

Master of Science in Education and Social Policy Program

2023-24 Student Handbook

Land Acknowledgement

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to an urban Native American community in Chicago and near several tribes in the Midwest. The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois.

It is within Northwestern's responsibility as an academic institution to disseminate knowledge about Native peoples and the institution's history with them. Consistent with the University's commitment to diversity and inclusion, Northwestern works towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, community service and enrollment efforts.



VA Pending Payment Policy

For Northwestern students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, the University will not prevent enrollment, assess a late fee, deny access to resources available to other students, or require they secure additional funding while payment from the United States Department of Veterans Affairs is pending to the University.

To qualify for this provision, students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.

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About this Handbook

This handbook contains policies, procedures and information on the program areas and courses offered by the Master of Science in Education Program for the upcoming 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.

Northwestern University Student Handbook and Code of Conduct

In addition to MSEd Student Handbook, which reviews information specific to the MSEd Program, we also encourage you to review the **Northwestern University Student Handbook and Code of Conduct**, which applies to all students at Northwestern, regardless of program:

<https://www.northwestern.edu/communitystandards/student-handbook/index.html>

Welcome from the Associate Dean

Dear Students,

Welcome to Northwestern University, the School of Education and Social Policy, and the Master of Science in Education (MSEd) Program. I am so pleased that you have decided to engage in the next chapter of your learning journey with us. I invite you to make the most of your time by exploring new interests, gaining new insights about yourself, getting to know your peers and instructors, and finding ways to connect to campus life.

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. Know that we are here to advocate for and support you. I wish you a fulfilling graduate experience and look forward to leading and learning with you.

Kavita Kapadia Matsko, Ph. D.
Associate Dean for Teacher Education
Interim Director, Master of Science in Education Program

MSED Advising

Welcome to the Master of Science in Education Program! We are excited and honored that you have chosen to join our learning community. As a program, we strive to admit students who are committed to transforming the ways that we think about teaching and learning to meet the needs of all students—in and out of the classroom. We know that your journey to becoming the kind of educator who can meet the challenges of today requires support and guidance from the wider MSED community—faculty and instructors, peers, mentors, and MSED staff.

As a member of the MSED community, each student is assigned an Advisor to support them as they navigate their pathway to becoming a transformative educator. Our advising model provides individual, targeted support for each candidate during their MSED experience. This model is designed to guide you through cycles of review that will support the development of reflective practices based on NU coursework and field experiences, providing a deep and nuanced understanding of how ideas about the educational system, students, teaching, and learning intersect on the pathway to becoming an educator.

Advising is woven throughout program experiences, beginning with curricular planning, identifying areas of strength and growth, and mapping out a trajectory for a career in education. Advising sessions are designed as collaborative spaces to think about goals and aspirations as a novice educator and identify the tools, strategies, and experiences you will need to attain them.

Our advising philosophy is grounded in the MSED Program’s Guiding Commitments and Professional Dispositions. Regular advising conversations are designed to support student growth toward understanding and enacting our program values and practices. Opportunities to build a learning community based on these foundational documents are structured into our program experiences and curriculum. Our hope is that you will build and grow these ideas from the moment you enter the program to long after you take your first professional steps.

While our program’s overarching philosophy applies to all MSED students, advising structures and practices are differentiated to support the pathways our students take according to their concentration: Preservice Teaching; Educational Studies; and Learning Sciences. Your Advisor will provide you with more information about the particular advising structure that has been designed to best support your pathway.

MSEd Vision and Guiding Commitments

We are at a moment in history where education in general and teacher education more specifically needs to evolve to more effectively. Northwestern University's School of Education and Social Policy (SESP) Teacher Education programs are committed to nurturing ways of thinking about learning and teaching that can help all students to not only survive within systems of oppression but thrive within free and democratic life. The well-being of students, families, communities and ecologies has too often been secondary to these purposes. We believe that making the well-being of all learners primary in theory and practice within education is necessary to help to form new social and cultural realities for people who have been historically underserved by education and to enhance the contributions of those who have been historically privileged by education to create a better world. The world now needs teachers who can weave together the assets of students' past, present and future experiences across settings to help them develop into strong leaders of subject-matter who strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.

It is our vision to develop educators to engage in transformation teaching and learning.

Northwestern University Teacher Education is committed to developing a community of educators--including aspiring teachers, faculty/staff, instructors, supervisors, mentor teachers, and teacher leaders-- of the highest caliber who see teaching as a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Our vision of transformative teaching and learning holds aspirations to develop educators who can nurture the learning of all of their students through valuing the multiple knowledges, identities and experiences that they bring with them to class and by utilizing learner-centered pedagogies. Our vision also includes the development of educators who have the capacity to design transformative educational experiences that prepare their students to contribute to social and cultural transformation. Our program helps to develop teachers who are able to nurture empathetic and productive relationships with their students, families, communities, and colleagues.

We will achieve our vision of developing transformative educators by collaborating with our educational community to advance a set of intersecting themes, which we refer to as our Guiding Commitments. The purpose of our Guiding Commitments is to provide the conceptual building blocks to develop a teacher education program that nurtures beliefs in educational dignity and equity along with the ability to create classroom interactions that enact those beliefs. The building blocks form a structure where **transformative teaching and learning** is constructed by the intersecting ideas of equity & social justice, subject-matter sensemaking, learning and human development, and engagement within and across communities. These themes and their relationship to one another are articulated through the bullets below, accompanied by the graphical representation that follows.

Guiding Commitments for Developing Educators to Engage in Transformative Teaching and Learning

MSED GUIDING COMMITMENTS



Advance Equity and Social Justice

Great educators have both a strong understanding of their own cultural identities and value the cultural contexts and identities of their students as tools to support development and learning. They draw on these understandings to create relevant, connected and equitable learning experiences with their students. Educators must learn to design and provide the varied materials, questions, goals, and supports that each student needs. At the same time we must acknowledge that teaching and learning is situated in various systems ranging from families to communities, and we must work to understand and challenge systems that perpetuate inequality.

Foster Subject Matter Sensemaking

We strive to develop educators with robust understandings of subject matter that can be applied in interdisciplinary ways to the world and their student's lives. These educators understand the importance of always being conscious that the way one thinks about learning informs the way one teaches. And because this is true, they are interested in studying the learning of subject matter based on their students' ideas and the literature. Knowing how students understand disciplinary ideas is an essential part of effective teaching and differentiating supports. It is also essential to recognize that subject matter ideas are always culturally situated.

Understand Learning and Human Development

We recognize that the way that educators understand learning and human development is one of the most significant influences on their decisions about instructional strategies, curriculum design, and classroom interactions. The awareness that teachers hold of the complexities of the process of human development influences their ability to engage in positive and productive

Welcome and Overview

relationships, address the learning needs of each student whom they serve; it also shapes the way they conceive of evidence about progress and learning. At the same time, educators need to commit to a reflective stance towards their own growth and development based on relevant forms of data.

Engage Within and Across Communities

We recognize teaching and learning as socially mediated experiences that are nested in multiple communities of learning that hold various funds of knowledge. These include classroom and school communities, the communities of our students and families, as well as broader professional communities. Establishing meaningful and reciprocal relationships and being in community with others is contingent upon developing awareness of self and how to negotiate with others across multiple spaces of participation.

MSEd Staff Directory

The MSEd office is located at 618 Garrett Place, Evanston IL 60208, which is a small house owned by the university right next door to the Sheil Catholic Center.

General Office Contact Information

Main phone: 847-467-1458

Main fax: 847-467-2495

Email: msedprogram@northwestern.edu

Web: <http://sesp.northwestern.edu/msed>

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Please contact staff via email to schedule appointments.

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MSEd Resources

MSEd Program Website

The MSEd Program maintains a program website at <http://www.sesp.northwestern.edu/msed/>. The website contains a great deal of general information about the program, including current course schedules and course descriptions.

Plantastic

To help keep track of degree requirements, we have designed an online advising system that we call Plantastic (<http://plan.northwestern.edu/msed>). You can login with your netid and netid password. From there, entering a new plan should be easy – just select your start term, and then use the pulldown menus to select your classes. Plantastic knows which degree rules apply to you, and will not allow you to submit a plan unless it is valid (meaning that it fulfills all the of the degree requirements). When you submit your plan, your advisor will be notified. Your advisor will then either approve the plan or reject it. A plan is not active until after an advisor has approved it, and you may not register until you have an approved plan in the system.

It's a good idea to check Plantastic each quarter before registering to make sure that you are following your plan. If you need to make changes, you can do so – just click “revise this plan.” Again, the changes will go to your advisor for approval.

If you plan to take a class outside the MS_ED department, select “Other” for the course. Classes that are identified as graduate-level in CAESAR (most 300-level classes and all 400-level classes) can be counted as a graduate-level elective toward your degree (see Section 4 for more details on using CAESAR). To make sure that Plantastic knows you are counting a class as a degree elective, make sure to select “Other Degree.” For 100- and 200-level deficiency courses, you should select “Other Non-Degree” – those classes are purely for undergraduate credit, and cannot be counted toward the MSEd degree.

Note: *if you know the course number of an “Other Degree” or “Other Non-Degree” course, be sure to include the entire course number in Plantastic (for example, THEATRE 312-A or THEATRE 312-1, not just THEATRE 312).*

MSEd Student Resources Wiki

The MSEd Program maintains a student resources wiki page at <http://msedstudentresources.pbworks.com/>. No login is required. This website includes a great deal of policy information, as well as links to various university resources. All petitions and forms included in the appendices of this handbook can also be found on the student resources wiki page. It is anticipated that during the 2023-24 academic year, the current student resources wiki will be folded into a redesigned MSED website.

University Resources and Services

Northwestern University Website

The University website (<http://www.northwestern.edu>) contains extensive information that will help you become familiar with the Northwestern University campus and community. There is a section specifically designed for students (<http://www.northwestern.edu/students/>) that includes a wide variety of useful links, including CAESAR, the campus directory, the library, and Student Financial Services. It is by no means necessary to study the student tools and services webpage in detail, but at the very least, you should familiarize yourself with the information that you can find there. A few of the most important links are noted below.

CAESAR (Computer Assisted Electronic Student Activated Registration)

The primary online tool for students to interact with the university is CAESAR (<https://www.caesar.northwestern.edu>). Through CAESAR, you may search for and register for classes, view enrollment, view your student account, pay bills, view transcripts or transcript holds, grant guest access to your account, and update contact information on file with the university. A detailed guide for using CAESAR can be found at <http://www.northwestern.edu/ses/students/index.html>. Special registration issues for MSED students are discussed in Section 4 of this handbook.

Canvas

Canvas, an online course management system, is often used by instructors to post syllabi, facilitate discussion, collect assignments, compile course documents, or provide additional resources. You can find Canvas at <https://canvas.northwestern.edu>. Your netid and netid password are necessary to login. Be sure to check Canvas before your first class meeting every quarter, as many instructors post syllabi and/or assignments to be covered in the first class.

Note: not all instructors use Canvas. If you have registered for a class in CAESAR, but do not see the course listed in Canvas, do not panic. Either the instructor is not using Canvas at all, or has not published the class site yet.

Maps, Parking, and Getting Around

Northwestern has campuses in both Evanston and Chicago. MSED coursework is held primarily on the Evanston campus, as is most coursework taken to fulfill licensure requirements. However, some licensure courses offered by the School of Professional Studies (SPS) are held on the Chicago campus.

1. Campus maps: <http://www.northwestern.edu/campus-life/visiting-campus/maps.html>
2. Parking: <http://www.northwestern.edu/campus-life/visiting-campus/parking.html>
3. NU campus shuttles: <https://www.northwestern.edu/transportation-parking/shuttles/>
4. Chicago Transit Authority (CTA): <http://www.transitchicago.com>
5. Metra trains: <https://metra.com>

Resources

Calendars

Northwestern operates on the quarter system. MSED classes are held all four quarters. Undergraduates are not on campus during the summer quarter, so you may occasionally hear reference to the “Academic Year” (fall-winter-spring) and the “The Summer Session.”

1. Academic calendar: <http://www.registrar.northwestern.edu/calendars/>
2. Plan-It Purple (NU events calendar): http://planitpurple.northwestern.edu/calendar/academic_calendar/

Health & Wellness

1. Health services: <http://www.northwestern.edu/healthservice-evanston/>
2. Health insurance FAQs: <http://www.northwestern.edu/healthservice-evanston/insurance-patient-accounts/insurance-faqs/index.html>
3. Counseling and Psychological Services (CAPS): <http://www.northwestern.edu/counseling/>
4. The Family Institute: <https://www.family-institute.org>
5. AccessibleNU (ANU): <https://www.northwestern.edu/accessiblenu/>

Books...Buying or Borrowing

1. University Library: <http://www.library.northwestern.edu>
2. Norris Bookstore: <http://www.northwestern.bkstore.com>

Other Resources

1. Office of International Student and Scholar Services (OISS): <http://www.northwestern.edu/international/>
2. Multicultural Student Affairs (MSA): <https://www.northwestern.edu/msa/about/index.html>
3. Office of Equity: <https://www.northwestern.edu/equity/>
4. Veterans' Resources: <https://www.northwestern.edu/studentaffairs/dos/resources/student-veterans-resources/>
5. Women's Center: <https://www.northwestern.edu/womenscenter/>
6. The Writing Place: <https://www.writing.northwestern.edu>
7. Norris University Center: <http://www.norris.northwestern.edu/>
8. WildCard Office: <https://www.northwestern.edu/norris/services/wildcard-office.html>
9. Off-Campus Life (OCL): <http://www.northwestern.edu/offcampus/>
10. Information Technology (NUIT): <http://www.it.northwestern.edu/>
11. Recreation (fitness, aquatics, recreational sports): <http://www.fitrec.northwestern.edu/index.html>
12. University directory: <http://directory.northwestern.edu>

Resources

Useful Apps

There are a number of apps that can be downloaded to your phone which you may find useful.

1. NU+: Northwestern Mobile (search in your phone's app store; not on the NU website)
2. TimelyCare (24/7 mental health resource):
<https://www.northwestern.edu/studentaffairs/timelycare.html>
3. MyNM (Northwestern Medicine): <https://www.northwestern.edu/healthservice-evanston/about-nuhs/schedule-an-appointment/>
4. TransLoc Shuttle Tracker: <https://www.northwestern.edu/transportation-parking/shuttles/tracker.html>
5. NUGuardian Mobile Safety: <https://www.northwestern.edu/nuhelp/safety-and-security/nuguardian-mobile-safety-app.html>

Additional Resource Directories

In the lists above, we have compiled resources we believe will be useful to you. SESP and the NU Student Affairs offices have also generated resource lists of their own. There will be overlap between the lists below and what we have shared above, but you may find some resources we have not included.

1. SESP Resources Directory: <https://www.sesp.northwestern.edu/ugrad/resource-directory.html>
2. NU Student Affairs resources guide: <https://www.northwestern.edu/studentaffairs/community/students/resources.html>

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MSEd Degree Concentrations

The MSEd Program offers several concentrations. Elementary Teaching and Secondary Teaching are “pre-service” or “pre-licensure” tracks for those pursuing their initial teaching license. Educational Studies and Learning Sciences do not lead to a teaching license. All degree candidates are considered to be “matriculated” students.

Elementary Teaching

The Elementary Teaching concentration will prepare you for a State of Illinois Professional Educator License (PEL) with an elementary endorsement to teach grades 1-6. A PEL is necessary to teach in public schools in Illinois.

Secondary Teaching

The Secondary Teaching concentration at Northwestern will prepare you for a State of Illinois Professional Educator License (PEL) with both a middle grades (5-8) and high school (9-12) endorsement in a specific subject area. If your subject area is Spanish, your endorsement will be for grades K-12. A PEL is necessary to teach in public schools in Illinois.

Educational Studies

This concentration allows you to explore learning, child development, and schooling in America. While there is a deep focus on teaching, the concentration does not lead to a teaching license. Graduates go on to work in education-related companies, non-profits, museums, private schools, and international schools, as well as pursue doctoral work or research.

Learning Sciences

This concentration prepares you to advance the understanding and practice of teaching and learning. Research and coursework emphasize instructional, technological, and social policy innovations and the design of effective learning and teaching environments. This program is intended for people with a wide variety of interests, including research, teaching and training, software development, school administration and the study and reform of learning environments.

Previous Concentrations

Over the years, the MSEd Program has had additional concentrations. Some, like Learning and Organizational Change (MSLOC) and Higher Education Administration and Policy (MSHE) have since grown to become free-standing programs of their own within the School of Education and Social Policy (SESP). Other concentrations, such as Teacher Leadership, are not currently accepting new students.

Non-Degree (“Non-Matriculated”) Students

It is possible for students to take classes without being full degree candidates. Such students are considered to be “non-matriculated.” It is important to note the following:

- Only degree candidates are eligible for federal student loans. Federal loans will not be issued to non-degree students.
- Only degree candidates are eligible for F1/J1 student visas. Visas will not be issued to non-degree students.
- Only degree candidates may register for the Masters Project sequence, Theory and Practice courses, and Student Teaching. Non-degree students may not take these courses.

The “Non-Matriculated” status is similar to a student-at-large status. Non-Matriculated students may take up to four classes in the MEd program. After taking four classes, it is possible to apply to move to the “Matriculated” status and complete the degree (see Appendix F for details of this process). Matriculation is not guaranteed. If a Non-Matriculated student successfully achieves the Matriculated status, any degree courses taken while Non-Matriculated will apply toward the MEd degree.

