 1-3782 main  
p-olszewski-kubilius@northwestern.edu | gifted education; minority gifted child development |
| Andrew Ortony  
847-467-3694  
orton@northwestern.edu | models of cognition & emotion; human/computer interaction |
| Penelope Peterson  
847-491-3828  
p-peterson@northwestern.edu | policy & practice; teaching & learning in various context;  
math, literacy |
| William Pinsof  
847-733-4300 ext 640; Royce x305  
w-pinsof@northwestern.edu | family & marital psychotherapy |
| Brian Reiser  
847-467-2205  
reiser@ils.northwestern.edu | interactive learning environments for science education |
| Jim Rosenbaum  
847-491-3795; 847-467-1481  
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| Miriam Sherin  
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| James Spillane  
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| Dr. Lois Trautvetter  
847-491-3901  
l-trautvetter@northwestern.edu | student development, faculty development, gender and science |
Faculty Research Interests

Uri Wilensky
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uwilensk@tufts.edu

mathematics; learning sciences
Course Descriptions

Master of Science in Education Courses

Core courses, denoted with an *, are taken by all students in the MSEd Program, regardless of concentration.

MS_ED 402: Social Contexts of Education*

How social contexts such as families, schools, and the workplace shape individuals; how individuals' intellectual and interpersonal capacities, preferences, and goals are shaped by their social contexts. Societal structures that organize, supply, and channel individual learning experiences and how they provide the formal and informal settings in which social interaction takes place. How participation in these socializing settings molds the development of individuals' capacities and forms their goals.

MS_ED 403: Early and Middle Childhood Development and Learning

Overview of developmental concepts from birth into adolescence. The interplay of biological invariants, individual differences, and cultural experiences; relationships among cognitive, social, and cultural aspects of development and learning; major developmental theories and contexts of the construction of these theories; implications for teaching and learning.

MS_ED 404: Adolescent Development in Social Contexts

Adolescent development in its differing social contexts, with particular attention to schools, families and peer groups. By mixing social science with philosophy, the class explores the types of environments that best enhance growth and development during this stage of life.

MS_ED 405: Learning and Teaching in Higher and Professional Education

This course addresses the issue of learning. What is learning in higher education and what challenges does it pose to teaching? How can teaching respond? Students will examine different models and theories of learning, recent research on student conceptions of and approaches to learning, the impact of learning on faculty understanding and approaches to teaching.

MS_ED 406: Research and Analysis in Teaching and Learning I: Discussion and Question Development*

The course aims to help students meet three goals that will advance the progress of the Master's Project and, at the same time, develop skills of questioning and discussion that are useful in many teaching-learning contexts. The three goals include: the formation of a question which the Master's Project will address; a description of the rationale for the question; and the start of a literature review on the topic. In order to meet the goals, students will develop questions about the meaning of texts, refine these through small-group discussion, and develop skills of effective discussion participation and leading, including preparation for discussion. Taken together, these skills permit not only the cultivation of meaningful questions but progress toward their resolution, as they develop habits of careful reading and reflection. Texts for the course will include classic works related to discussion and questioning and the domain of the Master's Project. Each student will lead a discussion on a text germane to the question chosen for the Master's Project.
Course Descriptions

MS_ED 407: Research and Analysis in Teaching and Learning II: Literature Review and Methods*
This class is intended to be a forum in which to investigate the paradigms and approaches to educational research that participants can utilize in their Master's Projects. Participants discuss and refine their research questions and examine methods of data collection within the framework of research plans they design for their projects. Teacher research and action research are particularly emphasized for practitioner researchers. Participants investigate criteria used to evaluate research relevant to education and experience peer review of their own research displayed during the course. This is the second of a three-course sequence relating to student's Master's Project research. The third class is MS_ED 408, Research and Analysis in Teaching and Learning III: Analysis Interpretation and Dissemination.

MS_ED 408: Research and Analysis in Teaching and Learning III: Analysis Interpretation and Dissemination*
This course helps students refine the reflective skills required of educators in complex social institutions such as schools, businesses, and nonprofit organizations and develop effective problem-identification and -solving approaches. Intensive analysis and discussion of questions encountered in elementary and secondary schools, administrative, higher education, and corporate settings. Students present their Master's Project in this course.

MS_ED 413: Problems in the Philosophy of Education
Classical and modern philosophies of education. Text interpretation, analysis of ideas, and argument construction; the relation of philosophy to educational issues. Students develop their own philosophy of education in the course.

MS_ED 422: Teaching and Reading in the Content Area
This course is designed to help content area middle school and high school teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material. Theory and practice relationships will be explored as students experience and learn about: text structure, use of background knowledge, comprehension connections, inferencing, strategies for active engagement, sociocultural influences on content reading, reading/writing relationships, text sets, and assessment of content reading.

MS_ED 423: Foundations of Reading and Language Acquisition
Cognitive foundations of reading comprehension and their influence on methods of instruction and assessment; the interrelationships among reading processes and language learning.

MS_ED 425: Foundations of Writing Processes
Cognitive and sociocultural foundations of writing processes and their implications for writing instruction and assessment; includes supervised field experience. Required for students seeking certification in English.

