# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Overview</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome to the Master of Science in Education Program</td>
<td>2</td>
</tr>
<tr>
<td>The School of Education and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>The MSEd Conceptual Framework Diagram</td>
<td>4</td>
</tr>
<tr>
<td>The MSEd Culture</td>
<td>5</td>
</tr>
<tr>
<td>The Five Concentrations</td>
<td>6</td>
</tr>
<tr>
<td>The Master’s Project</td>
<td>7</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
</tr>
<tr>
<td>Elementary Teaching</td>
<td>11</td>
</tr>
<tr>
<td>Middle School Teaching</td>
<td>13</td>
</tr>
<tr>
<td>Secondary Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>17</td>
</tr>
<tr>
<td>Advanced Teaching</td>
<td>19</td>
</tr>
<tr>
<td>Higher Education Administration and Policy</td>
<td>20</td>
</tr>
<tr>
<td><strong>Policies &amp; Procedures</strong></td>
<td></td>
</tr>
<tr>
<td><em>Learning about Northwestern University</em></td>
<td>22</td>
</tr>
<tr>
<td>General Information</td>
<td>22</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>22</td>
</tr>
<tr>
<td>Right to Privacy</td>
<td>22</td>
</tr>
<tr>
<td>Other Policies and Procedures</td>
<td>22</td>
</tr>
<tr>
<td><em>Settling in as a Student</em></td>
<td>23</td>
</tr>
<tr>
<td>A Checklist</td>
<td>23</td>
</tr>
<tr>
<td>Information for International Students</td>
<td>24</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>24</td>
</tr>
<tr>
<td>Change of Address Form</td>
<td>25</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>25</td>
</tr>
<tr>
<td>Mail</td>
<td>25</td>
</tr>
<tr>
<td>Matriculation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Choosing &amp; Registering for Classes</strong></td>
<td>26</td>
</tr>
<tr>
<td>2003-2004 Calendar</td>
<td>26</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>27</td>
</tr>
<tr>
<td>CTEC - Course and Teacher Evaluation Council</td>
<td>27</td>
</tr>
<tr>
<td>Independent Study Guidelines</td>
<td>27</td>
</tr>
<tr>
<td>Registration</td>
<td>29</td>
</tr>
<tr>
<td>CAESAR</td>
<td>29</td>
</tr>
<tr>
<td>Academic Load</td>
<td>30</td>
</tr>
<tr>
<td>Drop/Add</td>
<td>30</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>30</td>
</tr>
<tr>
<td>Pass/No Pass</td>
<td>31</td>
</tr>
<tr>
<td>Holds</td>
<td>31</td>
</tr>
<tr>
<td>Cancellation Policy</td>
<td>31</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>31</td>
</tr>
<tr>
<td>Grades</td>
<td>31</td>
</tr>
</tbody>
</table>

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Contents

Policies & Procedures (continued)

Navigating Academic Issues
Blackboard
Books and Course Packets
Grade Changes
Incomplete Grades
Leaves of Absence
Petition Process
Good Academic Standing / Probation and Exclusion
Waivers or Substitutions
Withdrawal

Graduating
Commencement Ceremony
Petition to Graduate
Transcript Requests

Resources & Services
Computing
Counseling & Psychological Services
Financial Aid
Graduate School Bulletin
Health Services
International Office
Library
Parking
Recreation & Fitness
Services for Students with Disabilities Office
Student Accounts
University Career Services

Appendix
MSEd Conceptual Framework
MSEd Staff Contact Information*
Faculty Research Interests
Course Descriptions
Master’s Project: A Description and Chronology
The Nature of Questions
Policy on Academic Integrity
Glossary of Terms & Acronyms

* The MSEd Student Directory is updated and distributed separately each quarter; please check your mail folders for the current document.