Accelerated Degree Pathways

Some students who have taken classes previously at Northwestern may be able to count some of those classes toward the MEd degree, thus reducing the total number of units required to complete the degree. No matter how many classes a student has taken in a previous program at Northwestern, the absolute minimum number of units required to complete the MEd degree is 7.

Accelerated Masters for Northwestern Undergraduates

Many MEd courses are cross-listed with undergraduate TEACH_ED courses. A Northwestern undergraduate may begin taking TEACH_ED courses, and have those count toward their MS_ED degree requirements. Those undergraduates who wish to enter one of the teacher licensure concentrations (Elementary Teaching and Secondary Teaching) should also plan to take as many of their content area licensure requirements as possible before earning their bachelor's degrees (see Appendix B). Northwestern undergraduates must apply for admission to the Masters of Science in Education Program; admission to the MEd Program is *not* guaranteed. However, the application fee will be waived. All other regular admissions requirements apply. More details can be found in Appendix C.

NU-TEACH Completers

Many career changers received their initial teaching certification through the NU-TEACH (Northwestern University Teacher Education Alternative for Chicago) alternative certification program. NU-TEACH ran for 15 years before closing at the end of the 2012-13 academic year. This program was a fast track to teacher certification, but it was not a degree program. NU-TEACH completers who wish to earn a master's degree have the option to apply to the Master of Science in Education Program in order to do so. For more details, contact the MEd Program.

Degree Requirements

To earn the MEd degree, students must complete a curriculum of 12 to 15 units, depending on their specific concentration. The pre-licensure concentrations (Elementary and Secondary Teaching) require 15 units; all other concentrations require 12. Only classes in which a student earns a C- or higher will be counted toward the degree. A minimum 3.0 GPA is required to graduate.

Most courses are one unit; Student Teaching is 2 units, and some courses are only .5 units.

One unit at Northwestern is the equivalent of 2 and 2/3 semester hours.

A 15-unit degree is the equivalent of 40 semester hours, and a 12-unit degree is the equivalent of 32 semester hours.

Students may take classes on a full-time or part-time basis. Most required core courses are offered in the late afternoons and evenings. Advisors can help to work out a course schedule. **Please note:** Due to clinical experience requirements, students completing the Elementary and Secondary Teaching concentrations must be available during the day during the fall and winter quarters in which they complete those requirements.

The required curriculum for each concentration is outlined in the pages that follow, and course descriptions are found in Appendix A. Some courses are required in two or more concentrations, giving students an opportunity for shared inquiry with students outside their particular concentration.

Electives

Students plan an academic program in consultation with an academic adviser, choosing graduate-level electives that will meet individual interests and professional aims. Elective courses may be chosen from offerings in the School of Education and Social Policy, the Weinberg College of Arts and Sciences, the Kellogg Graduate School of Management, the School of Professional Studies and other Northwestern University schools. Students seeking Illinois teacher licensure will find their elective options largely prescribed by the structure of state-approved certification programs. Students who would like to take upper-level courses that do not fit into these categories may petition for credit.

Transfer Credit

The MEd 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. All petitions can be found in Appendix E of this handbook or online at the MEd Student Resources Wiki site.

Core Experiences for Degree Students

All degree students in the MEd Program complete Master's Project and clinical experiences. These experiences often work together.

The Master's Project

The Master's Project is a two-course sequence (MS_ED 407-1 and 407-2) completed during a student's final year in the MEd Program, and serves as a capstone. The project is an authentic action research project 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 research topic is specifically focused on the student's own teaching practice. As such, it will often be conducted in conjunction with the clinical experiences described below.

Elementary Teaching and Secondary Teaching students take the master's project in fall and spring quarters to accommodate student teaching in the winter. Educational Studies and Learning Sciences students typically take the master's project in the winter and spring quarters.

Clinical Experiences

All degree students in the MEd Program complete clinical experiences. These supervised, on-site experiences help students learn to translate scholarly literature and theory into practical applications in the school environment.

Students in the Elementary and Secondary Teaching concentrations complete an engaged practicum in the fall quarter, and full-time student teaching in the winter. Coursework is taken alongside the clinical experiences in both quarters. In addition to working with university instructors, the student will be supported by cooperating mentor teachers at the placement site and a university-assigned supervisor. Specific policies regarding these clinical experiences are detailed later in this handbook.

Elementary Teaching Curriculum

The curriculum in Elementary Teaching is designed for students who wish to earn a **State of Illinois Professional Educator License (PEL)** with an endorsement to teach in a general elementary classroom (grades 1-6). Students are expected to have met content-area requirements in natural science, math, social and behavioral science, literature and fine art, and communication through previous college or university work. Students who do not already meet these requirements must complete additional course work beyond what is listed below. This coursework must be completed at Northwestern University, unless approved by petition. More information about licensure requirements can be seen in Appendix B.

Elementary teaching students with sufficient undergraduate background in English, mathematics, science, or social science may also pursue an optional Middle Grades endorsement for their PEL.

A base of 15 units (40 semester hours) are required for the MEd degree in Elementary Teaching, in addition to the completion of any content-area coursework required for licensure (see Appendix B). The base requirements for the degree are:

Core Teaching Requirements	Units	Semester Hours
MS_ED 402-0 Social Contexts of Multilingual & Multicultural Education	1	2-2/3
MS_ED 405-0 Child and Adolescent Development	1	2-2/3
MS_ED 407-1 Research & Analysis in Teaching & Learning I	0.5	1-1/3
MS_ED 407-2 Research & Analysis in Teaching & Learning II	0.5	1-1/3
MS_ED 410-0 Foundations of Learning in a New Language	1	2-2/3
MS_ED 422-0 Linguistics Informed Approaches to Literacy	1	2-2/3
MS_ED 427-0 Educating Exceptional Children	1	2-2/3
MS_ED 432-0 Assessment of ESL & Bilingual Students	1	2-2/3
OR	--	
MS_ED 432-1 Assessment of ESL & Bilingual Students I AND	0.5	
MS_ED 432-2 Assessment of ESL & Bilingual Students II	0.5	
Totals	7	18-2/3

Elementary Teaching Requirements	Units	Semester Hours
MS_ED 411-0 Elementary Methods for Teaching Science & Social Studies I	1	2-2/3
MS_ED 412-0 Elementary Methods for Teaching Science & Social Studies II	1	2-2/3
MS_ED 423-0 Elementary Literacy Methods & Content	1	2-2/3
MS_ED 426-0 Elementary Math Methods & Content	1	2-2/3
MS_ED 477-0 Theory and Practice of Teaching in Multilingual & Multicultural Contexts: Elementary	1	2-2/3
MS_ED 487-0 Student Teaching in Multilingual & Multicultural Contexts: Elementary	2	5-1/3
1 graduate-level elective	1	2-2/3
Totals	8	21-1/3

Totals	Units	Semester Hours
Core Teaching Requirements	7	18-2/3
Elementary Teaching Requirements	8	21-1/3
Totals	15	40

Secondary Teaching Curriculum

The curriculum in Secondary Teaching is designed for students who wish to earn a **State of Illinois Professional Educator License (PEL)** with endorsements to teach a specific subject area in middle grades (5-8) and high school (9-12). Students are expected to have in-depth background in the specific area they will be licensed to teach. Students who do not already meet these requirements must complete additional course work beyond what is listed below. This coursework must be completed at Northwestern University, unless approved by petition. More information about licensure requirements can be seen in Appendix B.

A base of 15 units (40 semester hours) are required for the MEd degree in Secondary Teaching, in addition to the completion of any content-area coursework required for licensure (see Appendix B). The base requirements for the degree are:

Core Teaching Requirements	Units	Semester Hours
MS_ED 402-0 Social Contexts of Multilingual & Multicultural Education	1	2-2/3
MS_ED 405-0 Child and Adolescent Development	1	2-2/3
MS_ED 407-1 Research & Analysis in Teaching & Learning I	0.5	1-1/3
MS_ED 407-2 Research & Analysis in Teaching & Learning II	0.5	1-1/3
MS_ED 410-0 Foundations of Learning in a New Language	1	2-2/3
MS_ED 422-0 Linguistics Informed Approaches to Literacy	1	2-2/3
MS_ED 427-0 Educating Exceptional Children	1	2-2/3
MS_ED 432-0 Assessment of ESL & Bilingual Students	1	2-2/3
OR	OR	
MS_ED 432-1 Assessment of ESL & Bilingual Students I AND	0.5	
MS_ED 432-2 Assessment of ESL & Bilingual Students II	0.5	
Totals	7	18-2/3

In addition to the core requirements, select one of the following content areas:

Secondary/Middle Grade English Requirements	Units	Semester Hours
MS_ED 424-0 Critical Issues in Literacy	1	2-2/3
MS_ED 456-0 Secondary Methods & Techniques: English	1	2-2/3
MS_ED 466-0 Middle Grades Methods & Techniques: English	1	2-2/3
MS_ED 478-0 Theory & Practice of Teaching in Multilingual & Multicultural Contexts: Humanities	1	2-2/3
MS_ED 488-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities	2	5-1/3
2 graduate-level electives	2	5-1/3
Totals	8	21-1/3

Secondary/Middle Grade Math Requirements	Units	Semester Hours
MS_ED 457-0 Secondary Methods & Techniques: Math	1	2-2/3
MS_ED 467-0 Middle Grades Methods & Techniques: Math	1	2-2/3
MS_ED 475-0 Theory & Practice of Teaching in Multilingual & Multicultural Contexts: Math	1	2-2/3
MS_ED 485-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Math	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

Curriculum

Secondary/Middle Grade Science Requirements	Units	Semester Hours
MS_ED 458-0 Secondary Methods & Techniques: Science	1	2-2/3
MS_ED 468-0 Middle Grades Methods & Techniques: Science	1	2-2/3
MS_ED 476-0 Theory & Practice of Teaching in Multilingual & Multicultural Contexts: Science	1	2-2/3
MS_ED 486-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Science	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

Secondary/Middle Grade Social Science Requirements	Units	Semester Hours
MS_ED 459-0 Secondary Methods & Techniques: Social Science	1	2-2/3
MS_ED 469-0 Middle Grades Methods & Tech.: Social Science	1	2-2/3
MS_ED 478-0 Theory & Practice of Teaching in Multilingual & Multicultural Contexts: Humanities	1	2-2/3
MS_ED 488-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

Secondary (K-12) World Language Requirements	Units	Semester Hours
MS_ED 428-0 Dynamics of Middle School Curriculum	1	2-2/3
MS_ED 455-0 Secondary Methods & Tech.: World Languages	1	2-2/3
MS_ED 478-0 Theory & Practice of Teaching in Multilingual & Multicultural Contexts: Humanities	1	2-2/3
MS_ED 488-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

Totals	Units	Semester Hours
Core Teaching Requirements	7	18-2/3
Secondary Content Area Requirements	8	21-1/3
Totals	15	40

Educational Studies Curriculum

12 units (32 semester hours) are required for the MEd degree in Educational Studies. Most students complete the degree in 1-2 years. The Educational Studies concentration does not lead to licensure, and does not include student teaching. Because this concentration does not lead to licensure, students do not need to take extra content-area coursework.

Degree Requirements	Units	Semester Hours
FOUNDATIONS OF EDUCATION: MS_ED 402-0 Social Contexts of Multilingual & Multicultural Education MS_ED 481-1 Navigating US Schools I MS_ED 481-2 Navigating US Schools II Only one of 481-1 and 482-2 is required	1.5	4
HUMAN DEVELOPMENT (at least 1): MS_ED 405-0 Child & Adolescent Development MS_ED 427-0 Educating Exceptional Children An approved graduate-level Psychology or Cognitive Science course	1	2-2/3
LITERACY (at least 1): MS_ED 410-0 Foundations of Learning in a New Language MS_ED 422-0 Linguistics Informed Approaches to Literacy An approved graduate-level course in literacy	1	2-2/3
INSTRUCTIONAL DESIGN (at least 1): MS_ED 420 Designing for Linguistically and Culturally Sustaining Instruction MS_ED 436-0 Instructional Design & Assessment MS_ED 438-0 Learning & Teaching with Technology MS_ED 451-0 Topics: Computer Science Education LRN_SCI 413-0 Tangible Interaction Design & Learning LRN_SCI 425-0 Introduction to Design for the Learning Sciences LRN_SCI 429-0 Design of Learning Environments LOC 308-0 Redesigning Everyday Organizations	1	2-2/3
MASTER'S PROJECT & PROFESSIONAL SEMINARS: MS_ED 407-1 Research & Analysis in Teaching & Learning I MS_ED 407-2 Research & Analysis in Teaching & Learning II MS_ED 482-1 Prosem in Education Studies & Learning Sciences I MS_ED 482-2 Prosem in Education Studies & Learning Sciences II MS_ED 482-3 Prosem in Education Studies & Learning Sciences III Each of the courses above are 0.5 units.; all courses in the 407 and 482 sequences are required.	2.5	6-2/3
Five graduate-level electives	5	13-1/3
Totals	12	32

Learning Sciences Curriculum

12 units (32 semester hours) are required for the MEd degree in Learning Sciences. Most students complete the degree in 1-2 years. The Learning Sciences concentration does not lead to licensure, and does not include student teaching. Because this concentration does not lead to licensure, students do not need to take extra content-area coursework.

Degree Requirements	Units	Semester Hours
FOUNDATIONS: LRN_SCI 403-0 Foundations of the Learning Sciences MS_ED 402-0 Social Contexts of Multilingual & Multicultural Education MS_ED 481-1 Navigating US Schools I MS_ED 481-2 Navigating US Schools II Only one of 481-1 and 482-2 is required.	2.5	6-2/3
UNDERSTAND DESIGN (at least 2): LRN_SCI 301-0 Design of Learning Environments (STEAM) LRN_SCI 301-0 Design of Learning Environments (Games for Learning) LRN_SCI 413-0 Tangible Interaction Design & Learning LRN_SCI 425-0 Introduction to Design for the Learning Sciences LRN_SCI 426-0 Tech Tools for Thinking & Learning LRN_SCI 429-0 Design of Learning Environments LRN_SCI 451-0 Global Histories of Engineering Education LOC 308-0 Redesigning Everyday Organizations MS_ED 451-0 Topics: Computer Science Education	2	5-1/3
UNDERSTAND SOCIOCULTURAL PERSPECTIVES (at least 1): MS_ED 401-0 Schooling in America MS_ED 410-0 Foundations of Learning in a New Language HDSP 451-0 Culture and Development LRN_SCI 402-0 Social Dimensions of Teaching and Learning LRN_SCI 451-0 Culture and Poverty	1	2-2/3
UNDERSTAND COGNITIVE PERSPECTIVES (at least 1): MS_ED 405-0 Child & Adolescent Development HDSP 401-0 Adulthood Development & Aging HDC 351-0 Adolescent Stress: Sources & Solutions HDSP 402-0 Child Development & Social Policy HDC 305-0 Identity & Motivation HDSP 403-0 Adolescent Development	1	2-2/3
MASTER'S PROJECT & PROFESSIONAL SEMINARS: MS_ED 407-1 Research & Analysis in Teaching & Learning I MS_ED 407-2 Research & Analysis in Teaching & Learning II MS_ED 482-1 Prosem in Education Studies & Learning Sciences I MS_ED 482-2 Prosem in Education Studies & Learning Sciences II MS_ED 482-3 Prosem in Education Studies & Learning Sciences III Each of the courses above are 0.5 units.	2.5	6-2/3
Three graduate-level electives (LRN_SCI, MS_ED, or with approval)	3	8
Totals	12	32

What Happens When Requirements Change?

In most cases, the requirements that applied when you entered the MEd Program will continue to apply to you until you complete the program. However, in certain circumstances, changes to degree or licensure requirements might affect you even in the middle of the program. The most common of these has to do with changes that came down from the Illinois State Board of Education (ISBE). We will run through a few of the scenarios below.

Degree and/or licensure changes spurred by ISBE

If a change in core degree or content-area licensure requirements results from changes at the ISBE level, the key is not when you entered the MEd Program, but rather what the ISBE cut-off is for issuing licenses. When ISBE issues a change, they will typically give a date, stating that any licenses applied for after that date must follow the new requirements. As long as you apply for your license before the date determined by ISBE, the original requirements apply. If you do not apply for your license until after the date stated by ISBE, the new requirement will apply.

Because of the possibility of changes from ISBE, it is important to apply for your license right away once you are eligible to do so. If you complete the MEd degree before ISBE's cut-off date, but do not apply for your license until after that cut-off date, the new requirement will apply. If you need to come back to the program after graduation to take a class for this reason, you may – but it is better to just apply for your license right away so that you can avoid the problem!

Degree changes that involve classes disappearing from the schedule

Sometimes, when degree rules change, certain classes fall off the schedule. In these cases, we will allow you to replace the class with an elective. The total number of units required to complete the degree will not change, but if a class that was required when you started the program falls off the schedule before you complete the program, we will not penalize you.

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Please note:

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 are available in Appendix E of this handbook, and may also be downloaded from the MSEd student resources wiki site.

Email and Emergency Contact Information

Northwestern Email

All students are required to use their u.northwestern.edu email. That email address will be the primary point of contact between you, the MSED Program, and the University at large. You may choose to forward email sent to your u.northwestern.edu email address if you wish. However, you are responsible for reading and responding to your email in a timely fashion. Please check your email daily. If you do not check your email regularly, you may miss tuition bills, job postings, or notifications regarding time-sensitive issues, such as clinical placements or graduation.