MS_ED 426: Mathematics in the Elementary School from an Advanced View
Overview of mathematical topics taught in elementary and middle school. Students learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided so students can reconstruct their mathematical
Course Descriptions

understanding. Review of research on children's conceptions of various mathematics topics, leading to a fuller comprehension of teaching and learning mathematics.

MS_ED 427: Educating Exceptional Children
Characteristics of different exceptionalities (physiological, intellectual, and social-emotional) and etiological factors; trends in legislation, educational programming, and approaches to instruction for students with disabilities.

MS_ED 428: Dynamics of Middle School Curriculum
This course is designed to teach students to identify and understand the effects of middle school dynamics (such as principles, structures, and practices) on classroom learning and instruction. Students will compare and contrast several middle school models and their personal experiences.

MS_ED 429: Health and Physical Development
This course introduces students to the concepts of risk and resiliency in the context of children’s developing lives and schooling. Through readings, class discussions and experiences, issues such as substance abuse, violence, sexuality, depression, and media influences will be examined. Students will also be introduced to remedies that include systemic, curricular, and instructional perspectives.

MS_ED 451: Special Topics in Teaching and Learning

Please note that not all courses are taught every year.

MS_ED 453: Methods and Techniques of Elementary Teaching
Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification. Course work in this sequence is related to issues explored in MS_ED 406 Research and Analysis in Teaching and Learning: Discussion and Question Development. This course is accompanied by a half-time, 10-week teaching practicum that includes observation and assumption of teaching and management duties in a public school setting. The MSEd program staff places students in schools; students are responsible for planning a schedule of daily activities with their classroom supervisor, according to University guidelines. The practicum is a prerequisite for the MS_ED 487-489 Student Teaching.
Course Descriptions

**MS_ED 454-459: Methods and Techniques of Secondary Teaching**
Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification. Course work in this sequence is related to issues explored in MS_ED 406 Research and Analysis in Teaching and Learning: Discussion and Question Development. This course is accompanied by a half-time, 10-week teaching practicum that includes observation and assumption of teaching and management duties in a public school setting. The MSEd program staff places students in schools; students are responsible for planning a schedule of daily activities with their classroom supervisor, according to University guidelines. The practicum is a prerequisite for the MS_ED 487-489 Student Teaching.

- MS_ED 454  Art
- MS_ED 455  Foreign Languages
- MS_ED 456  English
- MS_ED 457  Mathematics
- MS_ED 458  Sciences
- MS_ED 459  Social Sciences

**MS_ED 477-479: Practicum Seminar**
The Practicum Seminar encompasses a ten-week period of part-time experience under the direction of one or more classroom mentors designated by the cooperating school. The practicum, which is a prerequisite to the teaching internship, can be performed at either public or private sites. It is organized in conjunction with a subject-specific methods tutorial and is accompanied by a weekly practicum seminar. Although the practicum satisfies the State of Illinois requirements for clinical observation (100 hours), Northwestern attempts to enhance the quality and scope of observational activities through associated course work. In most of our cooperating schools, the experience is further expanded to enable practice teachers to actively assist in class and school activities. The MS_ED 477-479 Practicum Seminar is a prerequisite for the MS_ED 487-489 Student Teaching.

**MS_ED 460: Proseminar in Higher Education**
Class discussion concentrates on current and ongoing issues in the American postsecondary educational system. Students are introduced to areas of professional endeavor within the field (enrollment management, student affairs, etc.), explore major sources of information about various areas of higher-education administration, and have the opportunity to meet higher-education professionals.

**MS_ED 462: The College Student**
This class examines student development research and discusses how students in undergraduate, graduate, and professional schools change intellectually, morally, ethically, emotionally, and socially as a result of their classroom and non-classroom experiences. Practical applications and
Course Descriptions

issues for enhancing the effectiveness of college and university programs are also addressed.

MS_ED 465: Law and Ethics in Higher Education
Legal professionals guide students through the legal and ethical issues associated with higher education administration. This includes applying both dimensions to the daily work of higher education administration.

MS_ED 466: Budgeting and Finance in Higher Education
This course will comprehensively address the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. Students will develop and enhance their abilities to write and speak effectively about budget and finance-related issues.

MS_ED 467: History and Philosophy of Higher Education
This course will survey and assess the evolution of American Higher Education from the founding of Harvard College to present patterns of virtual and distance learning. Historical and institutional contexts for this development include consideration of the role of religion, government, and the private sector in shaping the demand and provision of elite and accessible forms of higher education opportunity.

MS_ED 468: Higher Education Policy
This course examines concepts, models, and theories about public policy and the federal policy process with regard to areas of major importance to higher education (e.g., student aid, taxes, research, and affirmative action). Current policy issues are analyzed in comparison with past executive, legislative, and judicial branch actions in those policy arenas. The course is designed to provide a basic understanding of higher education policy in the U.S. at the national level. MS_ED 460 is a prerequisite for this course.

MS_ED 485: Higher Education Internship
Internships help students develop skills essential for successful administration, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory.