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Master of Science in Education

Program Overview
Welcome to the Master of Science in Education Program

Greetings to all students:

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

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

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

September, 2003

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

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

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

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

1. Vision of Learning
   Understanding student thinking
   Learning as a social practice
   Authentic experience
   Use of technologies to extend student thinking

2. Vision of Learners
   Lifespan view of learning and development in social contexts
   Diversity as a resource

3. Vision of Teaching
   Connecting theory to practice

FOSTERING IMPROVEMENT AND INNOVATION THROUGH INQUIRY GROUNDED IN REFLECTION AND RESEARCH

To read the full text of the conceptual framework, please refer to the Appendix.
The MSEd Culture

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

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

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

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

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

Students in the MSEd program pursue one of five concentrations:

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

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

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

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

**Higher Education Administration and Policy** equips students with skills required in higher education administration in such areas as admissions and financial aid, career counseling, institutional development, and student affairs. A flexible curriculum allows students to combine core course work with preparation in particular areas of interest, such as nonprofit management, career psychology, human resource management, diversity issues, and organizational studies. An internship is required for individuals without prior work experience in higher education.
The Master’s Project

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

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

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

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

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

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

TOP FIVE TIPS FOR MASTER’S PROJECT SUCCESS

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

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

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

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

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

The Curriculum
Degree Requirements

To earn the MSEd, students must complete a curriculum of 15 graduate courses. Graduate courses are chosen from among 1) MSEd courses, 2) courses listed in the Northwestern University Graduate School Bulletin, and 3) courses taught in the Kellogg Graduate School of Management. Students who would like to take upper-level courses that do not fit into these categories may petition for credit. (See petition process on page 30.)

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

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

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

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

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

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

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

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

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

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

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

~John Dewey, Education and Experience
Elementary Teaching

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

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

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

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

## Course of Study in Elementary Teaching

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

### Winter
- MS_ED 487  Student Teaching

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

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

*A complete list of course descriptions begins on page 53.*

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

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

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

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

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

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

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

**Winter**
- MS_ED 488-489  Student Teaching
- LRN_SCI 435  Elective

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

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

*A complete list of course descriptions begins on page 53.

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

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

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

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

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

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

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

### Course of Study in Secondary Teaching

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

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

**Winter**
- **MS_ED 488-489**  Student Teaching

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

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

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

*Elective

A complete list of course descriptions begins on page 53.

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

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

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

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

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

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

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

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

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

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

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

Other suggested areas of study include counseling, English as a Second Language (ESL), the learning sciences, urban education and poverty, and science education.

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

Course of Study in Advanced Teaching

### Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS_ED 402</td>
<td>Social Contexts of Education*</td>
</tr>
<tr>
<td>MS_ED 403</td>
<td>Early and Middle Childhood Development and Learning</td>
</tr>
<tr>
<td>MS_ED 404</td>
<td>Adolescent Development in Social Contexts</td>
</tr>
<tr>
<td>MS_ED 406</td>
<td>Research and Analysis in Teaching and Learning: Discussion and Question Development *</td>
</tr>
<tr>
<td>MS_ED 407</td>
<td>Research and Analysis in Teaching and Learning: Literature Review and Research Methods*</td>
</tr>
<tr>
<td>MS_ED 408</td>
<td>Research and Analysis in Teaching and Learning: Analysis, Interpretation and Dissemination*</td>
</tr>
<tr>
<td>MS_ED 431</td>
<td>Using Video to Study Teaching and Learning**</td>
</tr>
<tr>
<td>MS_ED 432</td>
<td>Using Student Work to Study Teaching and Learning**</td>
</tr>
</tbody>
</table>

### Elective courses

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

A complete list of course descriptions begins on page 53.

15 total courses required for the MSEd degree: Nine electives (seven for students admitted Fall 2001 and thereafter) are chosen in consultation with an academic advisor from a list of approved courses in the School of Education and Social Policy or in other schools and programs within Northwestern University.