Student Listservs

The MSED Program maintains multiple student listservs, all of which will use your u.northwestern.edu email address:

- **MSED-TEACHER-ED@listserv.it.northwestern.edu:** A general student listserv for all MSED students.
- **NU-TEACHER-ED@listserv.it.northwestern.edu:** A general student listserv for both MSED and undergraduate TeachEd students.
- **STUDENT-TEACHING@listserv.it.northwestern.edu:** A listserv reserved for pre-licensure students (both graduate and undergraduate) completing clinical placements in the current academic year.
- **MSED-TEACH-ED-JOBS@listserv.it.northwestern.edu:** An opt-in listserv for students interested in part-time jobs (such as tutoring) while in the program.
- **MSED-GRADUATION@listserv.it.northwestern.edu:** A listserv reserved for those who will be graduating in the current academic year.

Emergency Contact Information

You must maintain your emergency contact information within CAESAR. This is so that the university can contact *you* in the case of a campus closing or emergency (as opposed to a person that the university should contact if something were to happen to you). Before registering for the first time, you must enter emergency contact information into CAESAR. To make sure that the information stays up-to-date, you must confirm it every fall quarter that you are in the program. If you have not entered or confirmed your emergency contact information, a hold will automatically be placed on your record, preventing you from registering for classes.

Maintaining a Current Mailing Address

CAESAR is the central database used by several departments around the University, including the registrar, student health, and student financial services. The MSED Program maintains a separate database which is not connected to CAESAR. As a result, if your address changes at any time while attending Northwestern University, you should submit a Change of Address Form (available in Appendix F) to the MSED Assistant Director *and* update your address in CAESAR.

Accommodations and Right to Privacy

Accommodations for Students with Disabilities

Northwestern University and AccessibleNU are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and professional studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities and other conditions requiring accommodation a learning and community environment that affords them full participation, equal access, and reasonable accommodation. The majority of accommodations, services, and auxiliary aids provided to eligible students are coordinated by AccessibleNU, which is part of the Dean of Students Office.

Students seeking accommodations are encouraged to contact the AccessibleNU at (847) 467-5530 or accessiblenu@northwestern.edu. AccessibleNU is located at 2122 Sheridan Road, Room 130. They also have an excellent web-site at <http://www.northwestern.edu/accessiblenu/>.

Right to Privacy

The MSED 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 details, see www.registrar.northwestern.edu/academic_records/FERPA_policy.html.

Please note that the Illinois State Board of Education requires that we report certain information about our students for state and national compliance purposes. In addition, we must share information with area schools when attempting to arrange clinical placements for Elementary and Secondary Teaching candidates. For those instances, we ask that all students submit the FERPA waiver included in Appendix F. The FERPA waiver only applies to ISBE reporting and clinical placements.

Academic Integrity

Students are expected to comply with Northwestern University's Academic Integrity policies. Academic Integrity: A Basic Guide can be found in both pdf and html format at:

<https://www.northwestern.edu/provost/policies-procedures/academic-integrity/>

The academic integrity guide is divided into four sections:

1. Principles Regarding Academic Integrity
2. Eight Cardinal Rules of Academic Integrity
3. Counseling and Contacts
4. How to Avoid Plagiarism

In particular, please be sure to review the final section, How to Avoid Plagiarism. Plagiarism is more than simply copying another student's work and hand it in as your own. Plagiarism also occurs if you use other people's work (including paraphrasing!) without proper attribution. This section of the guide gives guidelines for attribution and citation, as well as examples of plagiarism.

Sanctions for academic dishonesty can be severe. Please note the following, taken directly from the "Principles Regarding Academic Integrity" section of the guide:

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. Sanctions other than a reduced or failing grade should be imposed by the school in which the student is enrolled. The imposition of any sanction other than a private reprimand should include a statement of reasons supporting its severity. A student may appeal any finding or sanction as specified by the school holding jurisdiction. Sanctions may include but are not limited to:

1. Reduced or failing grade.
2. A letter of reprimand and warning.
3. A defined period of suspension.
4. Ineligibility for certain awards, honors and special programs.
5. Revocation of an awarded degree.
6. Expulsion from the University (noted on an official transcript).
7. Any combination of the above.

[It should be understood that there is no necessary connection between a first-time offense and a letter of reprimand. Depending on the nature of the offense, a student may be suspended or expelled as a result of a first-time offense.]

Procedures for Academic Dishonesty

In cases of alleged academic dishonesty, the Master of Science in Education Program will observe due process and student rights as spelled out in Academic Integrity: A Basic Guide:

In accordance with University Statutes, the enforcement of academic integrity lies with the faculties of the University's individual schools, and shall be in accordance with the procedures and provisions adopted by each individual school.

In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. Prompt investigation of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated.
3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time, if requested, within which to prepare a response to the charge.
5. A hearing or meeting at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.
6. Review of any adverse initial determination, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. Final review of an unsuccessful appeal, if requested, by the Provost or an advisory committee designated by the Provost.

Registration

Advising

All MSED students are assigned an advisor – a staff 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.

Academic Calendar

The Northwestern academic calendar has information about when academic quarters begin and end, holidays and other university events. To view the academic calendar go to www.registrar.northwestern.edu/calendars/index.html.

Academic Load

Most courses at Northwestern are 1.0 units. There are a number of MSED classes that are 0.5 units; these are typically noted by a -1, -2, -3 in the course number, rather than the standard -0. Student teaching seminars are 2.0 units.

“Full-time” refers to taking 3.0 or more units in a quarter. “Half-time” is exactly half of full-time (1.5 units). “Part-time” is anything less than full-time (so half-time is always part-time, but part-time is not necessarily half-time). These levels are important for a handful of reasons:

- A student must be enrolled **full-time** in order to:
 - maintain visa eligibility
 - maintain athletic eligibility
- A student must be enrolled **half-time** (or more) in order to:
 - maintain eligibility for student loans

Before Registering for the First Time

There are several things that you must do prior to registering for the very first time:

1. Submit your Intention to Register and Tuition Deposit.
2. Meet with your advisor and enter a plan into Plantastic (see MSED Resources in the Directory and Resources section of the handbook).
3. Submit the Acknowledgements and Releases form (see Appendix F).
4. Enter your emergency contact information into CAESAR (see Email and Emergency Contact Information in this section).

Until all four items are complete, there will be a hold on your account preventing you from registering for classes.

Registering for Classes

Most registration is handled online, via CAESAR (see University Resources and Services in the Directory and Resources section of the handbook). Special considerations are noted below:

- **Course Career is important (a.k.a. why can't I find a content-area class?):** By default, when you login to CAESAR, your course career should be "Education Graduate" (EDG). This is where you will find all of your MSED classes. However, you may need to take classes from other departments, which may require you to change the course career when running your search.
 - If you are looking for undergraduate classes in the Weinberg College of Arts and Sciences (WCAS or the "day school") to fulfill licensure requirements, change your course career to "Undergraduate."
 - If you are looking for undergraduate classes in the School of Professional Studies (SPS or the "night school"), change your course career to "SPS Undergraduate." SPS classes can easily be identified by letters after the dash in the course number (-CN, -A, -B, -C); "day school" and MSED courses use numbers after the dash (-0, -1, -2, -3).
 - If you wish to determine whether a 300-level class is considered graduate level, change your course career to "The Graduate School."
- **Permission Numbers:** Taking content-area licensure classes through WCAS may require a permission number. If CAESAR requires you to enter a permission number, you should contact the department offering the class in order to get one. (Remember: if a class number ends with -CN, -A, -B, or -C, it is an SPS class and requires a dual registration form, not a permission number.)
- **SPS Dual Registration:** You cannot enroll in SPS courses directly through CAESAR. Instead, to register for a content-area class in SPS, you must submit an Authorization for Dual Registration form (see Appendix D). (Remember: if a class number ends with -0, -1, -2, or -3, it is a WCAS class and requires a permission number, not a dual registration form.)
- **Registration Overloads:** CAESAR may prevent you from registering for more than 4.0 units in a single term. If you wish to register for 5 classes and are unable to do so in CAESAR, submit a Registration Overload form (see Appendix D).

Independent Studies

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. If you wish to complete an independent study, please submit a Request for Independent Study (available in Appendix E). Include with the form a detailed description of your course plan, including learning goals, work to be completed, and a basis for the grade.

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 Assistant Director of the MSED Program.

Independent studies are listed as MS_ED 499 (1.0 unit) or MS_ED 498 (0.5 units) in CAESAR. If your request for an independent study is approved, you will be given a permission number to enroll in the course.

“Change of Registration” (Add/Drop Week)

The first 10% of each quarter is considered the “change of registration” period (or, more commonly, “add/drop week”). During the academic year (Fall, Winter, and Spring), the first 10% of the quarter amounts to five school days. During Summer Session, the change of registration period only lasts the first three school days of the quarter (though colloquially, we will still often refer to this period as “add/drop week”). During add/drop week, you can add or drop classes in CAESAR without any penalty to your student account. You cannot add courses after add/drop week ends. You can drop classes several weeks into the quarter, but you will not receive a tuition refund for any courses dropped after the end of the “change of registration” period.

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 on the registrar’s website. As a general rule of thumb, courses may only be dropped or added during the first week of classes (the “change of registration” period). No refunds or bill reductions are made for changes of registration after the final day of the drop/add period except in extraordinary circumstances.

Please note that it is only possible to drop down to a minimum of one class. If you wish to cancel *all* registration for a given quarter (“dropping” to zero), you must instead submit a withdrawal form (see below).

Registration Holds

There are circumstances that will result in a registration or transcript “hold.” Common holds (and the department capable of releasing the hold) include:

- **Emergency contact information:** You can release this hold by yourself by entering (or confirming) your emergency contact information in CAESAR.
- **SESP dean hold:** This is typically entered because you do not yet have an approved plan in Plantastic. The Assistant Director of the MSED Program can release this hold once you have an approved plan in the system.
- **Balance due:** Contact the Office of Student Accounts (847-491-5224).
- **Student health records:** Contact Student Health Services (847-491-8100).

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.

Policies and Procedures

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 Appendix D of this handbook, or from the MSED student resources wiki page. 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.

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 submit a withdrawal form to the MSED Assistant Director. Withdrawal forms are available in Appendix D of this handbook, and may also be downloaded from the MSED student resources wiki site.

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. The refund schedule can be viewed on the Student Financial Services website.

Clinical Experiences

All degree students conduct clinical experiences, as noted in the Curriculum section of the handbook.

Clinical Experiences for Elementary and Secondary Teaching Students

Many classes have clinical assignments incorporated into the coursework, such as classroom visits. It will be necessary to track hours during these smaller experiences. Your advisor and instructors will inform you how this tracking is to be completed.

The smaller clinical experiences you complete early in the program help prepare you for the larger clinical experiences that will take place your final year in the program: the engaged practicum experience in the fall, and student teaching in the winter. Because of the larger scope of these clinical placements, they are arranged by the MEd Program, and several specific timelines and policies apply.

The clinical experiences are an important part of your development as an educator. They provide a space for you to learn, grow, practice, and receive feedback as you integrate theory and practice. As part of your development, there will be regular opportunities for you to self-reflect and for you us to discuss data regarding your growth as an educator. As part of this developmental process, there are some key moments when we need to measure preparation for the next stage. At the end of your fall practicum, an MEd team will look at multiple pieces of evidence to ensure that you are ready to move on to student teaching. Our primary goal is considering how we can appropriately support you and your growth.

Placement Timeline

Below is a general timeline for clinical placements. Individual students may have a compressed timeline, depending on their particular circumstances.

Prior to start of clinical placements (engaged practicum/student teaching):

- Upon entry to the MEd Program
 - Take and pass all ILTS exams related to your chosen content area by July 1st.
 - If you cannot take the test by July 1st (either because you live outside Illinois and will not be moving to Evanston/Chicago until after that date, or because you have a significant number of licensure requirements and wish to complete those before taking the content area test), you may submit a request for an extension of this deadline (see Appendix E).
 - Exams for additional content areas (for those pursuing multiple endorsements) can be taken later.
 - World language teachers must either (a) pass the Oral Proficiency Interview (OPI) with an Advanced Low or higher rating, or (b) conduct a language proficiency interview with MEd faculty.
- Fall
 - Verify eligibility for placement with your advisor
 - See “Eligibility for Clinical Experience Placement” below

Policies and Procedures

- Complete the Clinical Experience Application
- Conduct placement interview with MSED staff member
- Winter/Spring
 - MSED Program contacts schools to arrange clinical experience placement
 - Anticipate school-based interviews as part of the placement process
 - Most placements will be finalized before the end of Spring Quarter
- Summer
 - School-based onboarding for clinical experience – complete background check and tuberculosis testing (a school district may require a small fee for onboarding)

During clinical placements (engaged practicum/student teaching):

- Summer/Fall
 - Attend mandatory clinical experience workshops
 - Engaged practicum hours begin in mid-August (prior to the start of fall classes at NU)
 - Attend edTPA workshops to learn about the edTPA video portfolio
 - Verify eligibility for student teaching with your advisor
 - See “Eligibility for Student Teaching” below
 - Submit edTPA portfolio; a passing score is required to be eligible for student teaching
- Winter
 - Student teaching (full-time)

Eligibility for Clinical Experience Placement

To be eligible for practicum placement, you must demonstrate that you are making satisfactory academic progress and you must be in good academic standing with both the School of Education and Social Policy and the University at large (see Grade Policies and Academic Standing later in the Policies and Procedures section of this handbook). You must also demonstrate through the practicum and student teaching placement process that you will engage with the program in a professional and responsible manner.

Students are not eligible for practicum placement under the following conditions:

- If a student is non-matriculated.
- If a world languages student has not either (a) passed the Oral Proficiency Interview with a score of Advanced Low or better or (b) conducted a language proficiency interview with MSED faculty.
- If a student has been placed on academic probation for the quarter prior to practicum or for the quarter in which the practicum is scheduled.
- If a student has not completed core education coursework or earned a grade lower than a C+ in any core course, including
 - MSED 402-0 Social, Cultural, and Linguistic Contexts of Education
 - MSED 405-0 Child and Adolescent Development
 - MSED 427-0 Educating Exceptional Children
 - MSED 410-0 Foundations of Learning in a New Language

Policies and Procedures

- If a student has a GPA below 3.0 in the subject area they wish to teach. The minimum subject area GPA for math and science teachers will be calculated annually, and may be slightly lower than 3.0.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct or the Office of Equity that could result in separation from the University.
- If a student fails a criminal background check (*if required by the placement site*).
- If multiple placement sites decline to host a student based on merit.
- If a student has failed to engage responsibly and professionally in the School of Education and Social Policy clinical experience placement process during the "prior to clinical placements" timeline detailed above. A student may be ineligible for placement if they routinely miss meetings, arrive late, violate policies at the clinical experience placement site, demonstrate conduct unbecoming a teacher, or do not respond to emails related to practicum placement in a timely manner. Decisions about eligibility based on professional engagement are at the discretion of the Master of Science in Education Program.

Students with pre-existing health concerns that have potential to interfere with success in practicum or student teaching placements may be asked to work with the Dean of Students office to ensure that a treatment plan is in place during the course of the field work.

The School of Education and Social Policy reserves the right to make final determinations about a student's eligibility to participate in practicum and student teaching clinical placements for reasons including, but not limited to, health and safety concerns and pending conduct cases against students that do not rise to the level of separation from the University. These determinations are at the discretion of the Master of Science in Education Program.

Eligibility for Student Teaching

To be eligible for student teaching, you must continue to demonstrate that you are making satisfactory academic progress and you must be in good academic standing with both the School of Education and Social Policy and the University at large (see Grade Policies and Academic Standing later in the Policies and Procedures section of this handbook). You must also demonstrate through the practicum quarter that you will engage with the program and your placement site in a professional and responsible manner.

Students are not eligible for student teaching under the following conditions:

- If a student has not passed the Teacher Performance Assessment (edTPA).
- If a student has not passed the relevant ILTS Subject Area test.
- If a student has not received a satisfactory evaluation from their practicum mentor teacher(s) indicating readiness to continue to student teaching at the school.
- If a student has unresolved dispositions concerns documented. If a dispositions concern is filed, the student must work through the resolution process prior to beginning student teaching. Having more than two disposition concerns (whether resolved or not) is grounds for not moving forward with clinical experiences.

Policies and Procedures

- If a student has been placed on academic probation for the quarter prior to student teaching or for the quarter in which the student teaching is scheduled.
- If a student has not completed practicum-related coursework or earned a C+ or lower in any practicum-related course, including
 - For Elementary Teachers:
 - MSED 423-0 Elementary Literacy Methods and Content
 - MSED 426-0 Elementary Math Methods and Content
 - MSED 477-0 Theory and Practice of Teaching in Multilingual & Multicultural Contexts: Elementary
 - For Secondary Teachers:
 - MSED 455-459 High School Methods and Techniques
 - MSED 475-478 Theory and Practice of Teaching in Multilingual & Multicultural Contexts
- If a student has a GPA below 3.0 in the subject area they wish to teach.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct or the Office of Equity that could result in separation from the University.
- If a student fails a criminal background check (*if required by the placement site*).
- If multiple placement sites decline to host a student based on merit.
- If a student has failed to engage responsibly and professionally with the clinical experience placement site or the School of Education and Social Policy during the practicum quarter. A student may be ineligible for student teaching if they routinely miss meetings, arrive late, violate policies at the clinical experience placement site, demonstrate conduct unbecoming a teacher, or do not respond to emails related to practicum or student teaching in a timely manner. Decisions about eligibility based on professional engagement are at the discretion of the Master of Science in Education Program.

The School of Education and Social Policy reserves the right to make final determinations about a student's eligibility to participate in student teaching for reasons including, but not limited to, health and safety concerns and pending conduct cases against students that do not rise to the level of separation from the University. These determinations are at the discretion of the Master of Science in Education Program.