MS_ED 487: Student Teaching - Elementary
Elementary Teaching students take this during winter quarter, with an accompanying seminar. In public-school settings, continuous monitoring of the intern's progress ensures that the skills and knowledge gained in the MSEd Program help interns master the diverse tasks and responsibilities educators face. Prerequisites: MS_ED 406 and MS_ED 453, and the teaching practicum.

MS_ED 488-489: Student Teaching – Secondary
Secondary Teaching students take the MS_ED 484-489 Student Teaching during winter quarter, with an accompanying seminar. In public-school settings, continuous monitoring of the intern's progress ensures that the skills and knowledge gained in the MSEd Program help them master the diverse tasks and responsibilities educators face. Prerequisites: MS_ED 406, one course from MS_ED 454 through -459 sequence, and the teaching practicum.
Course Descriptions

MS_ED 499: Independent Study
Consent of MSEd Program director required. Forms requesting independent studies or internships are available for download.

Learning Sciences Courses

LRN_SCI 302: Education and the Changing Workplace
The course will address: (1) the changing nature of work and how this impact the skills that will be needed for work in the next century; and (2) the design of education for teaching the skills needed for work in the next century.

LRN_SCI 403: Learning in Context: Cognitive Science Foundations of the Learning Sciences
Cognitive and social science theories of how people learn to understand, reason and solve problems. Implications for the design of classroom learning environments; learning in real contexts as critical scenarios for investigating central issues in cognitive science, e.g., knowledge representation, expertise transfer and metacognition. Learning in mathematics, science, reading/writing and informal reasoning.

LRN_SCI 429: Design of Learning Environments
Issues in designing and studying innovative learning environments. New models of classroom interaction, particularly using technology to enable new cognitive and social roles for students. Topics include simulation environments, intelligent tutoring and coaching systems, computer-mediated communication, teaching for conceptual change and project-based learning approaches. Theoretical motivations in cognitive and social interaction learning theories, empirical studies evaluating their effectiveness and prospects for propagation of such innovations.

LRN_SCI (210)-435: New Approaches to Science Education
Issues in science education research and practice, including inquiry-based learning, conceptual change and educational technology. Hands-on experience with curriculum, technology and activity design.

LRN_SCI 451: Topics in Learning Sciences
Current research topics in the learning sciences. Topics vary. May be repeated for credit with change in topic.

LRN_SCI 463: Topics in Research Methods
Methodological approaches to research on learning-teaching environment implementation. Methods for examining processes of change and adoption of new technologies or other educational interventions in settings such as classrooms, workplaces and homes.

LRN_SCI 499: Learning Sciences Independent Research
Consent of MSEd Program director required. Forms requesting independent studies or internships are available before registration in the MSEd office.
Course Descriptions
Counseling Psychology Courses

COUN_PSY 411: Individuals and Systems: Psychodynamic Viewpoints
Psychodynamic theories of personality and social systems. Application to analysis of interpersonal and helping relationships; personality development and dynamics; psychopathology, assessment, and intervention in relation to individuals and organizations.

COUN_PSY 412: Group and Organizational Dynamics
Social psychology of groups and social systems focusing on group dynamics and intergroup relations. Application to decision-making groups, educational groups, and human-service delivery groups and systems. Participation in a weekend group relations conference. Prerequisite: COUN PSY 411.

COUN_PSY 421: Adult Development and Work Careers
Psychological conceptions of adult development and the social environment. Influence of families, schools, and work institutions on adult development.

COUN_PSY 427: Career Psychology
Theories of career choice, career commitment, and life-course development applied to research and practice in career counseling.

COUN_PSY 451: Cultural Diversity Issues in Psychology: Theory, Research, and Practice
Theoretical and applied areas of counseling psychology, life-course development, and intervention. Topics include biological bases of behavior, human neuropsychology, psychopharmacology, advanced psychopathology, career development and assessment, and rehabilitation counseling.

Elective Courses - Website Information

Visit the websites of the various schools for course descriptions and for more ideas on elective courses.

School of Education and Social Policy:
Learning and Organizational Change: http://www.sesp.northwestern.edu/msloc/
Learning Sciences: http://www.sesp.northwestern.edu/ls/
Human Development and Social Policy: http://www.sesp.northwestern.edu/hdsp/

Kellogg School of Management:
Course Descriptions

Course Catalog: http://www20.kellogg.northwestern.edu/dpeo/catalog.asp

Medill School of Journalism:
Graduate Courses: http://www.medill.northwestern.edu/medill/grad/courses/

School of Continuing Studies:
Course Catalog: http://www.scs.northwestern.edu/courses/
Public Policy and Administration:
http://www.scs.northwestern.edu/grad/courses/?Program=MPPA

Weinberg College of Arts and Sciences:
Courses Offered: http://www.wcas.northwestern.edu/departments/
**Master’s Project: A Description & Chronology**

The Master’s Project is an opportunity to pursue resolution of a question about which you have genuine concern. The question may grow out of an interest that you have had for some time or one that has arisen recently through coursework or personal experience. As you identify and pursue resolution of your question, you will learn a great deal about your topic and about yourself.