* Students in all concentrations of the MSEd Program take these Core courses.
** Additional Core courses for students admitted Fall 2001 and thereafter.
Higher Education Administration and Policy

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

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

Course of Study in Higher Education Administration and Policy

Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS_ED 402</td>
<td>Social Contexts of Education*</td>
</tr>
<tr>
<td>MS_ED 405</td>
<td>Learning and Teaching in Higher and Professional Education</td>
</tr>
<tr>
<td>MS_ED 406</td>
<td>Research and Analysis in Teaching and Learning I: Discussion and Question Development*</td>
</tr>
<tr>
<td>MS_ED 407</td>
<td>Research and Analysis in Teaching and Learning II: Literature Review and Research Methods*</td>
</tr>
<tr>
<td>MS_ED 408</td>
<td>Research and Analysis in Teaching and Learning III: Analysis Interpretation and Dissemination*</td>
</tr>
<tr>
<td>MS_ED 460</td>
<td>Proseminar in Higher Education</td>
</tr>
<tr>
<td>MS_ED 462</td>
<td>The College Student</td>
</tr>
<tr>
<td>MS_ED 465</td>
<td>Law and Ethics in Higher Education</td>
</tr>
<tr>
<td>MS_ED 466</td>
<td>Budgeting and Finance in Higher Education</td>
</tr>
<tr>
<td>MS_ED 467</td>
<td>History and Philosophy of Higher Education</td>
</tr>
<tr>
<td>MS_ED 468</td>
<td>Higher Education Philosophy</td>
</tr>
<tr>
<td>MS_ED 484</td>
<td>Higher Education Administration Seminar</td>
</tr>
<tr>
<td>MS_ED 485</td>
<td>Internship¹</td>
</tr>
</tbody>
</table>

Electives (2)

A complete list of course descriptions begins on page 53.

15 total courses required for the MSEd degree

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

¹This requirement may be waived if students have had significant work experience in a higher education setting.
Master of Science in Education

Policies & Procedures
Learning about Northwestern University

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

Academic Integrity
As an MSEd student, you have entered a community of scholarship in which academic integrity is of the highest value. All students enrolled in the MSEd program are expected to adhere to the standards for academic integrity. Students who violate these standards will be sanctioned as is deemed appropriate by the Director, Dean, and faculty of the School. Please see page 71 for “Policy on Academic Integrity.”

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

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

Checklist for New Students

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

- **TURN IN THE FOLLOWING TO THE MSEd OFFICE:** (1) Confirmation of Intention to Register Form, (2) Tuition Deposit and Tuition Deposit Form, and (3) New Student Contact Form. The first two items are necessary to become a member of the University. The third item will allow you to gain access to the MSEd listserv. A test message will be sent to the listserv at the beginning of each quarter. If you do not receive a listserv message within two weeks of the start of the quarter, please call the MSEd office for assistance. The listserv acts as a communication mechanism which helps students stay up-to-date with all the events and knowledge-sharing occurring among MSEd program members. The listserv will inform you of everything from social events to job listings and curriculum changes.

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

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

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

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

- Obtain a parking permit from the Parking Office, located 1819 Hinman Avenue, if you plan to park on campus before 5:00 p.m. Certain lots require permits at all times; please check a parking map for details. Parking maps can be found in the Parking Office or on their website at http://www.northwestern.edu/up/parking/.
Settling in as a Student

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

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

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

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

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

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

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

Financial Aid, continued

Assistantships. Three to five graduate assistantships are available each year and involve duties related to administration of and recruitment for the MSEd program. Program assistants are chosen on the basis of need, merit, and prior work experience; students in Higher Education Administration and Policy concentration are given preference. Applicants should indicate their interest in assistantships on the application for admission, which should be submitted (with the FAFSA) no later than April 1 in order for students to be considered for assistantships the following academic year.

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

To learn more about financial aid application procedures, contact the Office of Financial Aid at 847.491.7266.

Change of Address Form
If your address changes at any time while attending Northwestern University, you should notify three offices. First, contact the MSEd office by emailing Pat Rodriguez at p-rodriguez@northwestern.edu. Then, go into the Office of the Registrar to fill out a Change of Address Form and contact the Office of Student Accounts, at 847.491.2113. This will ensure that grade reports and bills reach you by mail.

Health Insurance
Health insurance forms are available in the MSEd Office. Please contact Health Services at 847.491.2113 if you have specific questions after reviewing the forms.