Removal from Clinical Experience Placement Site

In any field experience, the candidate is a guest in the school and must follow the rules and processes of the school in which they are placed. Candidates will work directly with K-12 students, which means candidates must meet the highest standards of professionalism. This includes, but is not limited to, everything from attendance, timeliness, and dress to confidentiality, health, and safety. Inability to meet these standards will result in ineligibility for or removal from a clinical experience placement site. Depending on the situation, a student removed from a placement site may or may not be reassigned to a new placement site. If granted, a new placement may begin immediately, or the student may be required to wait one or more quarters before receiving a new placement site.

Policies and Procedures

The School of Education and Social Policy reserves the right to make final determinations about a student's removal from clinical placements for reasons including, but not limited to, health and safety concerns and pending conduct cases against students. These determinations are at the discretion of the Master of Science in Education Program.

The clinical experience placement site reserves the right to revoke an invitation for a student to complete the engaged practicum experience or student teaching at that site for violation of school policy, unprofessional behavior, or other unsatisfactory performance.

Appeal Process for Clinical Experience Placement Decisions

Students wishing to appeal a program's decision regarding eligibility for or removal from a clinical experience placement may appeal to the Dean of SESP. To appeal a program decision, students should submit a request in writing to the Dean of SESP within ten business days of the date of the program's final written determination to the student and include any supporting materials at that time. If no appeal is filed within the ten-day period, the program's decision becomes final and not subject to appeal.

Clinical experience placement appeals are reviewed by the Dean of SESP (or the Dean's designate), who may request additional information from, or a meeting with, the student and/or program before making a final decision. The Dean's decision will be made within 30 days of the submission and will be communicated in writing to both the student and the program (email communication is considered to be "in writing"). When a resolution cannot be achieved within 30 days, students and programs will be informed in writing of the delay and the final disposition will be achieved as quickly as possible.

The Dean's decision is final in proceedings related to eligibility for or removal from clinical placements.

Placement Procedure

The first step is to meet your advisor to develop a course plan and determine when you will be eligible to begin your engaged practicum (typically, your second year in the program). Once you confirm that you will be eligible to start the practicum experience, you will set up an interview with the MSED staff member coordinating placements for the upcoming year.

The placement coordinator will collect materials from you, learn about your own educational experience and the type of teacher you hope to become, and then contact area schools on your behalf to arrange a clinical experience placement.

You are not to arrange your own clinical placements. You will not be placed in a school that you attended as a student, or one that you have previously worked or volunteered in.

Changes to Placement Sites

Securing a clinical experience placement is a complex process contingent on the availability and interest of a school. If you turn down a placement site that you have been offered or request a change to a placement site after the engaged practicum experience has started, it is possible that

your practicum/student teaching experience may be delayed. Such a delay may affect your completion of the clinical experiences and your graduation date.

Engaged Practicum

The engaged practicum is a part-time experience during fall quarter. During the practicum, you will be placed in one or two school sites working with cooperating mentor teachers. You will be in the field site two days each week. While conducting the practicum, you will also be enrolled in MS_ED 475-478 Theory and Practice of Teaching in Multilingual & Multicultural Contexts, as well as one or more methods courses and possibly the first class of the Master's Project sequence (MS_ED 407-1).

The practicum is an engaged experience during which you will be working in the classroom; it is *not* an observation period. You will also work closely with your mentor teacher and MSED instructors to take on increasing responsibility in the classroom as the quarter progresses.

edTPA Digital Portfolio

During practicum, you will also be collecting data (including videotaped lessons) for use in your edTPA portfolio. In order to receive an Illinois Professional Educator License, you must receive a passing score on the edTPA portfolio. A passing score on the portfolio is also required to qualify for student teaching. We will hold several workshops during summer and fall quarter to help you prepare for this experience.

The edTPA is designed to help you be reflective about your own teaching practice. You will provide evidence of your planning, instruction, and assessment through lesson plans, video, and examples of student work. You will also explain your rationale for and reflect upon everything you submit.

Please note that there are additional fees associated with the edTPA portfolio.

Student Teaching

Student teaching is a full-time experience during winter quarter. During student teaching, you will be placed in one school site (almost always one of your practicum sites), working with a cooperating mentor teacher and a university-assigned supervisor. You will be at your school site every day, full-time, including teacher in-service days. In addition, you will enroll in MS_ED 485-488 Student Teaching in Multilingual & Multicultural Contexts. The student teaching seminar counts as two units, so you will be eligible for federal loans even if you do not take any other courses while student teaching.

Although you will be at the school site full time from the very start of winter quarter, you might not take on a full teaching load immediately. In many cases, with the support of your mentor, supervisor, and student teaching instructor, you will slowly increase your classroom responsibility until you achieve a full teaching load, often by the second week of February. Timing of the full takeover will vary between Elementary Teaching and Secondary Teaching candidates.

Who to Contact for Help

Open, productive communication with your mentor teacher is the key to a successful field experience. If you encounter any difficulties, please inform one of your instructors or your advisor. They may have useful ideas to support you. In some cases, it may become necessary for the Master of Science in Education Program to intervene or communicate with school administration at the placement site.

International Students

Due to visa requirements, two special requirements apply to international students:

- Full-time enrollment (3.0 units or more) is required at all times
- An application for Curricular Practical Training must be filed for student teaching

Because full-time enrollment is required, an international student must register for at least one other course while student teaching (MS_ED 485-488 is 2.0 units).

An application form for Curricular Practical Training (CPT) can be found on the Office of International Student and Scholar Services (OISS) website. When you fill out the form, please be sure to use ***Option 1: Work is needed to fulfill requirements for an established course (MS_ED 485-0, 486-0, 487-0, or 488-0)***. As part of the application, you will be required to submit a “Job Offer Letter.” The Master of Science in Education Program will generate that letter for you – do *not* go directly to your school site to request a job offer letter.

Please note that the details included in the job offer letter (including the name and address of the job site and the first and last days of “employment”) must match exactly. You may wish to obtain the job offer letter from the Master of Science in Education Program first, before completing the CPT application.

Once the CPT application is complete, it must be signed by the MEd Assistant Director. You must bring the signed CPT application and job offer letter to the OISS directly; we cannot send it on your behalf.

Licensure

State licensure is required to teach in any Illinois public school and many private schools. Through the Master of Science in Education Program, students will earn both the state license and a master's degree. Students earn a Professional Educator License (PEL) with an endorsement to teach at the elementary level (grades 1-6), or to teach a specific subject at the middle grades (grades 5-8) or high school (grade 9-12) level.

In order to earn your license, you must do the following:

- Take and pass the appropriate Illinois licensure test(s).
- Complete all content-related course work for the subject you wish to teach.
- Complete all required education-related course work.
- Successfully complete the edTPA licensure portfolio.

Licensure Tests

There is a content area test specific to the subject you will teach that is required to become licensed. The test is offered through the Illinois Licensure Testing System (ILTS). Elementary Teachers will only need to take one test; Secondary Teachers will need to take separate content area tests for Middle Grades and High School. The Master of Science in Education Program has study materials available for content area exams.

Please note the timelines for completing the required licensure tests outlined under Clinical experiences earlier in this section.

Content-Related Course Work

To be eligible for a PEL, you must show that you have sufficient coursework in the content area you wish to teach. Elementary teachers must have a broad background in several different subject areas, as they are responsible for teaching all subject areas to their students. Secondary teachers must have roughly the equivalent of an undergraduate major in the subject area that you wish to teach. Depending on how well your undergraduate background matches state licensure requirements, you may have already met all content-area requirements, or you may have additional content-area courses that you must take to qualify for a PEL. An initial content-area review sheet from the licensure manager was included with your acceptance letter to the MSEd Program.

Content-area licensure requirements are considered to be additional degree requirements beyond the core 15-unit master's degree curriculum (although graduate-level classes can simultaneously satisfy content-area requirements and fill elective slots for the core 15 units). These courses are taken at Northwestern University, unless approved by petition. Content-area requirements for each subject area can be viewed in Appendix B of this handbook or on the MSEd Program website. Please note that these requirements are subject to change at any time.

Education-Related Course Work

The MEd curriculum will satisfy all state-required education course work. This includes an engaged practicum experience, student teaching and portfolio creation. Please see the Curriculum section of this handbook for more information.

edTPA Licensure Portfolio

As you complete your field work in the MEd Program, you will build an edTPA licensure portfolio. This will include artifacts such as lesson plans, videos, and assessments from classes you have taught during practicum, as well as your reflections on those artifacts. It is expected that this should be a thoughtful and critical analysis of your work, your present development and your understanding of learning and teaching. The portfolio will be scored by Pearson; a passing score is required to advance to student teaching and to be recommended for a teaching license.

All policies regarding academic integrity apply to the edTPA. Beyond the candidate's responsibility to know the Academic Integrity policy, Northwestern University provides candidates with instruction, support, and guidance about how to complete the edTPA using original work and how to properly cite research or other sources. Pearson also requires all candidates to complete the "edTPA Candidate Attestations," which includes attestations regarding plagiarism and originality of all work submitted.

Additional Endorsements

It is possible to receive multiple endorsements for your teaching license. If you wish to add endorsements beyond the first to your teaching license, please discuss the matter with the licensure manager to determine whether or not you qualify.

Eligibility for Licensure

To be eligible for licensure, you must complete the Master of Science in Education Program in good academic standing with both the School of Education and Social Policy and the University at large (see Grade Policies and Academic Standing later in the Policies and Procedures section of this handbook). You must also demonstrate that you will engage with the program and your placement site in a professional and responsible manner.

Students are not eligible for licensure under the following conditions:

- If a student has not passed any required ILTS test, including the edTPA and OPI (world language teachers only).
- If a student has not completed or earned a C+ or lower in MSED 485-488 Student Teaching in Multilingual & Multicultural Contexts.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct that could result in separation from the University.
- If a student has failed to engage responsibly and professionally with the clinical experience placement site or the School of Education and Social Policy. A student may be ineligible for licensure if they routinely miss meetings, arrive late, violate policies at the clinical experience placement site, demonstrates conduct unbecoming a teacher, or does not respond to emails related to licensure in a timely manner. Decisions about

eligibility based on professional engagement are at the discretion of the Master of Science in Education Program.

Teaching Outside Illinois

As an Illinois-based program, we can only entitle you for an Illinois Professional Educator License. However, most states will hire licensed teachers from other states. In such a case, you will begin teaching on a provisional out-of-state license, and will be given a certain timeframe to meet requirements to receive a standard license in your new state. It is critical, however, that you receive your Illinois license before trying to get a job out-of-state; you cannot be hired to teach in a public school if you do not have a valid teaching license from *somewhere*. If you are interested in teaching out of state, please discuss the matter with the licensure manager.

Grade Policies and Academic Standing

Unless noted otherwise below, the MEd Program refers to the Graduate School Policy Guide regarding matters related to good academic standing and probation and exclusion.

Grades and Unofficial Transcripts

You may view your grades and unofficial transcripts at any time within CAESAR. Please note that grades are not posted until a few days after the quarter ends.

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 MEd 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 each of your MEd courses by the appropriate deadline. 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 unforeseen circumstances clearly beyond your control, such as incapacitating illness or family emergency. For ongoing issues that affect your ability to complete coursework in a timely fashion, you may wish to contact AccessibleNU and request an official accommodation.

Incomplete grades will generally be given only to students who have already *substantially completed the work of the course*, including any requirements of attendance or engagement. The university minimally requires that more than 50% of the course requirements must be complete in order for the course to be "substantially completed." You must also be passing the course based on the materials submitted thus far to be eligible for an incomplete (Y) grade.

Incompletes are not a way to get extra time to improve performance, nor are they appropriate for a student who has abandoned a course (stopped attending and turning in work). To ensure fairness, all requests for incomplete grades must be approved by both the instructor and the Master of Science in Education Program. You may be asked to provide documentation of your circumstances. Because incompletes are not always an optimal solution to academic difficulties, you may want to consider dropping or withdrawing from the course, if that deadline has not yet passed. Consult your academic advisor if you have concerns.

In order to obtain an incomplete grade (Y) for a course, you must:

1. Request an incomplete grade from your instructor.

Policies and Procedures

2. If they agree, download and complete a Request for Incomplete (Y) Grade (see Appendix E). Both you and the instructor must sign the request form.
3. Include a detailed plan indicating how you plan to resolve the incomplete and the deadline by which all coursework is to be completed (typically within one quarter).
4. Discuss the incomplete with your academic advisor and obtain their signature on the form.
5. Submit the completed petition and supporting documentation to the Assistant Director of the MEd Program. Final approval of an incomplete grade rests with the MEd Program.

We strongly recommend that you communicate with your instructor to request an incomplete grade prior to the final class session if possible. Instructors have the right to decline a request for an incomplete. Please be aware that courses offered by other departments (such as those taken to fulfill licensure requirements) have separate procedures regarding incomplete requests. You must consider the school offering the course, not your own school, to determine the process by which an incomplete grade is requested and assigned.

Students with unresolved incompletes are not eligible for certain program experiences, such as Practicum and Student Teaching. Additionally, incompletes may jeopardize good academic standing, resulting in probation or exclusion (see below). As such, the MEd Program reserves the right to deny a request for an incomplete grade, even if it has been approved by the instructor.

If the request is approved, the instructor will enter a “Y” grade for the course. The “Y” grade will be included in your GPA as a 0.0 until replaced with another grade. The course instructor will submit a grade change in CAESAR once all coursework is complete.

The goal is to resolve incompletes promptly so that you can move forward with your course of study. Typically, an incomplete should be resolved within one quarter. If you cannot complete all coursework by the deadline agreed to on your petition, you must reach out to the MEd Program prior to that deadline to request an extension. If you miss the deadline stated in your request, your grade may be changed to an F. The maximum amount of time an incomplete can be extended is one year from the end of the original course.

Pass/No Pass

All units counted toward the Master of Science degree must be taken for a letter grade. Only classes with a grade of C- or higher will be counted toward degree requirements. There is no Pass/No Pass option for these courses, nor is the Pass/No Pass option available for subject area requirements for teacher licensure. The Pass/No Pass option may be available for other classes, such as general education requirements for teacher licensure. You must contact the teacher and you must follow Office of the Registrar guidelines and procedures.

Good Academic Standing

The requirements for good academic standing are the same as the requirements for Satisfactory Academic Progress (SAP) detailed later in this section. To maintain good academic standing, you must:

- Maintain a cumulative GPA of 3.0 or higher.

Policies and Procedures

- Complete two-thirds of all credits attempted per academic term if enrolled full-time (3.0 units or more), or one-half of all credits if enrolled part-time (fewer than 3.0 units).
- Be on track to complete the program within 5 years.

Probation

A student whose record does not meet the definition of good academic standing will be placed on probation. When a decision to place a student on probation is made, the student will be notified in writing (email communication is considered to be “in writing”), along with the Dean of SESP and the Office of the Registrar. The probation notification must include the effective date of the probation and a clear statement of the reason(s) for probation.

The student will be given at most two quarters to resume good academic standing. The MEd Program notifies students of probation status on a quarterly basis. Please also see the SAP policy detailed later in this section regarding potential financial implications.

Academic probation is not a punishment, but a tool for the program to monitor academic progress.

Exclusion (Dismissal)

A student who fails to resume good academic standing after at most two quarters after being notified of placement on probation will be excluded (dismissed) from the School of Education and Social Policy.

When the MEd Program determines that a student is to be excluded, the Dean of SESP, the student, and the Office of the Registrar will be informed in writing (email communication is considered to be “in writing”) within five business days of the determination. The exclusion (dismissal) notification must include the effective date of the exclusion and a clear statement of the reason(s) for exclusion.

Appeal Process

Students wishing to appeal a program’s exclusion decision may appeal to the Dean of SESP. To appeal a program decision, students should submit a request in writing to the Dean of SESP within ten business days of the date of the program’s final written determination of exclusion to the student and include any supporting materials at that time. If no appeal is filed within the ten-day period, the program’s decision becomes final and not subject to appeal.

Exclusion appeals are reviewed by the Dean of SESP (or the Dean’s designate), who may request additional information from, or a meeting with, the student and/or program before making a final decision. The Dean’s decision will be made within 30 days of the submission and will be communicated in writing to both the student and the program (email communication is considered to be “in writing”). When a resolution cannot be achieved within 30 days, students and programs will be informed in writing of the delay and the final disposition will be achieved as quickly as possible.

The Dean’s decision is final in exclusion proceedings related to academic progress.

Financial Aid

Nearly all matriculated MEd students qualify for financial support from at least one of the following sources: loan programs, scholarships, and assistantships (see descriptions below). Information about Financial Aid may be found on the MEd website at <http://www.sesp.northwestern.edu/msed/financing-master-of-science-in-education/index.html>.

FAFSA

To ensure timely receipt of financial aid, students should submit The Free Application for Federal Student Aid (FAFSA) as early as possible. 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 MEd office.

Loan Programs

Matriculated MEd students who are enrolled at least half-time (2 units) at Northwestern 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 MEd 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 MEd 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. Only classes taken at Northwestern count toward the half-time eligibility requirement; classes taken at other institutions do not count.

MEd Fellowships

A limited number of fellowships are awarded to full-time matriculated students. 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 the published early decision deadline in order to be considered for scholarships the following academic year. More information can be found at <http://www.sesp.northwestern.edu/msed/financing-master-of-science-in-education/index.html>.