During this process, you will acquire tools for inquiry and self-reflection that will be useful throughout your career. The Master’s Project is a major undertaking and is usually completed across the span of a year. It involves three courses: MSED 406: Research and Analysis I, MSED 407: Research and Analysis II, and MSED 408: Research and Analysis III. See also “Course Descriptions,” p. 48.

**Outline of Master's Project Chronology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>MSED 406: Research and Analysis in Teaching and Learning I: Discussion and Question Development</td>
<td>- Develop a research question&lt;br&gt;- Form peer research support group/meet research coach&lt;br&gt;- Read in the domain of your question&lt;br&gt;- Learn to participate in, prepare for, and lead an interpretive discussion in classroom or work setting&lt;br&gt;- Study the relation between interpretive discussion and questioning&lt;br&gt;- Lead an interpretive discussion based upon a text related to your question* (*may occur in 407/408 if desired)&lt;br&gt;- Complete a preliminary literature review&lt;br&gt;- Refine your research question</td>
</tr>
<tr>
<td>MSED 407: Research and Analysis in Teaching and Learning II: Literature Review and Research Methodology</td>
<td>- Continue research group collaboration/continue meeting with research coach&lt;br&gt;- Complete preliminary data collection plan&lt;br&gt;- Learn a variety of data collection methods and techniques&lt;br&gt;- Complete literature review&lt;br&gt;- Complete plan for ethical, field-based data collection&lt;br&gt;- Complete appropriate consent forms and/or appropriate IRB forms&lt;br&gt;- Begin to collect and analyze data&lt;br&gt;- Present a poster session on your research</td>
</tr>
<tr>
<td>MSED 408: Research and Analysis in Teaching and Learning III: Analysis, Interpretation, and Dissemination</td>
<td>- Continue research group collaboration/continue meeting with research coach&lt;br&gt;- Complete data collection&lt;br&gt;- Analyze and summarize your data&lt;br&gt;- Interpret your findings and integrate the literature review.&lt;br&gt;- Write your conclusions&lt;br&gt;- Present your research to an audience&lt;br&gt;- Prepare copy of project for MSEd archives</td>
</tr>
<tr>
<td>Beyond the Master’s Project</td>
<td>- Ask new questions&lt;br&gt;- Collaborate with practitioner colleagues&lt;br&gt;- Do institutional and classroom research/inquiry&lt;br&gt;- Share research with a wider audience by writing for publication and/or presenting at conferences</td>
</tr>
</tbody>
</table>
Master’s Project:  
A Description & Chronology

Completing the Master’s Project is an exciting and potentially transformative (albeit very demanding) process. We understand that you must accomplish it amidst many other responsibilities and commitments. The same will be true as you take these skills out into your busy professional life. Reflective inquiry works best when it is seamlessly interwoven into the fabric of professional practice. We strongly believe that the skills of inquiry are critical to helping you grow and thrive throughout your career. We respect your ideas and questions, and we hope that you will enjoy the opportunity to explore them deeply and fully. We want to provide as much support and encouragement as possible for you throughout the year. Please feel free to contact Dr. Haroutunian-Gordon, Dr. Lois Trautvetter, Dr. Miriam Sherin, and your research coach at any time during the year for help, consultation, or just a ready ear to listen to your ideas.
The Nature of Questions

This section presented by Sophie Haroutunian-Gordon*, Professor of Education and Social Policy and Director of MSEd Program

*Prepared with the assistance of the Great Books Foundation Leader’s Manual

The Three Kinds of Questions

Fact Questions
For the purpose of our discussions, we shall define fact questions as those questions which can be answered satisfactorily by pointing to a particular passage in the material. The “facts,” therefore, are the author’s facts -- the events as s/he describes them in the book, work or art, etc. Answers to the fact questions are always answers about which there will be little argument.

Interpretive Questions
For the purpose of our discussions, we shall define interpretive questions as those questions for which there can be more than one satisfactory answer, based on the text. In addition, interpretive questions are always asked in order to explore what the author means. To answer an interpretive question, the participant must first give his opinion of what the author means and then support his/her opinion with “facts” from the text. Interpretive questions may be about:

a) The meaning of a word as the author uses it
b) The meaning of an entire passage
c) The meaning of an entire situation
d) The construction or organization of a work
e) The belief of the author
f) The intention or purpose of an author

If the question asked is an interpretive one, there will be argument or controversy about the answer. The argument comes either over the resolution offered or the use of the author’s facts to support the resolution.

Evaluative Questions
For the purpose of our discussion, we shall define evaluative questions as those questions which can be answered by giving an opinion based upon experience outside the work being discussed. Questions of evaluation ask one to determine the respects with which one agrees or disagrees with the author’s meaning. Evaluation questions may also ask one to determine the degree to which the text has application to one’s own life.