Mail
Although most correspondence with and between students is done via e-mail, each MSEd student has a mail file folder located outside the Office of Student Affairs on the first floor of Annenberg Hall. It is your responsibility to check your folder on a regular basis, as this is one method that staff, faculty, and fellow students will use to contact you. You may, for example, receive petition responses and graded papers via your mail folder. Additionally, the MSEd Student Directory, which is updated each quarter, will be distributed via the mail folders.

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

2003-2004 Calendar

**Fall Quarter**
- Labor Day: Mon., September 1, 2003
- Rosh Hashanah: Sat., September 27, 2003
- Yom Kippur: Mon. October 6, 2003
- New Student Orientation: Week of September 15, 2003
- Fall classes begin: Wed., September 24, 2003
- Classes resume: Mon., December 1, 2003
- Fall classes end: Sat., December 6, 2003
- Fall exams begin: Mon., December 8, 2003
- Fall exams end: Fri., December 12, 2003

**Winter Quarter**
- Winter classes begin: Mon., January 5, 2004
- Martin Luther King Jr Day: Mon., January 19, 2004
  (classes suspended from 11 AM to 2 PM for observances)
- Winter classes end: Sat., March 13, 2004
- Winter exams begin: Mon., March 15, 2004
- Winter exams end: Fri., March 19, 2004

**Spring Quarter**
- Spring classes begin: Mon., March 29, 2004
- Passover begins: Tue., April 6, 2004
- Easter: Sun., April 11, 2004
- Memorial Day (no classes): Mon., May 31, 2004
- Spring classes end: Sat., June 5, 2004
- Spring exams begin: Mon., June 7, 2004
- Spring exams end: Fri., June 11, 2004
- Commencement for December, March, and June graduates: Sat., June 18, 2004

**Summer Quarter**
- Classes Begin; Late Registration: Mon., June 21, 2004
- Independence Day (observed; no classes): Mon., July 5, 2004
- Six weeks exams: Fri., July 30, 2004
- Six weeks session ends: Sat., July 31, 2004
- Eight week exams: Fri., August 13, 2004
- Eight week session ends: Sat., August 14, 2004
- Commencement for August graduates: Sat., August 7, 2004
  *(Tentative)*
Choosing & Registering for Classes

Please note that dates are subject to change.

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

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

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

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

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

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

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

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

Independent Study Guidelines, continued

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

Expectations for Mentor

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

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

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

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

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

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

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

Expectations for Student

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

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

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

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

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

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

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

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

New students should speak with their advisors about courses. Once new students have spoken to their advisors, course requests should be e-mailed to the MSEd Program Assistant Director, Pat Rodriguez (p-rodriguez@northwestern.edu). Please make sure to include your full name, your social security number, the course title, and the course and section numbers. Students are expected to consult regularly with advisers about course selection and progress toward the degree. Students seeking state certification must also consult regularly with the University Certification Manager (847.491.5362).

A listing of Master of Science in Education courses for school year 2003-04 can be found in the Appendix section of this handbook.

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

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

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

CAESAR, continued

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Percent of Quarter Elapsed at Withdrawal</th>
<th>Percentage of Tuition (less the deposit) Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than……but less than or equal to…</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>10%</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Choosing & Registering for Classes

Pass/No Pass
All 15 courses counted toward the Master of Science degree must be taken for a grade. There is no pass/no pass option for these courses.

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

Cancellation of Registration
See “Withdrawals,” page 33.

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

Grades
The best way to view your grades is through CAESAR. Log on to CAESAR using the process described above on pages 29 and 30, then follow the prompts to view your current grades.
Navigating Academic Issues

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

Books and Course Packets
Most instructors provide the Norris Center Bookstore with a list of required and recommended books. Books are typically available one week prior to the start of classes each quarter. Instructors sometimes copy articles from multiple sources to create a course packet. These are generally purchased from either the Norris Center Bookstore or Copycat, a local copy shop.

  1999 South Campus Drive, lower level

- Copycat of Evanston, Tel: 847.869.0000; Fax: 847.869.7766
  1830 Sherman Avenue

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

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

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

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

adequate time to review your work and submit your new grade. “X” or “Y” grades are included in students’ grade point averages as a zero until replaced with another grade.