MEd Graduate Assistantships

Graduate assistants work part-time in the program office. Up to three graduate assistants serve in the office each year. The graduate assistant position includes tuition remission for one course per quarter as well as a quarterly stipend. Graduate assistants do not work during their student teaching term. Because of this, most graduate assistants are two-year matriculated students assigned with staggered terms, so that at least one graduate assistant will remain on duty in the office during winter quarter (the student teaching term). More information can be found at <http://www.sesp.northwestern.edu/msed/financing-master-of-science-in-education/index.html>.

Third-Party Scholarships

Students are encouraged to investigate scholarships offered through various civic and professional organizations, foundations, and state agencies. Students should visit the financial aid information web page sponsored by the National Association of Student Aid Administration at www.finaid.org. Non-matriculated special students are not eligible for federal student loans. Foreign students generally are not eligible for financial aid, though some may secure loans from alternative sources.

To learn more about financial aid application procedures, contact the Office of Financial Aid at (847) 491-7264. The Office of Financial Aid also has information regarding loan repayment and forgiveness options.

Satisfactory Academic Progress

Federal regulations require recipients of federal financial aid to maintain satisfactory academic progress in their program of study. It is the University's expectation that students make progress toward degree completion. Review of such progress must apply to all terms of enrollment within an academic year, including terms for which no federal financial aid is granted, as explained below.

Students must demonstrate satisfactory academic progress in three fundamental ways:

1. Maintain a cumulative GPA of 3.0 or higher.
2. Complete two-thirds of all credits attempted per academic term if enrolled full-time (3.0 or more units) or one-half of all credits if enrolled part-time (fewer than 3.0 units).
3. Complete program within a specified period of time.

Maintain a cumulative GPA of 3.0 or higher:

- The Satisfactory Academic Progress regulations require that students maintain a minimum cumulative grade point average (GPA) in order to remain eligible for financial aid. This cumulative GPA is a 3.0 (on a 4.0 scale).

Complete at least X fraction of all credits attempted per academic term:

- Courses dropped after the University's drop/add period will count towards credits attempted. Grades of D, F, Y (incomplete), W (withdrawal), or X (unofficial withdrawal) will not satisfy the requirements for course completion.

Complete program within a specified period of time:

- Students have a maximum timeframe of 5 years to complete their degree requirements. All periods of enrollment will be counted toward the maximum number of terms. Periods of academic leave or non-enrollment will not count against the maximum terms of enrollment.
- Remedial and repeated coursework will be counted in the same manner as all other coursework for purposes of Satisfactory Academic Progress.
- Students who earn credits through a consortium/contractual agreement will not qualify for additional terms of eligibility.
- Students who have completed all required coursework for a degree but have not yet received their degree may not receive further federal financial aid for their academic program.
- Students must be on track to complete their degree within their maximum timeframe in order to maintain their financial aid eligibility.
- Students who have questions about determining their personal maximum timeframe may contact Student Financial Services.

Evaluation of Satisfactory Academic Progress

Student Financial Services will evaluate federal financial aid Satisfactory Academic Progress at the end of each academic year (at the end of the spring quarter) or at the end of each quarter, if a student is enrolled in a year-long program spanning 3-4 quarters. Reviews will occur once grades

are published in the University's system and will also include a review of courses attempted, pace toward graduation, and GPA.

SAP Suspension

Students who do not meet the terms of federal financial aid Satisfactory Academic Progress (SAP) will be subject to a SAP Suspension and will not be eligible to receive federal financial aid during the financial aid suspension term. In order to reinstate federal financial aid eligibility after a SAP suspension, students must meet the following criteria for reinstatement:

- Complete 100% of courses enrolled during the suspension term with a grade of C or higher. Grades of D, F, X, Y, N, W, and V will not be considered sufficient for meeting Satisfactory Academic Progress and will therefore disqualify one from receiving financial aid in subsequent quarters.
- Must complete at least two academic credits (if enrolled in a half-time program) or at least three academic credits (if enrolled in a full-time program) during the suspension quarter according to the above criteria.
- Any term in which a student is not enrolled does not count toward Satisfactory Academic Progress. Therefore, a suspension period will roll over to the next term of enrollment.
- Enrolled courses prior to the end of the University's drop/add period will count toward a student's SAP calculation. Therefore, classes dropped after the drop/add period will mean a failure to complete 100% of a student's classes with a grade of C or higher. Continued suspension of financial aid will result.
- Maintain or achieve a cumulative GPA of 3.0 or higher.

After a term of aid suspension, it is the student's responsibility to contact Student Financial Services to request a SAP review for reinstatement of federal financial aid. Aid will be reinstated for the subsequent term after Student Financial Services determines that a student has met requirements for reinstatement.

Appeals

If a student fails to meet the SAP requirements as stated above, due to extenuating circumstances, such as a family member's death, student's illness (or illness of an immediate family member), etc., the student may submit a written appeal to Student Financial Services. The appeal must be received by Student Financial Services prior to the first day of the next academic term.

The written appeal should explain relevant extraordinary circumstances, address the reason(s) for failing to meet the minimum academic requirements, and offer solutions to the problem(s) affecting prior academic performance. Supporting documentation/ statements from academic advisers, professors, professional health care workers, etc., may be requested. The appeal will be reviewed by a committee chaired by the Director of Student Financial Services. All decisions made by the committee are final. Students will be notified via their Northwestern email account if an appeal is granted or denied.

If an appeal is granted, the student will be placed in one of two categories:

- **SAP Probation:** If a student is placed on SAP Probation after an appeal, they will be eligible for federal aid during one additional academic term. During the probationary period, the student must meet all SAP requirements. Failure to do so will result in suspension of federal financial aid without the ability to appeal. In order to reinstate federal financial aid eligibility following a SAP suspension, students must meet the criteria for aid reinstatement listed above, but without the use of federal financial aid during the suspension period.
- **SAP Academic Plan:** Students may be placed on an academic plan upon submission of a successful appeal. If it is mathematically impossible for a student to resolve all deficiencies during one term of attendance and the student's reason for an appeal is appropriate according to federal regulations, the student may be placed on an academic plan with the goal of resolving all deficiencies. An academic plan may vary in length and is determined by the SAP committee. It does not have to equate to the exact number of terms it would take a student to resolve all deficiencies. If the student is meeting the criteria identified in the SAP appeal, the student's academic plan may be extended, by a quarterly review.

Special Considerations for First-time Financial Aid Applicants

Current students who have not received federal financial aid for previous terms of enrollment while taking coursework in their current program, are considered first-time financial aid applicants. Previous coursework, however, must meet the minimum financial aid academic progress requirements. If it does not, students will need to complete a Satisfactory Academic Progress (SAP) appeal for first-time aid filers. The appeal should include the following:

1. Describe a specific reason, event, or circumstance that prevented the student from meeting the academic progress requirements.
2. Provide a specific plan/corrective action to improve the student's academic progress.

Health Insurance (NU-SHIP)

Northwestern Policy Regarding Health Insurance

Health insurance coverage is mandatory for all degree-seeking students. (For the purposes of this policy, “degree-seeking” includes both Matriculated *and* Non-Matriculated MEd students.)

You may fulfill the insurance requirement by:

- confirming your NU-SHIP enrollment, or
- waiving enrollment by affirming alternate insurance that meets NU’s comparable coverage requirements. Please see NU’s student health insurance website for more details about coverage requirements.

The insurance requirement must be fulfilled each and every year that you are enrolled at NU.

Open Enrollment and Deadlines

Please note that:

- Unless you waive the NU-SHIP during the open enrollment period*, you will remain enrolled in the NU-SHIP, and you will be charged the annual premium on your student account, for coverage for the current plan year (starting Sept. 1 and ending Aug. 31).
- You must complete the enrollment/waiver process each year to ensure you have accurate and up-to-date insurance information on file with Northwestern.
- After the enrollment period, your insurance selection will remain on file through Aug. 31 (unless you experience a qualifying life event necessitating a mid-year change).
- Dependents are not automatically enrolled in the NU-SHIP; you must contact Aetna Student Health directly, prior to the enrollment deadline, to add them to your coverage each year.

*If you are approved to register for classes after the insurance enrollment deadline, you must submit a manual Coverage Selection Form to the Student Health Insurance office within 10 days of your course registration. Failure to do so will result in your remaining enrolled in the NU-SHIP for the entire (or remainder of the) academic year. A downloadable Coverage Selection Form will be available when the online enrollment period has closed.

Graduating

Graduation Requirements

In order to receive the master's degree, a student must:

- Complete all required coursework and requirements (including clinical experiences) for the degree. Courses with a grade below C- will not count toward degree requirements.
- Complete and submit a petition to graduate by the date specified on the MSED student resources wiki. This date will be *at least* two quarters prior to the final academic quarter in the program.
- Have at least a 3.0 cumulative GPA and no X, Y, K, or NR grades on the transcript. All grades must be entered and Change of Grade forms submitted by the date specified in the Academic Calendar.
- If required by the program, engage in a culminating experience, such as a thesis or oral presentation, or pass a final exam as a part of the program of study for a master's degree. The Master of Science in Education Program will determine the nature of this culminating experience requirement, with the approval of the School of Education and Social Policy, and the corresponding number of units of credit, if any.

Petitioning to Graduate

All students must petition to graduate. The petition should be submitted in November prior to completing the program. The petition details the courses you have taken and plan to take and is reviewed by your adviser to ensure that you have fulfilled the graduation requirements outlined above. A message will be sent to you via the MSED Listserv to remind you to do this. The petition is available in Appendix F of this document, or can be downloaded from the MSED student resources wiki site. If you fail to file your petition to graduate in a timely manner, you may not be able to graduate.

Convocation Ceremony

It is possible to graduate at the end of any of the four academic quarters, but the majority of MSED students will complete the program in either June or August. Regardless of when you complete the program, there is only one convocation ceremony, which is held in June. August graduates may choose to walk in either the June ceremony prior to their graduation, or at the following June ceremony. Although most August graduates choose to walk in the preceding graduation ceremony (so as to walk with their classmates), names will only be printed in the graduation program for those who are scheduled to have completed the degree by the time of the graduation ceremony. As an example, August 2024 graduates may walk in either the June 2024 or the June 2025 ceremony. However, their names will only appear in the June 2025 program.

SESP will begin communicating with you in winter quarter to determine whether or not you will be participating in the graduation ceremony. Regalia orders and ticket requests will also be placed through SESP.

Transcript Requests

Unofficial transcripts may be downloaded directly from CAESAR. Official transcripts may be ordered at www.registrar.northwestern.edu/academic_records/obtaining_a_transcript.html. It is

Policies and Procedures

the responsibility of the student to order a transcript for the Illinois State Board of Education if applying for a Professional Educator License.

The University also offers Certified Electronic Diplomas and Certificates (CeDiploma/CeCertificate). You can learn how to order these credentials on the registrar's website at <https://www.registrar.northwestern.edu/records/transcripts-verification/cediploma/>.

Professional Educator License Entitlement

Once the required grades for all degree and license requirements have been confirmed, and all licensure tests (including the edTPA video portfolio) have been passed, Northwestern's Licensure Manager will contact ISBE to entitle you for your Professional Educator License. Once you have been entitled, you must contact ISBE to complete the licensure process (which will include paying for and registering the license). Even if you do not plan to teach in a public school in Illinois, it is strongly recommended to obtain your PEL. Licensure requirements change frequently, and if you try to obtain your PEL a few years after completing the MSED Program, you may find that requirements have changed and that you are no longer eligible for a teaching license.

Appendix A: Course Descriptions

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The above courses are designated as MS_ED on the transcript.

Course Descriptions

MS_ED 401-0 Schooling in America

What is unique about the U.S. approach to teaching and learning? Why are schools organized the way they are? What does the day-to-day school experience look like for students, teachers, and families? This course will explore the development of schools in the United States by understanding the ideologies and decisions (pedagogical and political) that have shaped schools over 200 years. We will use Illinois and Chicago as case studies of the development of schools in urban, suburban, and rural communities, with a particular focus on Chicago, where public, charter, private, independent, and home schools all exist side by side. Students will explore their own schooling experience while also researching current school issues. Guest speakers from Chicagoland schools and virtual visits to some of those schools will ground our work in the realities of American education today.

MS_ED 402-0 Social, Cultural, and Linguistic Contexts of Education

This course is designed to explore how the ways that we live culturally provide strengths for teaching, learning and design. The course draws from the interdisciplinary study of socio-cultural, linguistic, and contextual influences of education, as well as perspectives from learning, teaching, research and policy. Candidates will examine how issues of power and privilege as they pertain to race, ethnicity, language, class, gender, sexuality and identity politics shape and are shaped within our education system. Candidates will be asked to consider their own schooling experiences, and deeply evaluate their beliefs, thoughts and assumptions about the influence of various legal, historical, socio-cultural and linguistic factors on their ideas about teaching, learning, and schooling. Special attention will be given to the major trends that influence contemporary landscapes of PK-12 education and the potential systemic benefits and harms associated with them. Candidates will produce an autoethnography that considers the impact of personal formal and informal learning experiences rooted in racial, cultural and linguistic identity on their life view, as well as how they move through the world as advocates for justice.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience.

MS_ED 405-0 Child and Adolescent Development

This course will offer a critical perspective on child and adolescent development as it is shaped and experienced in various social contexts with special application to the world of the school. Psychological, interpersonal, social, cognitive, moral, and physical development will be studied within the contexts of family, peer group, and school. Theoretical perspectives will be explored in relation to empirical research, field studies, first person accounts, and imaginative works. Special emphasis will be given to the individual's subjective experience and to the remembered accounts of our own childhood and adolescence.

MS_ED 407-1 Research and Analysis I (0.5 units)

MS_ED 407-2 Research and Analysis II (0.5 units)

Teaching and education are complex, intellectual, and iterative endeavors. Skilled educators continually take experiences from the field in the form of observations, curiosities, and

challenges to inform structured inquiry—with the purpose of improving conceptual and pedagogical understandings for themselves and their students. MSED 407-1 and 407-2 are grounded in a model of action research. In our view, action research is not distinct from the work of teaching and educating, rather when done well it *drives* the work of teaching and learning. Data we use in action research is precisely that which we encounter in our educational settings on a daily basis—we are responsible for mining and learning from them. As a result of these courses you will not only have designed and conducted action research— your Master’s Project—but more importantly, you will have a set of stances and tools to embark on a career as an *educator scholar* who continues to notice various aspects of teaching and learning, ask important questions, and engage in meaningful, guided examinations of practice to evolve learning.

The goal of MSED 407-1 and 407-2 is to help you become informed educators who are able to turn curiosities and challenges from your settings into potential areas of structured reflection and research. The basis of the course is the model of *action research* — of studying our own settings around questions we are passionate about, for the purpose of improving our students and colleagues learning as well as our own practice. Action research is not distinct from the work of teaching, rather the data we use in action research is precisely that which we encounter in our educational settings daily. As a result of these courses you will not only have conducted action research— your Master’s Project —more importantly, you will have the tools to embark on a career as an *educator scholar* who continues to ask important questions and embark on meaningful, systematic examinations of teaching and learning in your selected setting.

During MSED 407-1, you chose a question that was of personal importance to you. You reviewed relevant literature related to this question, you identified different types of classroom data to investigate this question. During MSED 407-2, we will focus on techniques for analyzing the data that you have collected, revisit the literature surrounding our project, and consider how the work will influence your teaching and learning moving forward. In addition to meeting as a whole class, a central component of the 407-1 and 407-2 course sequence is working in coaching groups.

MS_ED 409-0 Supporting Discourse in K-12 Classrooms

Across the K-12 curriculum, approaches to teaching and learning that focus on student sensemaking and meaningful learning rely on creating a classroom where much of this sensemaking work occurs through talk. Supporting productive classroom discourse is a key element in engaging students in meaningful knowledge-building work. Teachers need tools and strategies to create and support an environment in which students feel welcome and responsible for contributing by sharing their ideas, building on one another’s thinking, and working together to further their learning as a community. This course address how to support discourse in the classroom, including designing discussion-based tasks, supporting students in academic discourse, creating a classroom climate supportive of discussion, questioning strategies and talk moves that facilitate discussion, and assessment in discussion-based tasks. We will examine current approaches to supporting effective classroom discussions drawn from elementary, middle school, and high school classrooms, and across multiple disciplines including math, literacy, history, science, and others. Work in the course will involve discussing articles sharing discourse strategies and analyzing video of classroom interactions to see these approaches in action. Students will have the opportunity to work with the tools and strategies of the course in

analyzing a classroom discussion they choose to observe, designing discussion-based lessons for their own teaching context, and to try out these tools in facilitating discussions with their peers.

MS_ED 410-0 Foundations of Learning in a New Language

The Foundations of Learning in a New Language course engages pre-service teacher candidates in exploring historical, political, sociocultural, philosophical and educational practices that impact linguistically and culturally diverse learners in American schools. Topics include historical and current federal and state laws regarding the learning of English as a new language, foundations of first and second language acquisition, child development, sociocultural theory, and comparative international language instruction. Research and evidence based instructional models are discussed, with a deepened appreciation for factors contributing to sustained student achievement, including, but not limited to the psychological, cognitive, sociological, and cultural factors that impact student learning. An emphasis is placed on the standards for initial Teachers of English to Speakers of Other Languages (TESOL) Pre-K-12 Teacher Preparation Programs and the WIDA Language Development Standards.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience.

MS_ED 411-0 Elementary Methods for Teaching Science and Social Studies I

This is Part I of a two-part combined Elementary Science and Social Studies Methods course sequence. This course prepares preservice teachers to teach science and social studies in the elementary grades. Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history, geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards.