If you are confused as to whether a question is factual, interpretive or evaluative, give yourself the “thirty second test”: start to answer the question. If you can answer it by pointing to one passage in the material, you have a fact question; if you find yourself offering an opinion and supporting it with evidence from the book, you have an interpretive question; if you offer your opinion and then justify the opinion on the basis of your own experience rather than referring to the material itself for evidence you have an evaluative question.
The Nature of Questions

Two Uses of Questions

*The discussion begins with a basic question.*

All basic questions have the following qualities:

- They are interpretive questions designed to explore the author’s meaning.
- They are questions to which you are unsure of the answer.
- They are questions you care about resolving (coming to a decision about the answer).
- They are questions which imply or suggest many other questions.
- They may be hypothetical (suggest an answer) or non-hypothetical (do not suggest an answer).
- They may be in the form of issue questions. Such questions are answered by making a case for one of two opposing possibilities.
- They are always specific questions – questions which can only be answered after careful reading and/or study of the material.

In general, a basic question is an interpretive question which suggests further questions that lead to an extended discussion of one of the main ideas of the work.

*A basic question implies or suggests at least eight follow-up questions.*

The follow-up questions contain ideas that relate directly to the basic question; if one answers a follow-up, the answer will bring one closer to a resolution of the basic problem.

Question Clusters

A cluster of questions contains one basic question and at least eight follow up questions that relate directly to the basic question. The follow-up questions in a prepared cluster are always interpretive questions. If you cannot think of at least eight interpretive follow-ups, you have not begun with a question that is basic for you. It is possible to spend at least thirty minutes discussing a good cluster.
The Nature of Questions

Guidelines for having a satisfying discussion experience
The goal of the discussion is to probe and pursue resolution to a question that is of interest to the group. In so doing, it helps to:

1. Relate questions that you have about the meaning of the text or those you hear from others.

2. Ask for clarification of any point or terms you do not understand.

3. If you are confused by what you hear and another says, repeat back what you have heard and ask for clarification.

4. Try to support your opinion of what the author means by a) reading from the text; b) offering an accurate paraphrase; c) offering reasons and examples from your own experience where appropriate.

5. Challenge any assumptions in the questions with which you do not agree.

6. Do not refer to an outside text or material unless everyone in the group is familiar with it. Refer to outside materials that all are familiar with only as it sheds light on the problem under consideration.

7. Try to keep an open mind. Be willing to alter your position if someone shows you an error in your opinion or your use of facts.
The Nature of Questions

Preparing to lead an Interpretive Discussion

- Read or study material carefully.
- Raise questions (in writing) about:
  - Words or passages you don’t understand
  - Words or passages that may have more than one meaning
  - Passages or words you would like the participants to consider in light of their own experience
  - Main ideas you wish the participants to consider
- Work with the questions in the following manner:
  - Read through all questions and dispose of any that are not interpretive
  - If working with a co-leader, pick out some of the main questions on your list and discuss them (if you have a good interpretive and/or basic question, you will find yourselves disagreeing or in controversy)
  - Write down new questions that arise in the process of answering the ones you have already written
  - Check the wording of your questions. Be sure that they are clear, specific, and do not contain confusing or technical terms.
  - Arrange the questions by clusters, writing the basic question first and the follow-up questions beneath it. For every basic question, you should have at least eight follow-up questions. The answers to follow-up questions should bring you closer to the resolution of the basic question.
  - Determine the basic question cluster with which you will open the discussion.
The Nature of Questions

Resolve the Basic Question
1. You may begin by stating the basic question. Often, the group will fail to see many of the implications of the basic question at first. Ask follow-up questions to:
   • introduce implications of the basic question
   • require a participant to support an opinion or conclusion with evidence from the text
   • correct errors of fact
   • bring out other possible resolutions to the question being discussed
2. Use participants’ remarks as a source for follow-up questions. (the participants’ comments rather than prepared questions should be the main source of follow-ups.
3. Explore all the implications of the basic questions – those you have written down, and those which come up during discussion. Explore the implications fully and one at a time so that important, unanswered questions do not pile up.
4. Obtain a partial resolution to the basic question every so often. Repeat the basic question or ask other questions that will bring forth a summary of what you believe may have been learned so far. In the course of the discussion, try to make sure that:
   • You ask questions only
   • The words in questions are clear, specific, and non-technical
   • Each member of the group participates at least three times

Observe the Basic Rules of Discussion
1. The group may discuss only the book or work that has been assigned.
2. Leaders are not to allow any person to participate in the discussion unless he has read or otherwise prepared.
3. Unless it is otherwise agreed, participants are not allowed to introduce to the outside authorities to lend weight to their arguments. Whatever a participant says is to be interpreted as his own opinion and is to be supported with evidence from the text.
The Nature of Questions

**Criteria for evaluation of cluster of questions**

In reviewing the evaluation of your written questions, please consider whether:

1. Technical terms are present and should be replaced with the meanings you intend?
2. Question is unclear?
3. Page reference is missing?
4. Question is phrased by quoting a relevant passage from the text and asking a question about its meaning?
5. Follow up question is directly related to basic question (i.e., resolving follow-up in at least one way suggests possible resolution of basic question?)
6. Ideas about the answer to the question are built into the question itself? (Use the single possibility or the “issue” form of question unless there is evidence for at least three resolutions of the question.
7. Question is an interpretive question?
8. Statements are present in the question? (Try to avoid)
9. Question meets all the student criteria?
The Nature of Questions

What’s that, Schroeder?

This is a new recording of Brahms’ Fourth Symphony.

You mean you’re going to dance to it?

No, I’m just going to listen to it.

You mean you’re going to whistle or sing while you listen to it?

No, I’m just going to listen to it.

What are you going to do with it?

I’m going to take it home and listen to it.

Are you going to march around the room while you listen to it?

No, I’m just going to sit and listen to it.

That’s the most ridiculous thing I’ve ever heard!
The Nature of Questions

Cartoon Cluster

*WHY DOES THE GIRL CALL SCHROEDER’S STATEMENTS RIDICULOUS WHILE SCHROEDER DOES NOT MAKE A JUDGEMENT ABOUT HER QUESTIONS?*

- Why does Schroeder mention that his album is a new recording of Brahms’ Fourth Symphony?
- Why are there several Brahms’ recordings in the window?
- Why is Schroeder looking straight ahead instead of at a Brahms’ recording in the first picture?
- Why does Schroeder answer the girl four times in almost the same way?
- Why does he add the word “just” to the last three responses?
- Why is Schroeder’s mouth hidden in one frame?
- Why does the girl ask all the questions and Schroeder make almost all of the statements?
- Why does the girl have no idea that what Schroeder is holding is a record?
- Why does the girl offer possible meanings for the word “listen” while Schroeder does not?
- Why does the girl demonstrate what she means by march and dance?
- Why does Schroeder start to walk away from the girl while she is asking questions?
- Why does the author have Schroeder out of sight when the girl makes her comment?
Policy on Academic Integrity

POLICY ON ACADEMIC INTEGRITY

The School of Education and Social Policy (SESP) values the highest quality of academic performance and integrity by all of its students. As a center for intellectual inquiry, our school has no room for academic dishonesty, as it reduces the quality of academic work and individual challenge. Academic dishonesty negatively impacts all members of our learning community.

SESP has developed the following procedures for dealing with cases of alleged academic dishonesty. A copy of these procedures may be found on the school’s web page.

Questions regarding academic dishonesty or these procedures should be referred to the Master of Science in Education (MSEd) Program Director.

Initiation of complaint

All cases of alleged academic dishonesty by MSEd students in the School of Education and Social Policy must be referred to the MSEd Program Director. Cases should be referred within one month of the date of the alleged incident, or within one month of the date the reporting individual becomes aware of the alleged incident, whichever is later. However, no action will be taken on any case if more than one year has elapsed since the alleged incident. Once a matter has been referred to MSEd Program Director, it may not be withdrawn without the MSEd Program Director’s approval, nor may the referring faculty member resolve the case without his or her approval.

Students, as members of the academic community, may report any abridgement of academic integrity to either the MSEd Program Director, or to the instructor responsible for the course in which the dishonesty took place.

The MSEd Program Director shall review the facts of the alleged incident, including statements of the reporting individual, the instructor(s), and any supporting material. If, after the review, the Program Director determines that there is cause for further investigation, he or she shall notify the student by letter of:

- the date of the incident (if known),
- the course and instructor,
- the nature of the alleged violation,
- and the sanctions that may be imposed, if it is ultimately determined that a violation took place.

The MSEd Program Director will call the student and notify him or her that he or she has a letter that they must sign for in the MSEd office. The Program Director will also notify the Dean of the School of Education and Social Policy.

A copy of the current procedures and the booklet “Academic Integrity at Northwestern” should accompany the letter; inclusion of the document with the letter constitutes notification of the possible sanctions).

The letter shall request that the student make an appointment with the MSEd Program Director to discuss the case within seven working days of the date of the letter, at which time the student may present any relevant material or statements in his or her behalf. The letter shall inform the student of his or her right, prior to meeting with the MSEd Program Director, to review relevant original materials in the MSEd office, to obtain copies of such materials if desired, and to discuss the matter with a faculty advisor or other individual. Review of original materials must take place by appointment during normal working hours at the MSEd Program office within seven working days of the date of the MSEd Program Director’s letter.
Policy on Academic Integrity

If the student does not schedule a meeting within seven working days, the MSEd Program Director will make his/her determination on the basis of the evidence available at that time. The MSEd Program Director may grant reasonable requests for an extension of this time deadline at his or her sole discretion.

In certain cases where timely notification is important, as, for instance, if a student is about to leave campus for vacation, verbal notification can be made, but such verbal notification should be followed by a letter.

Meeting with the MSEd Program Director

The MSEd Program Director has the authority to determine, based on the evidence presented by the reporting individual, the instructor(s) and the student, whether a violation of academic integrity has occurred: this authority will be communicated to the student in the MSEd Program Director’s initial letter.

In meeting with the student, the MSEd Program Director will describe the charges made and detail the evidence supporting those charges. At this initial meeting, the student may decline to discuss the matter and/or request that the MSEd Program Director defer making a determination until after a subsequent meeting between the student and the MSEd Program Director, at which the student may present relevant information or evidence. This must be requested at the initial meeting and must be scheduled for a time within seven working days of the initial meeting.