MS_ED 412-0 Elementary Methods for Teaching Science and Social Studies II

This is Part II of a two-part combined Elementary Science and Social Studies Methods course sequence. Candidates will continue their work and study from Part I. This course prepares preservice teachers to teach science and social studies in the elementary grades. Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history,

geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards.

MS_ED 414-0 Mathematics for Elementary Teachers

This course builds content area knowledge in mathematics that is essential for elementary and middle grades teachers. In addition to rigorous practice in a wide range of mathematical topics, participants will study those topics conceptually and historically. Topics include counting, cardinality, operations, algebraic thinking, fractions, measurement, statistics, and geometry.

MS_ED 418-0 Topics in Teaching Math: Geometry

This topics course covers math content for future middle grades and high school math teachers. Specific math topics rotate from year-to-year. Geometry is offered in odd years.

MS_ED 419-0 Topics in Teaching Math: Statistics and Probability

This topics course covers math content for future middle grades and high school math teachers. Specific math topics rotate from year-to-year. Statistics and Probability is offered in even years.

MS_ED 420-0 Designing for Linguistically and Culturally Sustaining Instruction

The Designing for Culturally and Linguistically Sustaining Teaching course engages pre-service candidates in developing equitable and sustaining planning and instructional techniques reflective of the lives, languages, literacies, and cultural ways of being that represent the children they will teach. Through exploring diverse heterogeneous instructional practices, this course delves into understanding strategies and ways of thinking about content that transform the daily instructional experiences we can offer our students, making connections a reality.

The tools and strategies utilized in planning for culturally and linguistically sustaining instruction begin with understanding the core work of developing mini-lessons, daily lesson plans, and a unit plan. As a basis for this work, we will work to understand our students from an asset-based stance where learning about their knowledges, experiences, and hopes for an engaging learning environment become foundational in planning, instruction, and assessment. We will do this through intentional practices that examine an understanding of content area literacies and ways to leverage the assets of a diverse, multilingual classroom community inclusive of cultures represented in communities, including literature, art, music, and popular culture of those communities. Exploring how to support students in developing these literacies will also be core to this work.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience.

MS_ED 422-0 Linguistics Informed Approaches to Literacy

The Linguistics Informed Approaches to Literacy course supports students in analyzing the aims of linguistic science as well as how linguistic concepts apply to teaching in a variety of settings (including with multilingual students, monolingual students, and bilingual classrooms). Students will think about the complexities of language and how they connect with identity, culture, power, and schooling. Students explore topics like syntax, phonology, morphology, semantics, and

Appendix A – Course Descriptions

cognates as they develop their own metalinguistic awareness in support of facilitating effective teaching and learning. A focal area will be supporting the development of students' literacies. Content-area reading topics include but are not limited to pre-reading, post-reading, vocabulary, fluency, and comprehension.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience.

MS_ED 423-0 Elementary Literacy Methods and Content

In the course, participants will gain an understanding of the cognitive foundations of reading comprehension and current theory and practice related to literacy, and consider how they influence methods of instruction and assessment. This includes an emphasis on the interrelationships between reading processes and language learning as well as personal writing experiences, writing in various genres, and management of writing workshops.

MS_ED 424-0 Critical Issues in Literacy

Using political, psychological, and sociological lenses, this course will deal with the interaction between current theory and practice in literacy education across the curriculum. Issues to be explored in the course will include why we teach literature, how we teach writing, and how language interacts with other literacy strands. The course will focus on classroom implications and applications of these and related issues including the role of literacy in content areas.

MS_ED 426-0 Elementary Math Methods and Content

The course provides an overview of mathematical topics taught in elementary and middle school. Course participants learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided. Review of research on children's conceptions of various mathematical topics leads to a fuller comprehension of teaching and learning mathematics.

MS_ED 427-0 Educating Exceptional Children

In this course we explore multiple major theories of typical cognitive and affective development, and their concomitant approaches to understanding and managing neurodiversity in the inclusive classroom. The focus is on integrating across theoretical frameworks in order to maximize classroom support and minimize the need for individual differentiation for students struggling with physical, academic or emotional challenges, including learning disabilities, emotional disturbance, attention deficit disorder, and autism spectrum disorder. Theoretical concepts are introduced in both readings and lecture. Teamwork exercises designed to promote research and theory-based practice provide students with opportunities to analyze increasingly complex case studies, while developing skills in educational leadership, collegial collaboration and student advocacy.

MS_ED 428-0 Dynamics of Middle School Curriculum

The objective of this course is for students to understand and explore the dynamic environment of middle schools and young adolescents, and to consider the impact of middle school principals, structures and practices on classroom learning and instruction. Students will examine the unique characteristics of middle school learning and the educational needs of young adolescent learners, and they will compare and contrast a variety of middle school models, including policy statements, visions and reform proposals. Students will share and consider their personal experiences, and those of the entire class, as they investigate the many and varied issues that impact any middle school and its community. Major topics include public policy issues, adolescent development, standards and curriculum, measures of intelligence, learning differences, school structure and culture, instructional relationships and strategies, literacy and reading in the content areas, the development of critical thinking skills, culturally responsive and equitable practices, interdisciplinary instruction, assessment methods, middle school leadership, and technology.

MS_ED 429-0 Cognition and Culture in Teaching and Learning

MS_ED 431-0 Instructional Coaching

This course will explore a variety of approaches to the mentoring, coaching, and evaluation of teachers and other educational personnel. Topics will include new teacher induction, using data to improve instruction, self and peer evaluations, and accountability. Students will actively practice observing instruction and how to provide effective feedback and coaching to teachers.

MS_ED 432-0 Assessment of Linguistically Diverse Students

The Assessment of Linguistically Diverse Students course engages pre-service teacher candidates in learning about a variety of assessment approaches, (including but not limited to standardized, formative, diagnostic, performance-based, etc.) with special attention to how assessment of English-Language Learners has been conceptualized within American historical and contemporary sociopolitical and sociocultural contexts. Issues of legality, bias, non-discriminatory policies, and ethical considerations that must accompany decisions about standards and practices used in the assessment of culturally and linguistically diverse students will be explored. Candidates will be asked to examine policies facing educators of linguistically diverse learners over the last century, and articulate multiple perspectives associated with the issue drawing from course readings and outside research.

The focus on current practices and trends will include key assignments inviting candidates to examine policies and processes associated with the selection and interpretation of mandated assessments and practices at multiple levels—state, district, school and classroom as they relate to diagnostics, language, and achievement. Candidates will answer questions such as “How did these tools get selected? In what ways do they support or disadvantage linguistically diverse students? How are results being interpreted and used to demonstrate linguistically diverse students’ knowledge of subject matter?” Attention will be devoted to helping students develop stances and strategies that promote asset-based, culturally and linguistically appropriate approaches to assessment.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience.

MS_ED 432-1 Assessment of Linguistically Diverse Students I (0.5 units)

The Assessment of Linguistically Diverse Students Part 1 is the first of a two-part course sequence which engages pre-service candidates in learning about a variety of assessment approaches, (including but not limited to standardized, formative, diagnostic, performance-based, etc.) with special attention to how assessment of English-Language Learners has been conceptualized within American historical and contemporary sociopolitical and sociocultural contexts. Issues of legality, bias, non-discriminatory policies, and ethical considerations that must accompany decisions about standards and practices used in the assessment of culturally and linguistically diverse students will also be explored. Candidates will be asked to examine policies facing educators of linguistically diverse learners over the last century, and articulate multiple perspectives associated with the issue drawing from course readings and outside research.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 7.5 clinical clock hours of experience.

MS_ED 432-2 Assessment of Linguistically Diverse Students II (0.5 units)

The Assessment of Linguistically Diverse Students Part 2 continues to build on the knowledges and understandings explored in Part 1 of the course sequence with attention to current practices and trends. Key assignments invite candidates to examine policies and processes associated with the selection and interpretation of mandated assessments and practices at multiple levels—state, district, school and classroom as they relate to diagnostics, language, and achievement, answering questions such as “How did these tools get selected? In what ways do they support or disadvantage linguistically diverse students? How are results being interpreted and used to demonstrate linguistically diverse students’ knowledge of subject matter?” Attention will be devoted to helping students develop stances and strategies that promote asset-based, culturally and linguistically appropriate approaches to assessment.

This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 7.5 clinical clock hours of experience.

MS_ED 433-0 Science Content for Teachers

This course utilizes a discussion format with a heavy emphasis on critical thinking and skills-based activities. The inquiry/discussion approach will help us delve into the concepts of ecology, earth systems and astronomy. Our approach will attempt to understand the content needed to support the NGSS found at the High School, Middle School & Elementary level.

MS_ED 434-0 Social Science Content for Teachers

What is “social studies”? The National Council for Social Studies (NCSS) has established a key principle which states: Social studies is composed of deep and enduring understandings, concepts, and skills from various disciplines, and emphasizes skills and practices as preparation for democratic decision-making.

This course will create opportunities to connect social studies content to the NCSS Framework, as well as to Illinois State Standards. The primary goal for this course is for future elementary and secondary educators to fulfill social science content-area licensure requirements, specifically with regards to Civics, Economics and Geography. Additionally, arts, humanities, and history content will also play an important role in developing understanding of social studies content and concepts. In the process, students will explore ways to deliver content, design assessments, and create classroom cultures that promote vibrant learning.

By the end of the quarter, students should feel comfortable with and possess a working knowledge of Civics, Economics and Geography content.

MS_ED 436-0 Instructional Design and Assessment

This course takes a closer look at the two most important areas of curriculum and instruction: Instructional Design and Assessment. In the first half of the course, students will gain an overview of various approaches to curriculum design and instructional models, including the history and theory of each approach and opportunities to practice them through lesson/unit planning, simulations, and micro-teaching. In the second half of the course, students will investigate several kinds of assessments, including formative and summative assessments, and how those assessments are closely linked to instructional design, teaching, and learning. Opportunities will be given to practice grading, providing good feedback, and managing a class assessment system.

MS_ED 438-0 Teaching and Learning with Technology

Teaching and Learning with Technology is a course designed to help teachers use empirical models to explore new technologies, evaluate their educational potential, and develop scenarios of use consistent with their teaching philosophy. The course starts with a reflection on the relationship between teaching philosophy and technology use. We will also explore children's everyday uses of technology. We then will take an in-depth look at three emerging technologies: personal broadcasting (e.g., blogs, podcasts), Wikipedia, and gaming. In each case, you will get extensive experience with the technology, examine empirical models that can be applied to the technologies, and reflect on how the technologies intersect with your teaching philosophy. The course also provides exposure to a variety of technologies that are common in school settings.

MS_ED 451-0 Topics in Teaching and Learning

The MS_ED 451 topics number is used for new courses, or courses that are likely to only be offered a few times before changing. If the same Topics class is offered three or more years in a row, it will typically be given its own distinct number and title.

MS_ED 455-459	Methods and Techniques:
455-0	World Languages
456-0	English
457-0	Mathematics
458-0	Sciences
459-0	Social Sciences

This course introduces teaching and learning strategies that aid students in becoming effective educators in the high school setting. Emphasizing current research, each course is a

comprehensive study of teaching methods in the following secondary disciplines: English, mathematics, sciences, social sciences, and world languages. Lesson and unit planning and assessment of student learning are elements of the seminar.

MS_ED 462-0 Leading Professional Learning

This course reviews current research on professional development with adult learners. In particular, it examines the knowledge needed for teaching and how to support teacher learning by establishing a community of learners. Participants will design supports for teacher learning at their schools through an examination of existing teaching routines and a diagnosis of challenges particular to the school.

MS_ED 463-0 Leading for Equity

This course challenges teacher leaders to think deeply about their own identity and those of their students, colleagues, families, and communities. It will explore the ways school leaders must take up issues of equity, social justice, and power to improve schools for all stakeholders. Participants will delve into tools such as data, research, culturally responsive teaching, and professional learning to create an action plan that will bring equity into the forefront of their leadership.

MS_ED 466-469 Middle Grades Methods and Techniques

- 466-0 Middle Grades English**
- 467-0 Middle Grades Mathematics**
- 468-0 Middle Grades Sciences**
- 469-0 Middle Grades Social Sciences**

This course introduces teaching and learning strategies that aid students in becoming effective educators in the middle grades setting. Emphasizing current research, each course is a comprehensive study of teaching methods in the following middle grades disciplines: English, mathematics, sciences, and social sciences. Lesson and unit planning and assessment of student learning are elements of the seminar.

MS_ED 475-478 Theory and Practice of Teaching in Multilingual and Multicultural Contexts

- 475-0 Secondary Math**
- 476-0 Secondary Science**
- 477-0 Elementary**
- 478-0 Secondary Humanities**

The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching

Appendix A – Course Descriptions

all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

This course requires 2 full school days of field experience per week for the duration of the practicum. This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience specific to these endorsements.

MS_ED 481-1 Navigating US Schools I (0.5 units)

MS_ED 481-2 Navigating US Schools II (0.5 units)

MS_ED 482-1 Proseminar in Education Studies and Learning Sciences I (0.5 units)

The MSED ProSeminar in Educational Studies and the Learning Sciences serves as a companion to program courses with the goal of helping students to bring together the threads from across their coursework and program experiences. In particular, this course emphasizes and makes explicit key ideas that connect to the MSED Guiding Commitments.

MSED 482-1 will support the understanding and development of mutually beneficial, community-engaged partnerships as students explore and onboard to a practicum site. A professional and career development component will focus on self-assessment, career exploration, and connecting to Northwestern resources that will support this work.

MS_ED 482-2 Proseminar in Education Studies and Learning Sciences II (0.5 units)

MSED 482-2 is designed to support the connection between the practicum site and initial development of the Master's Project. The course will help students understand how to work with, and support, their practicum sites, while developing their research question, engaging important site-specific protocols that govern research, and identifying appropriate sources of data that are available to investigate the research question. A professional and career development component will focus on deepening understanding of possible career paths, building professional networks, and connecting to Northwestern resources that will support this work.

MS_ED 482-3 Proseminar in Education Studies and Learning Sciences III (0.5 units)

MSED 482-3 is designed to further support students to develop and deepen their relationships and work at the practicum site, as well as continue to advance their Master's Project. We will develop meaningful deliverables and prepare to responsibly “offboard” from our field sites. A professional and career development component will focus on the job search process and professional presentation of self.

MS_ED 485-488 Student Teaching in Multilingual and Multicultural Contexts (2 units)

485-0	Secondary Math
486-0	Secondary Science
487-0	Elementary
488-0	Secondary Humanities

The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth.

Students must be full-time student teachers at a school placement. This course can be applied towards endorsements in English as a Second Language and Bilingual Education on a Professional Educator License and carries 15 clinical clock hours of experience specific to these endorsements.

MS_ED 498-0 Independent Study (0.5 units)

MS_ED 499-0 Independent Study

If you wish to pursue an independent study, please review the independent study guidelines discussed in the Policies and Procedures section of this handbook. MS_ED 498 is a 0.5 unit course; MS_ED 499 is a 1.0 unit course. Most independent studies will use the 499 number, but if you wish to propose a lengthier project spread over multiple quarters, you may wish to use the 498 number instead.

Appendix B: Licensure Requirements

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Elementary Teaching

A candidate must have a bachelor’s degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for an elementary (1-6) endorsement, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of “C” or higher. Courses in which the candidate received a grade of “C-” or lower will not be counted.

Natural Sciences:

Coursework covering each of the following three areas:

- Physical science
- Life science
- Earth science and space/astronomy

Math:

2 courses

Note: Math or statistics classes only. Linguistics, logic, and other non-math “quantitative” courses will NOT satisfy this requirement.

Social and Behavioral Science:

Coursework covering at least four of the following areas:

- History
- Economics
- Political science
- Geography
- Illinois constitution and economics

Literature and Fine Arts:

2 courses

Communication:

1 oral communication course

Licensure requirements are subject to change.

Last updated: 10/26/2021

Biology

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Biology and Science:

- 1 earth science course
- 1 astronomy course
- first year college physics
- first year college general chemistry (including labs)
- 18 semester hours in biology, including:
 - first year college biology (including labs)
 - 3 upper division (300-level) biology courses

Licensure requirements are subject to change.

Last updated: 10/26/2021

Chemistry

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Chemistry and Science:

- 1 earth science course

- 1 astronomy course

- first year college biology

- first year college physics

- 18 semester hours in chemistry, including:

 - first year college general chemistry (including labs)

 - organic chemistry and labs

 - 3 upper division (300-level) chemistry courses

Licensure requirements are subject to change.

Last updated: 10/26/2021

Economics

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Economics and History:

32 total semester hours in Economics/Social Science (12 of which must be upper division/300-level), including:

18 total semester hours in economics

4 US history courses

2 non-US history courses

1 course in an additional social science area (not economics or history)

Licensure requirements are subject to change.

Last updated: 10/26/2021

English Language Arts

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

English Language Arts:

32 total semester hours in English (12 of which must be upper division/300-level), including:

2-course survey in American or British Literature

2 courses in American or British lit (whichever was *not* covered above)

1 course in close reading/literary analysis

1 non-western/US racial minority literature course

1 grammar, newswriting, linguistics, or poetry course

5 additional literature courses

Licensure requirements are subject to change.

Last updated: 10/26/2021

History

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

History and Social Science:

32 total semester hours in History/Social Science (12 of which must be upper division/300-level), including:

- 4 US history courses
- 2 European or world history courses
- 2 non-western history courses
- 1 introduction to economics course
- 1 American government and politics course
- 2 "related social studies core" courses from the list below:
 - macroeconomics
 - microeconomics
 - introduction to comparative politics
 - introduction to international relations
 - North America (geography)
 - introduction to sociology
 - introduction to psychology

Licensure requirements are subject to change.