After his or her review, the MSEd Program Director shall inform the student by letter of his or her decision and the sanction, if any, to be imposed. (If the student is not registered in SESP, the school in which the student is registered will determine the sanction).

A copy of the letter to the student will be sent to the instructor(s), the Dean, and the Vice President of Student Affairs (if the student is separated from Northwestern). If the student is separated, he or she will be required to turn in his or her Wildcard to the MSEd Program Director

Sanctions

Sanctions which may be imposed by the MSEd Program Director include, but are not limited to:
- a reduced or failing grade in the course (as determined by the course instructor)
- a letter of warning
- a defined period of probation, with or without the attachment of conditions
- withdrawal of University funding
- a defined period of suspension, with or without the attachment of conditions
- permanent exclusion from the University
- notation on the official record
- delay in receiving degree (in the case of a graduating student)
- revocation of an awarded degree
- or any combination of the previously listed sanctions

Any grades entered for a student in a course in which an allegation of academic dishonesty is pending against him or her, whether for the course as a whole or for a piece of work submitted in the course, is subject to modification after all proceedings and appeals are concluded. Should the student be found to have violated academic integrity, the course instructor is empowered, in his or her sole discretion, to determine the effect this violation will have on the student’s grade in the course; possible actions range from doing nothing to failing the student in the course.
Policy on Academic Integrity

Appeals to the SESP Committee On Appeals

The MSEd Program Director ‘s decision and sanction may be appealed to the SESP Committee on Appeals by filing a written notice of appeal within ten working days of the date of the letter of notification. The student’s written notice of appeal must state what is being appealed – whether the finding of academic dishonesty, the sanction imposed, or both – and must describe in detail the grounds for the appeal. The student’s written notice of appeal should also state whether the student desires to present the appeal in person to the Committee. The MSEd Program Director ‘s letter to the student setting forth his or her decision and sanction must inform the student of this right of appeal.

If the student so requests, he or she will be granted an opportunity to appear in person to present his or her case to the committee. If the student wishes to present witnesses before the committee, he or she must inform the secretary to the committee at least seven working days before the appeal is to be heard of the names of the proposed witnesses and the nature of the evidence they are prepared to present.

The MSEd Program Director may be present to hear and respond to testimony of the accused student or any witnesses appearing before the committee.

Following it’s review, the Committee on Appeals may sustain or reverse the findings of academic dishonesty, if that portion of the MSEd Program Director ‘s decision was appealed, and may, if, a finding of academic dishonesty stands, sustain or modify (but not increase) the sanction, if that portion of the decision was appealed. The Committee shall inform the student by letter of its decision.

Note – as of September 2002, the structure for the appeals committee had not been determined. This will be done during the 2002 – 2003 academic year. For the most current information, contact the MSEd Program Director.

Appeal to the Provost

The decision of the SESP Committee on Appeals may be further appealed within ten working days to the Provost of the University. Such appeals must be in writing and include a detailed statement setting forth the grounds for the appeal. Appeals to the Provost will be limited to alleged errors in procedures, interpretation of regulations, or alleged manifest discrepancies between the evidence and a school finding and/or sanction. The Provost will receive appeals only after a sanction has been specified for the alleged violation. The letter communicating the Committee’s decision shall inform the student of this right to appeal.

Cross-School cases

In instances where a student is registered in another school and is alleged to have committed an act of academic dishonesty in a SESP course, the authority of the SESP will extend only to determining whether or not the alleged action constitutes academic dishonesty and, if so, to the imposition of a grade penalty by the instructor in the course (see IIIB). If the finding is affirmative, the case will be referred to the appropriate authority of the school in which the student is registered for whatever further sanction that school deems appropriate.

Similarly, the MSEd Program Director may be called upon to determine further sanctions for SESP students who have been found guilty of academic dishonesty in courses in another Northwestern school.

In instances where a student registered in SESP has been found to have committed an act of academic dishonesty in a course offered by another school, the Program Director will notify the student in writing of the formal referral of the matter to SESP for determination of a SESP sanction, if any (again, he or she will call the student to pick up the letter from the MSEd Office). Such notification will inform the student that he or she should schedule an appointment with the MSEd Program Director, to take place within seven working days, to present any evidence of mitigating circumstances, but not on the underlying question of guilt or innocence. If the student does not schedule an appointment within the allotted time, or within such extension of time as the
Policy on Academic Integrity

The MSEd Program Director may grant in his or her sole discretion, he or she will make a decision of sanctions based on the available information.

The MSEd Program Director will inform the student in writing of any sanction imposed and of the student’s right to appeal that sanction (but not issues of guilt or innocence) to the SESP Committee on Appeals.

General Considerations

- Instructors may require students to submit their work electronically in addition to, or in place of, printed form. All student work may be analyzed electronically for violations of the schools’ academic integrity code and may also be included in a database for the purpose of testing for plagiarized content.

- A student charged with academic dishonesty may not change his or her registration in the course(s) in which a charge is pending or in which a finding of academic dishonesty has been made.

- A student who is suspended from Northwestern may not enroll in courses outside Northwestern for the purpose of transferring the credits toward their Northwestern degree.

- At any stage of the proceedings described above, the student may be accompanied by a fellow student, a faculty member, or another individual of the student’s choosing, but not by an attorney. This person may not, however, take part in the proceedings except as a witness if that individual’s testimony is deemed relevant by the MSEd Program Director or by the Committee, as appropriate; the student must speak on his or her own behalf.

- Sanctions specified by the MSEd Program Director, as modified by the SESP Committee on Appeals or the Provost (if an appeal has been filed), shall take effect at the expiration of the period for appeal of a decision, if an appeal has not been filed, and after a decision has been reached by the Committee on Appeals or the Provost if an appeal has been filed. If the appeal is not granted, the sanction will be applied retroactive to the date specific by the MSEd Program Director and, if necessary, current registrations may be canceled.

- All materials relating to an allegation of academic dishonesty will be kept in the MSEd Program Director’s Office until the student has graduated, regardless of the finding in the case. Those materials will be destroyed following the student’s graduation or for ten years after the incident, whichever is earlier.

- All references to the MSEd Program Director in these procedures include his or her designee if circumstances prevent the MSEd Program Director from participating.

- Only those directly involved: the instructor(s) of the course, any TA(s) directly involved, and the MSEd Program Director should be part of discussions of the incident. If it is necessary to seek advice from any other person, it must be done in a way that prevents the identity of the student(s) involved in the incident from being revealed.

- Hearings conducted by the MSEd Program Director or Committee on Appeals are not formal legal proceedings and are not subject to strict rules of evidence or procedure.
## Glossary of Terms and Acronyms

Though not a comprehensive list, knowing these terms and acronyms should help you navigate student life with a little more confidence.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annenberg</strong></td>
<td>The building in which most MSEd courses are held – your home away from home as an MSEd student.</td>
</tr>
<tr>
<td><strong>Blackboard</strong></td>
<td>A little more sophisticated than the name implies, this is an online course management system that allows you to electronically submit homework files, email your entire class, post messages to a bulletin board, and view your assignment grades, among other things.</td>
</tr>
<tr>
<td><strong>CAESAR</strong></td>
<td>Computer Assisted Electronic Student Activated Registration – secure Web pages through which you can register for classes, view your course grades, request an unofficial transcript, monitor your tuition balance, and more.</td>
</tr>
<tr>
<td><strong>CAPS</strong></td>
<td>Counseling &amp; Psychological Services – the office that can help you overcome stressful situations and achieve mental stability.</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td>Similar to a “major,” each concentration within the MSEd Program has its own set of required courses.</td>
</tr>
<tr>
<td><strong>Course packets</strong></td>
<td>A collection of articles or book chapters compiled and copied by professors, these are used in addition to or in substitution of actual books.</td>
</tr>
<tr>
<td><strong>CTEC</strong></td>
<td>Pronounced “C-tec” – Course &amp; Teacher Evaluation Council. CTECs refer to the evaluations you complete at the end of each course and the compilation of course evaluation information that you can use to inform your registration decisions.</td>
</tr>
<tr>
<td><strong>Field experience</strong></td>
<td>This generally refers to student teaching within the MSEd Program, but it can be any authentic activity that involves applying classroom knowledge in a school or community setting.</td>
</tr>
<tr>
<td><strong>HEAP</strong></td>
<td>Higher Education Administration and Policy—one of the five MSEd concentrations.</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td>A short-term (usually lasting one quarter) work experience in which students actively reflect on their learning. Internships are recommended in all cases and required in some cases; they are worth one academic credit.</td>
</tr>
<tr>
<td><strong>Interpretive questions</strong></td>
<td>Questions for which there can be more than one satisfactory answer based on a certain text. All MSEd students lead interpretive discussions based on these questions at some point during their Master’s Projects.</td>
</tr>
</tbody>
</table>
# Glossary of Terms and Acronyms

**LOC**
Learning and Organizational Change – an undergraduate major and a new master’s degree program as of January 2002.

**MSEd**
Acronym for Master of Science in Education – pronounced “M-S-Ed”.

**NetID**
Similar to a username, you’ll need this combination of letters and numbers to access secure sections of the Northwestern University Web site.

**Norris**
Norris University Center – the place to go for coffee, Willie’s Food Court, and the campus bookstore.

**P/NP**
Pass/no pass – students cannot take courses on a P/NP basis and still count those courses toward the MSEd degree.

**Practicum**
This generally refers to the hours during which elementary and secondary education students observe mentor teachers in urban and suburban school settings.

**SESP**
School of Education and Social Policy – pronounced “S-E-S-P”.

**SCS**
School of Continuing Studies

**SPAC**

**UCS**
University Career Services – the place to go for career counseling and/or help with your resume, cover letters, interviewing, and salary negotiation skills.

**WildCARD**
Your student identification card, which can also act as a debit card for meals at Willie’s Food Court in Norris or copies in the library.