Last updated: 10/26/2021

Mathematics

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Mathematics:

- 32 total semester hours in math (8 of which must be upper division/300-level), including:
 - differential calculus
 - integral calculus
 - differential calculus multivariable functions
 - multiple integration
 - linear algebra
 - statistics and/or probability
 - geometry

Licensure requirements are subject to change.

Last updated: 11/3/2021

Physics

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Physics and Science:

- 1 earth science course
- 1 astronomy course
- first year college biology
- first year college general chemistry (including labs)
- 18 semester hours in physics, including:
 - first year college physics
 - 4 upper division (300-level) physics courses

Licensure requirements are subject to change.

Last updated: 10/26/2021

Political Science

A candidate must have a bachelor's degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. Courses in which the candidate received a grade of "C-" or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Political Science and History:

32 total semester hours in Political Science/Social Science (12 of which must be upper division/300-level), including:

18 total semester hours in poli sci

4 US history courses

2 non-US history courses

1 course in an additional social science area (not political science or history)

Licensure requirements are subject to change.

Last updated: 10/26/2021

Spanish (K-12)

A candidate must have a bachelor’s degree from a regionally-accredited US university, or the equivalent thereof, as determined by an ISBE-approved foreign credential evaluation service.

In addition, to qualify for a K-12 world language endorsement, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of “C” or higher. Courses in which the candidate received a grade of “C-” or lower will not be counted. The candidate must maintain a 3.0 GPA in the subject area. The minimum 3.0 GPA includes all classes in the subject area, even if they were not counted toward the requirements listed below.

Spanish:

32 total semester hours in Spanish (12 of which must be upper division/300-level), including:

12 semester hours of Spanish language literature

12 semester hours of Latin American/LatinX culture, history

Please note: All Illinois world language candidates must pass the ACTFL oral proficiency exam with a rating of Advanced Low or better.

Licensure requirements are subject to change.

Last updated: 10/26/2021

Appendix C: Accelerated Degree Pathways

In This Section

Accelerated Masters for Northwestern Undergraduates

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Accelerated Masters for Northwestern Undergraduates

Northwestern undergraduates have the opportunity to take up to eight courses toward the MSED degree while still earning their bachelor’s degree. The MSED Program normally requires 15 units to complete, but with a little planning NU undergraduates may be able to reduce the length of the program to as few as 7 units, effectively reducing the length of the masters degree by half.

Northwestern undergraduates must apply for the Accelerated Masters of Science in Education Program; admission to the MSED Program is *not* guaranteed. However, the application fee will be waived. All other regular admissions requirements apply.

Please note that in addition to the core degree curriculum, specific content area certification requirements apply, depending on the subject that you wish to teach. You are strongly advised to review these certification requirements carefully — they are similar to, but not the same as, undergraduate major requirements. Content area courses required for certification may be taken either as an undergraduate or as a graduate student. Content area courses taken as a graduate student will be in addition to the core degree curriculum.

The following 8 **Elementary Teaching** degree requirements may be satisfied while still an undergraduate:

Elementary Degree Requirement	Satisfied By
MS_ED 402-0 Social, Cultural, and Linguistic Contexts of Education	TEACH_ED 302-0
MS_ED 405-0 Child & Adolescent Development	SESP 201-0 or PSYCH 244-0
MS_ED 410-0 Foundations of Learning in a New Language	TEACH_ED 310-0
MS_ED 411-0 Elementary Methods for Teaching Science & Social Studies I	TEACH_ED 311-0
MS_ED 422-0 Linguistics Informed Approaches to Literacy	TEACH_ED 322-0
MS_ED 423-0 Elementary Literacy Methods & Content	TEACH_ED 323-0
MS_ED 427-0 Educating Exceptional Children	TEACH_ED 327-0
1 graduate-level elective	HDSP, LOC, LRN_SCI, SESP, or SOC_POL coursework addressing issues of identity, cognition, and education make excellent electives.

Appendix C – Accelerated Degree Pathways

The following 8 **Secondary Teaching** degree requirements may be satisfied while still an undergraduate:

Secondary Degree Requirement	Satisfied By
MS_ED 402-0 Social, Cultural, and Linguistic Contexts of Education	TEACH_ED 302-0
MS_ED 405-0 Child & Adolescent Development	SESP 201-0 or PSYCH 244-0
MS_ED 410-0 Foundations of Learning in a New Language	TEACH_ED 310-0
MS_ED 422-0 Linguistics Informed Approaches to Literacy	TEACH_ED 322-0
MS_ED 427-0 Educating Exceptional Children	TEACH_ED 327-0
MS_ED 428-0 Dynamics of Middle School Curriculum or MS_ED 466-469 Middle Grades Methods & Techniques	TEACH_ED 328-0 or TEACH_ED 366-369 (consult with the MEd department to determine which course applies to you)
2-3 graduate-level electives, depending on content area of specialization: <ul style="list-style-type: none"> • English must take MS_ED 424-0 and 2 electives • Other subject areas have 3 electives 	HDSP, LOC, LRN_SCI, SESP, or SOC_POL coursework addressing issues of identity, cognition, and education make excellent electives.

By petition, you may count a 300-level (or higher) class that appears in The Graduate School course catalog if it is appropriate to the field of education or the subject area you wish to teach as one of your graduate-level electives. Please note that there are only a limited number of elective slots available (1-3, depending on your concentration).

The maximum number of classes that can be waived as part of the Accelerated Masters Program is eight. At present, the Accelerated Masters is only available for the preservice teaching tracks; it is not available for Educational Studies or Learning Sciences.

Appendix D: Registration Forms

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Registration Forms

All of the forms in this section will ultimately be processed by the Office of the Registrar (often abbreviated as RO). The forms should not be submitted directly to the RO; in each case, they should be submitted first to the Assistant Director of the MEd Program. The Assistant Director will process the paperwork with the RO and will notify you once it is complete.

Please also note: the Student ID to use on these forms is your 7-digit, all numerical ID number listed on your WildCard. It is *not* the netID that you use to login to various University systems, like CAESAR or Canvas. Your netID includes letters; the Student ID (or EmplID) does not.

The forms included here (and the purpose of each) are:

SPS Authorization for Dual Registration (ADR)

This form is necessary when registering for courses offered by the School of Professional Studies (SPS). As an MEd student, you cannot register directly for SPS courses in CAESAR. Instead, you must submit an Authorization for Dual Registration. The ADR is typically not processed by the RO until the start of the quarter. Once the form is processed, the course will automatically appear in your schedule in CAESAR.

You can determine whether a class is an SPS class or not by looking at the course number. SPS courses all have letters after the dash; non-SPS classes do not. For instance, HISTORY 201-CN is an SPS class and requires an ADR form to register; HISTORY 201-0 is a Weinberg class and does *not* require an ADR (though you may need a permission number from the History Department).

Registration Overload

Normally, four units is considered a full course load. CAESAR may prevent you from registering for more than four units in a single term. However, it is not unusual for an MEd student to take five courses in a single quarter. If CAESAR prevents you from adding a fifth class, you must instead submit a Registration Overload form. As with the ADR above, the Registration Overload form is typically not processed by the RO until the start of the quarter. Once the form is processed, the course will automatically appear in your schedule in CAESAR.

Note: if your fifth class is an SPS class, just submit an SPS Authorization for Dual Registration. You do not need to submit two different registration forms for a single class.

Registration Exception Form (REF)

Most standard registration issues can be resolved with one of the two forms above. The REF should only be used in those circumstances that cannot be resolved directly in CAESAR or using an ADR or Registration Overload form. A situation in which an REF might be used would be if you were unable to register during the add/drop (“change of registration”) period and needed a late add. These situations are exceptional. Always discuss the situation with the Assistant Director before submitting an REF.

Term Withdrawal Request (Graduate)

In order to withdraw from one or more classes after the end of the “change of registration” period, you will need to complete a Term Withdrawal Request (Graduate) form on the registrar’s website. You will need to login with your netid and netid password in order to complete the form.

Please note that there is a difference between *dropping* and *withdrawing*. You may *drop* classes within CAESAR and do not require a form to do so. However, there are two important stipulations: you can only drop down to a minimum of 1 (meaning that you must still be enrolled in at least one class), and if you drop classes after the end of add/drop week (the “change of registration period”), your tuition will *not* be refunded.

If you wish to drop your enrollment all the way to 0, you are not *dropping* – you are *withdrawing*. If you withdraw after the end of add/drop week, you will receive a partial tuition refund. The precise refund calendar is detailed on the Student Financial Services website.

Application for Former Student to Re-Enter (FRET)

If you submit a withdrawal form, but intend to start taking classes again in a future quarter, you will need to submit a re-entry form (FRET) to re-open your student account when you are ready to start taking classes again. If you are only withdrawing for one quarter and plan to start taking classes again immediately in the very next quarter, you may wish to complete both the Cancellation/Withdrawal Notice and the FRET at the same time and submit both to the MSED Assistant Director at the same time.

If significant time passes between your withdrawal from the program and your request to re-enter, the MSED Program may request that you submit a new application. You will not be required to re-submit transcripts or test scores that we already have on file.

If you complete the MSED degree but later decide to return to Northwestern to take a class or two (perhaps to pick up an additional endorsement, or to take a class that was not offered while you were completing your degree), you may submit a FRET in order to start taking classes again. If you wish to return for a full degree or to complete a Certificate of Advanced Study, you will be asked to submit a new application instead. You will not be required to re-submit transcripts or test scores that we already have on file.

AUTHORIZATION FOR DUAL REGISTRATION

PRINT NAME _____

LAST FIRST MIDDLE QUARTER 20__

SCHOOL _____ CLASS _____ EMAIL ADDRESS _____ PHONE _____

SUBJECT	CLASS NO.	CATALOG NO.	LEC.	DISC/LAB	UNITS	PERMISSION NO.	I.D. NUMBER / EMPL. I.D.
ADD							
ADD							
ADD							
DROP							
DROP							
DROP							

APPROVAL SIGNATURE _____

DATE _____

THIS FORM CONSTITUTES APPROVAL OF REGISTRATION IN CLASSES OUTSIDE THE STUDENT'S REGISTRAR'S OFFICE CAREER OF STUDY.

N.U. DUAL REGISTRATION

1. Are any of the above classes being taken as a graduate-level elective to count toward the 15 units needed to complete the MEd degree? If so, which? *(These classes will be charged at the full tuition rate, even if they also meet certification deficiency requirements.)*

2. Are any of the above classes being taken to meet certification deficiency requirements? If so, which? *(These classes will be charged at a discounted tuition rate, unless you are also taking them to meet the graduate-level elective requirement.)*

Key	
SCHOOL	This refers to <i>your</i> school (02-SESP), not the school which offers the class.
CLASS	This refers to <i>your</i> class (5-GRAD).
ID NUMBER	Also called EMPL. ID. This is a seven-digit number which is printed on your Wildcard.
CLASS NO.	A five-digit number (for example, 27638)
CATALOG NO.	A three-digit number followed by a dash and either a letter or another number (for example, 110-CN or 230-0)
LEC	Lecture Section. All classes have a "lecture" section, even if it is not a lecture-style class. Caesar will note the section as a two-digit number -LEC (for example, 64-LEC) – all you need on the form is the number.
DISC/LAB	Discussion or Lab Section. Not all classes have discussion or lab sections. If they do, the section will be listed as x-LAB or x-DISC. Only the number needs to be listed on the form. If a class has a DISC/LAB section, you must register for <i>both</i> the LEC and the DISC/LAB.
UNITS/CREDITS	The words Credit and Unit are interchangeable. Nearly all Lecture sections are considered 1 unit. Discussion/Lab sections are 0 units. The tuition charged is based on the number of units a class carries (this is why DISC/LAB sections are 0 units).

Please leave the Approval Signature (or Dean's Approval) line blank. This must be signed by the MEd Program Coordinator.

This form is only for SCS classes — sign up for "Day School" classes via Caesar.

Registration Overload: Taking Five Classes in a Single Quarter

NORTHWESTERN UNIVERSITY
OFFICE OF THE REGISTRAR

REGISTRATION EXCEPTION FORM

02 - 5

LAST NAME - FIRST - MIDDLE			TELEPHONE		SCHOOL - CLASS		TODAYS DATE						
ID NUMBER/EMPL. ID				QUARTER		SCHOOL YEAR							
ADD				DROP									
CLASS NO.	SUBJECT	CATALOG NO.	SECTIONS		CREDIT	ADD SIGNATURE/ PERMISSION NO.	CLASS NO.	SUBJECT	CATALOG NO.	SECTIONS		CREDIT	RO OFFICE USE
			LEC.	DISC/LAB						LEC.	DISC/LAB		

IMPORTANT: PLEASE SECURE ALL APPROPRIATE PERMISSIONS PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR.
DEAN'S APPROVAL _____ **REGISTRAR'S OFFICE** _____ EFFECTIVE DATE _____

REQUIRED FOR LATE REGISTRATION OR CHANGE OF REGISTRATION AND COURSE OVERLOAD

Register for your first four classes through CAESAR as normal. Include only the information for the fifth and final class on this form.

Submit the completed form to the MEd office via fax (847-467-2495) or email (msedapply@northwestern.edu).

Key	
SCHOOL	This refers to <i>your</i> school (02-SESP), not the school which offers the class.
CLASS	This refers to <i>your</i> class (5-GRAD).
ID NUMBER	Also called EMPL. ID. This is a seven-digit number which is printed on your Wildcard.
CLASS NO.	A five-digit number (for example, 27638)
SUBJECT	The department offering the class (MS_ED).
CATALOG NO.	A three-digit number followed by a dash and either a letter or another number (for example, 110-CN or 230-0)
LEC	Lecture Section. All classes have a "lecture" section, even if it is not a lecture-style class. Caesar will note the section as a two-digit number -LEC (for example, 64-LEC) - all you need on the form is the number.
DISC/LAB	Discussion or Lab Section. Not all classes have discussion or lab sections. If they do, the section will be listed as x-LAB or x-DISC. Only the number needs to be listed on the form. If a class has a DISC/LAB section, you must register for <i>both</i> the LEC and the DISC/LAB.
UNITS/CREDITS	The words Credit and Unit are interchangeable. Nearly all Lecture sections are considered 1 unit. Discussion/Lab sections are 0 units. The tuition charged is based on the number of units a class carries (this is why DISC/LAB sections are 0 units).
Please leave the Approval Signature (or Dean's Approval) line blank. This must be signed by the MEd Program Coordinator.	

Registration Exception Form

NORTHWESTERN UNIVERSITY
OFFICE OF THE REGISTRAR

REGISTRATION EXCEPTION FORM

LAST NAME - FIRST - MIDDLE		TELEPHONE	SCHOOL - CLASS	TODAYS DATE									
ID NUMBER/EMPL. ID		QUARTER	SCHOOL YEAR										
		20	20										
ADD					DROP								
CLASS NO.	SUBJECT	CATALOG NO.	SECTIONS		CREDIT	ADD SIGNATURE/ PERMISSION NO.	CLASS NO.	SUBJECT	CATALOG NO.	SECTIONS		CREDIT	NO OFFICE USE
			LEC.	DISC/LAB						LEC.	DISC/LAB		

FORM 10

IMPORTANT: PLEASE SECURE ALL APPROPRIATE PERMISSIONS PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR.

DEAN'S
APPROVAL

REQUIRED FOR LATE REGISTRATION OR CHANGE OF REGISTRATION AND COURSE OVERLOAD

REGISTRAR'S OFFICE

EFFECTIVE DATE

Key

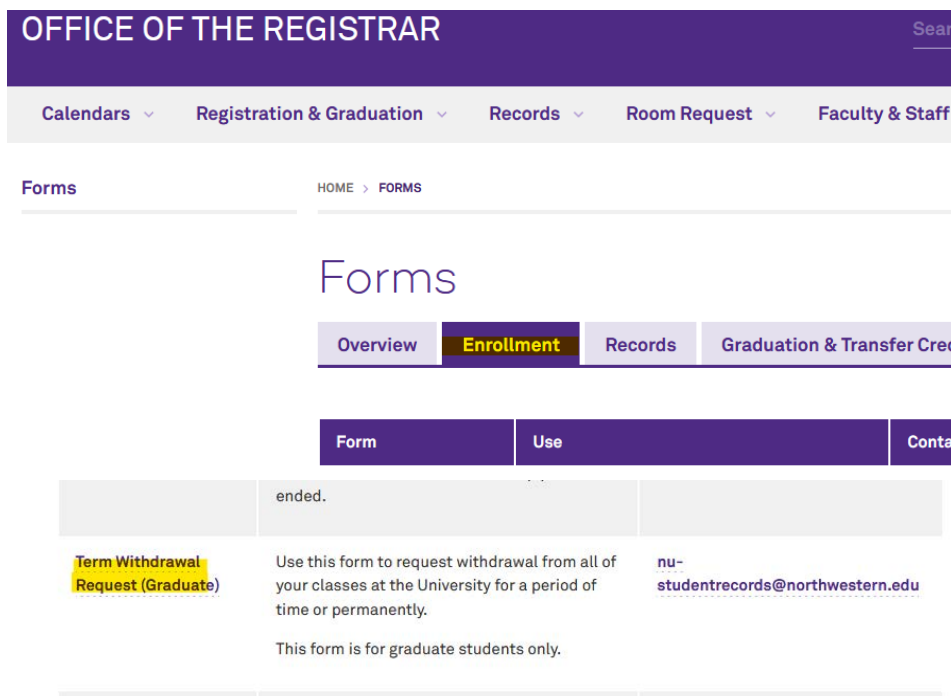
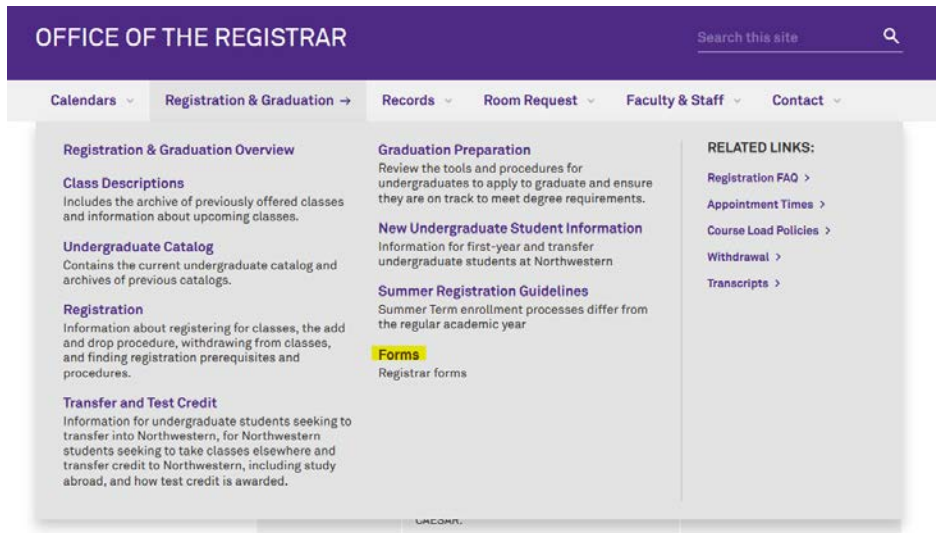
- SCHOOL** This refers to *your* school (02-SESP), not the school which offers the class.
- CLASS** Leave this blank.
- ID NUMBER** Also called EMPL. ID. This is a seven-digit number which is printed on your Wildcard.
- CLASS NO.** A five-digit number (for example, 27638)
- CATALOG NO.** A three-digit number followed by a dash and either a letter or another number (for example, 110-CN or 230-0)
- LEC** Lecture Section. All classes have a "lecture" section, even if it is not a lecture-style class. Caesar will note the section as a two-digit number -LEC (for example, 64-LEC) - all you need on the form is the number.
- DISC/LAB** Discussion or Lab Section. Not all classes have discussion or lab sections. If they do, the section will be listed as x-LAB or x-DISC. Only the number needs to be listed on the form. If a class has a DISC/LAB section, you must register for both the LEC and the DISC/LAB.
- UNITS/CREDITS** The words Credit and Unit are interchangeable. Nearly all Lecture sections are considered 1 unit. Discussion/Lab sections are 0 units. The tuition charged is based on the number of units a class carries (this is why DISC/LAB sections are 0 units).

Please leave the Approval Signature (or Dean's Approval) line blank. This must be signed by the MSED Assistant Director.

Appendix D – Registration Forms

Term Withdrawal Request (Graduate)

This form is no longer available as a pdf. Instead, go to the registrar’s website and navigate to the online version of the Term Withdrawal Request (Graduate).



Appendix D – Registration Forms



**Northwestern
University**

**Application For
Former Student To Re-Enter**

Office of the Registrar
847-491-5234
nu-registrar@northwestern.edu

Complete this form and submit it to your dean's office or your department for approval. Your CAESAR access will only be restored after approval. If your netID was deactivated when you were away, your school must request an activation code from NUIT. It is your responsibility to contact Student Finance and any other University offices with questions about re-entry to the University.

First Name	Last Name	Student ID	Email Address
Degree Pursuing	Expected Graduation Term	Term Intending to Return	Full-Time or Part-Time
Dual Degree Pursuing <i>if applicable</i>			

Are you an F1 or J1 international student? Yes No

_____ Student Signature _____ Date

Dual degree students must obtain approval from both schools to re-enter.

_____	_____	_____	_____
Approver	Signature	Approver	Signature
_____	_____	_____	_____
School	Date	School	Date

20180511AS

Appendix E: Petition Forms

In This Section

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Petition Forms

All of the forms in this section will be processed internally by the MSED Program. In many cases, supplemental materials such as course descriptions, syllabi, or detailed statements should be attached to the petition. Do not worry about approaching your advisor or the Program Director for signatures (though it is always a good idea to discuss a potential petition with your advisor before submitting it). Instead, submit the petition (and any supplemental materials) to the Assistant Director. The Assistant Director will collect the necessary signatures, and will inform you whether or not your petition has been approved.

Please also note: the Student ID to use on these forms is your 7-digit, all numerical ID number listed on your WildCard. It is *not* the netID that you use to login to various University systems, like CAESAR or Canvas. Your netID includes letters; the Student ID (or EmplID) does not.

The forms included here (and the purpose of each) are:

Petition to Waive a Course

Based on prior undergraduate or graduate coursework, you may be able to waive a degree or licensure requirement. In order to waive a requirement, please submit a petition to waive a course. Include as much information about the courses you are using to justify the petition as possible – full course name and number, grade earned, official course description, and (if available) a course syllabus.

Please note that if a degree requirement is waived, the total number of graduate credits required to complete the degree will not change. In effect, you will be replacing the required course with a graduate-level elective.

Petition to Change Program Areas

If, for whatever reason, you decide to change your concentration after enrolling in the MSED Program, you must submit a Petition to Change Program Areas. Because degree and licensure requirements vary, changing your concentration may extend your planned duration of study at Northwestern, delaying the completion of your degree. We strongly recommend discussing any change of program area with your advisor and the license manager *before* submitting an official petition.

Petition to Take Licensure Requirement Off-Campus

Content-area licensure requirements may either be taken through Northwestern's Weinberg College of Arts and Sciences (WCAS; the "day school") or the School of Professional Studies (SPS; the "night school"). In certain circumstances, however, it may not be possible or feasible to complete a content-area licensure requirement at Northwestern. In such a case, you may petition to take the course off-campus. You should submit the petition *before* registering for the class. This is for your own protection – there is no guarantee that a petition will be approved, and you do not want to discover that your petition has been denied after you have already spent time and money on a course.

Petition to Extend Licensure Exam Deadlines

Elementary and Secondary Teaching candidates are expected to take and pass all ILTS by July 1st of their first summer in the MEd Program. If you live outside Illinois and will not be moving to Evanston/Chicago until right before the start of classes, or if you have a significant number of licensure requirements and wish to take those before taking the content area test, you may petition to extend the deadline to a later date. This petition should be filed *before* the July 1st deadline.

Request for Independent Study

In some cases, you may find that you wish to embark on a line of academic study which is not currently offered by any of the existing courses at Northwestern. In such a case, you may attempt to find a professor within SESP to sponsor and independent study. All independent studies appear on the transcript as MS_ED 498 (0.5 units) or MS_ED 499 (1.0 unit).

Once you secure a sponsor for your independent study, you should complete a Request for Independent Study form with the instructor. Along with the petition, you must submit a detailed plan for the course, describing the work that you will be performing for the course and the basis for determining a course grade. If the petition is approved, the Assistant Director will issue a permission number to you which will allow you to register for MS_ED 498 or MS_ED 499.

Request for Incomplete (Y) Grade

If you wish to receive an incomplete grade (Y) for a course, you must file an official request to do so. We strongly recommend that you communicate with your instructor to request an incomplete grade prior to the final class session if possible. Instructors have the right to decline a request for an incomplete. As incomplete grades can jeopardize a student's academic standing, the MEd Program reserves the right to deny a request for an incomplete grade, even if the instructor approves.

Incomplete grades will generally be given only to students who have already *substantially completed the work of the course*, including any requirements of attendance or engagement. The university minimally requires that more than 50% of the course requirements must be complete in order for the course to be "substantially completed." You must also be passing the course based on the materials submitted thus far to be eligible for an incomplete (Y) grade. If you have not substantially completed the work for the course, you should consider dropping it instead. The incomplete request must state the timeline by which any outstanding work will be completed. If you do not satisfy the terms detailed in the agreement, the Y grade may be changed to an F.

Petition to Graduate

All students must submit a petition to graduate. Petitions are filed during fall quarter, at least two terms prior to the intended graduation date. You must include an *approved* plan from Plantastic as part of the petition (a draft plan is insufficient). Once we receive your petition, we will perform an audit of your transcript to make sure that you are on track to complete all degree requirements in the expected timeframe. Both your advisor and the Assistant Director will audit your transcripts. Once both audits have been completed, your advisor will contact you to confirm whether you are eligible to graduate at your planned date, or if problems with your record were discovered.

Appendix E – Petition Forms

Elementary and Secondary Teaching candidates should keep in mind that only degree requirements will be checked as part of the petition to graduate. Licensure and endorsement requirements are handled separately, and are reviewed by the licensure manager.

General Petition Form

If you wish to make a particular request and cannot find an appropriate petition in the list above, you may complete and submit a general petition form instead. Please be certain that there is not a specific petition form which better suits your purpose before submitting a general petition form. Your advisor may be able to help if you are uncertain.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Waive a Course

Waived courses do not reduce the number of graduate credits required to complete the MEd degree. If a course required for the degree is waived, it must be replaced with a graduate-level elective course.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Petition Summary

I hereby petition to waive the following course:

The course listed above is a:

degree requirement

licensure requirement

Please submit an additional statement that details the reason you wish to waive the course. When mentioning prior coursework, include the name of the institution where the class was taken, the class title, and the class number. Please also include any supporting materials, such as course descriptions or syllabi.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Change Program Areas

Changing program areas will change your degree requirements and (for Elementary and Secondary Teaching candidates) licensure requirements, which may affect your intended completion date. You should discuss changes to these requirements with your advisor and (if necessary) licensure manager prior to submitting this petition form.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Current Program Area: _____

Proposed Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Rationale

I hereby petition to change program areas because:

Please submit any relevant supporting materials with your petition form.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

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SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Take Licensure Requirement Off-Campus

Please verify that the proposed class satisfies a licensure requirement prior to submitting this petition.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Petition Summary

I hereby petition to take the following licensure requirement course off-campus:

Course Number: _____ Course Title: _____

Institution: _____

Course Dates: _____

Please attach a statement explaining why you wish to take the course off-campus. Please also attach a course description and (if available) syllabus.

Student Signature _____ Date _____

Licensure Manager _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Extend Licensure Exam Deadlines

Elementary and Secondary Teaching candidates are expected to take and pass all licensure exams by July 1st. If more time is needed to take the exams, please submit this petition prior to the July 1st deadline.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Petition Summary

I hereby petition to extend the deadline to take the following licensure exams:

Rationale for the extension:

Proposed deadline to complete all exams: _____

Student Signature _____ Date _____

Licensure Manager _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | **MS IN EDUCATION**
SCHOOL OF EDUCATION AND SOCIAL POLICY

Request for Independent Study

Independent Study requested:

MS_ED 498 (0.5 units)

MS_ED 499 (1.0 units)

Proposed Independent Study Quarter: _____

Name: _____

Student ID: _____

Advisor: _____

Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Independent Study Description and Supporting Materials

Please submit a detailed description of the independent study that you propose to complete along with this petition. The description should include your learning goals for the course, the literature that you will be using, the work that you will be performing, and any materials that you will be turning in as a basis for your final grade in the course. The instructor of the independent study must sign this petition.

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Request for Incomplete (Y) Grade

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

Reason for Incomplete and Timeline for Completion

Course for which an Incomplete (Y) is requested:
Include both the course title and the quarter.

In order to be eligible for an incomplete, a student must have substantially completed the work for this course, including attendance and participation requirements. At a minimum, the student must have completed more than 50% of course requirements. The student must be passing the course based on the work submitted so far. The student and instructor must both initial below to verify that the course has been “substantially completed.”

Student Initials: _____ Instructor Initials: _____

Outstanding work required to resolve the incomplete:
You may use the reverse side of this form or submit a supplemental statement if necessary/desired.

Deadline for resolving the incomplete: _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Graduate

This petition does not guarantee the receipt of a degree. One must successfully complete all required courses for the MEd Program in order to receive the master's degree. The petition only represents degree requirements; initial licensure candidates must meet with the licensure manager separately to ensure that all licensure requirements have been met.

Name (as it will appear on diploma): _____

Advisor: _____ Student ID: _____

Program Area: _____ Phone: _____

u.northwestern.edu e-mail: _____

Alternate e-mail (required): _____

Petition Summary

I hereby petition to be recognized as a candidate for the degree of MASTER OF SCIENCE IN EDUCATION AND SOCIAL POLICY.

I will complete my final class (including content-area courses for licensure, even if they are being taken off-campus) in (check one):

Spring Summer Fall Winter

Year: _____

Please submit an approved course plan from Plantastic (<http://plan.northwestern.edu/msed/>) with your petition to graduate.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Assistant Director _____ Date _____

Decision: APPROVED DENIED OTHER

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

General Petition Form

If there is a more specific petition form that is appropriate to your request, please use that instead. Only use the general petition form if no other specific petition form applies.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Petition Summary

I hereby petition to:

Please submit any relevant supporting materials with your petition form.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Appendix F: Miscellaneous Forms

In This Section

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Plan for Non-Matriculated Student to Apply for Matriculated Status	115
Releases and Acknowledgements	116

Miscellaneous Forms

The forms in this section are not petitions, in that they do not need special approval. Instead, they reflect agreements or notifications. As with other forms and petitions, these forms should be submitted to the Assistant Director of the MEd Program.

Please also note: the Student ID to use on these forms is your 7-digit, all numerical ID number listed on your WildCard. It is *not* the netID that you use to login to various University systems, like CAESAR or Canvas. Your netID includes letters; the Student ID (or EmplID) does not.

The forms included here (and the purpose of each) are:

Change of Address Form

If you change your address, please submit a Change of Address Form to the MEd Program so that we can update our internal database. In addition, please be sure to update your address in CAESAR. The address in CAESAR is what all other departments at Northwestern (the registrar, student accounts, financial aid, the international office, etc) will use.

Plan for Non-Matriculated Student to Apply for Matriculated Status

Non-Matriculated students must formally apply for the Matriculated status before completing the MEd degree. At least one quarter prior to submitting the application, the Non-Matriculated student should schedule a meeting with the Assistant Director to discuss the matriculation process, and to file a Plan for Non-Matriculated Student to Apply for Matriculation. An application to matriculate will not be considered unless a signed plan to matriculate is on file in the student record.

Releases and Acknowledgements

Before registering for the first time, you must submit the Releases and Acknowledgements form to the Assistant Director. On this form, you will acknowledge receipt of the student handbook and understanding of the policies contained therein, grant your consent for information to be shared with the Illinois State Board of Education and Chicago-area schools for the purposes of compliance reporting and arranging field placements, and acknowledge that each year in the program, you must either enroll in Northwestern's health insurance plan or provide proof of adequate coverage from a different source.

Northwestern | **MS IN EDUCATION**
SCHOOL OF EDUCATION AND SOCIAL POLICY

Change of Address Form

This form will only update your address in the MEd Program’s internal database. To change your address with the University as a whole, you must also update your address within CAESAR.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

New Address

Address Change Effective: IMMEDIATELY DATE: _____

Student Signature _____ Date _____

Submit the completed form to the MEd Assistant Director.

Northwestern | **MS IN EDUCATION**
SCHOOL OF EDUCATION AND SOCIAL POLICY

Plan for Non-Matriculated Student to Apply for Matriculated Status

This plan does not guarantee matriculation. An application must be submitted, and all application requirements, including any special stipulations in the original acceptance letter, must be met.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

Plan Summary

I plan to submit an application to matriculate in:

Summer Fall Winter Spring

Year: _____

I understand that I may only take four classes at Northwestern as a non-matriculated student. In some cases, a fifth class is permitted (by petition). Initial: _____

I understand that matriculation is not automatic. I understand that low grades and/or GRE scores may result in denial. Initial: _____

Student Signature _____ Date _____

Assistant Director _____ Date _____

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Releases and Acknowledgements

Please initial each of the following statements, and then sign and date the bottom of this page. The completed form must be submitted before registering for classes.

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

(If you have not yet arrived on campus and do not have a u.northwestern.edu email address, you may use that instead. The official response to your petition will be sent via email.)

Student Handbook Acknowledgement

I have received the MEd Student Handbook. I have read and understand the “Policies and Procedures” section of the document, and will follow said policies and procedures. I have also read and understand the degree requirements for my concentration area.

Initial: _____

Consent for Release of Personal Information/Education Records

I, the undersigned, understand that my consent is required, by the Family Education Rights and Privacy Act of 1974, as amended (“FERPA”), for Northwestern University to release any personally identifiable information from my education records not defined as “Public Information” under the University’s FERPA policy.

I, therefore, give my permission to the School of Education and Social Policy to release transcripts, resume, essay and other pertinent academic materials and information to Chicago area schools and the Illinois State Board of Education for the purposes of placement, practicum, internship, job opportunities, and state and federal compliance reporting.

Initial: _____

Northwestern University Student Health Insurance Plan (NU-SHIP)

I understand that health insurance coverage is mandatory for all degree-seeking students. I understand that unless I waive enrollment by affirming alternate insurance that meets NU requirements, I will be automatically enrolled in NU-SHIP and will be charged the annual premium for the coverage. I understand that I must complete the enrollment/waiver process each year to ensure I have accurate and up-to-date insurance information on file with NU.

Initial: _____

Student Signature _____ Date _____

Submit the completed form to the MEd Assistant Director. This form is not required for Certificate of Advanced Study students.