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

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

Petition Process
Exceptions to policies and procedures are sometimes necessary. In such circumstances, students may petition for a waiver or exemption. However, the petition process should be used infrequently and reserved for exceptional circumstances. Specific and general petition forms may be obtained in the MSEd Office.

Good Academic Standing / Probation and Exclusion
Regarding matters related to good academic standing and probation and exclusion, the MSEd program refers to the Graduate School Bulletin, page 21:

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

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

Waivers or Substitutions
See “Petition Process” above and/or “Transfer Credit,” page 33.

Withdrawals
Graduating

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

Petition to Graduate
Two to three months prior to your last academic quarter, you will complete a petition to graduate. This form details the courses you have taken, and plan to take and is reviewed by your adviser to ensure that you have fulfilled the program requirements. You will receive additional information about graduation via e-mail from the MSEd office throughout the year.

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

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

Official transcripts are $3.00 each. During the months of November though February allow a minimum of 10 business days for processing, in addition to mailing transport time.

Please make checks or money orders payable to Northwestern University.

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

Resources & Services
Resources & Services

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

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

Financial Aid
Rebecca Crown Center
633 Clark Street
847.491.7264
http://www.northwestern.edu/graduate/newversion/financial/fiindex.html
Information about the type of financial aid available to MSEd students can be found on page 22. If you wish to secure financial aid in order to help cover the costs of attendance, you may download the necessary Northwestern University financial aid forms at www.northwestern.edu/graduate/forms/index. If you have questions about your financial aid package during the school year, please contact the Financial Aid Office at gradfinaid@northwestern.edu.

Graduate School Bulletin
Rebecca Crown Center
633 Clark Street
847.491.7264
www.northwestern.edu/graduate/general/gebulletin.html
Students may obtain a hard copy of the Graduate School Bulletin at the Office of the Registrar in the Rebecca Crown Center, or go to the above website.
Resources & Services

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

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

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

Parking
1819 Hinman
(847) 491-3319
http://www.northwestern.edu/up/parking/
Commuter students living outside the walking zone are eligible for a commuter student parking permit. An academic year permit may be purchased at the Parking Office at 1819 Hinman. Students are required to bring a valid WildCARD, Driver’s License, vehicle registration and current housing contract. For a map of the walking zone as well as maps of parking lots, please visit the website.

Recreation and Fitness
Henry Crown Sports Pavilion and Dellora A. and Lester J. Norris Aquatics Center
2379 North Campus Drive
847.491.4300
www.northwestern.edu/fitness-recreation
The Department of Athletics and Recreation offers a variety of fitness, recreation, and sports-related facilities, programs, and services via our Fitness and Recreation Division. Full-time students may use the facilities free of charge. Part-time students must purchase membership or pay a daily fee. A current WildCARD is required for admission.

Services for Students with Disabilities
Scott Hall, Room 39
847.467.5530
847.467.5531 (fax)
847.467.5533 (TTY)
ssd@northwestern.edu
www.northwestern.edu/disability/
It is Northwestern University policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. In response to a request made by a qualified student with a documented disability, the University will arrange, at no cost to the student, for the provision of educational auxiliary aids, including sign language interpreters, real-time captioners, note takers, readers, and tutors, determined by the University to be necessary to afford such student the opportunity for full participation in University programs. Policies and procedures have been developed by the University to provide students with as much independence as possible, to preserve confidentiality, to promote student responsibility and empowerment, and to allow students and faculty to develop creative individualized solutions to educational obstacles. Students with disabilities in need of academic or environmental accommodations and/or modifications should contact Services for Students with Disabilities.
Resources & Services

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

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

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

As stated in the Graduate School Bulletin 1997-1999 (p.13), the central mission of Northwestern University is "the promotion and dissemination of innovative scholarship and new knowledge to the academic community and the world at large." In keeping with the research mission of this University, the goal of teacher education programs at Northwestern is to promote the professional development of persons both entering and active in the field of education through participation in the search for knowledge and understanding. Hence, we are committed to:

Fostering change and innovation
through inquiry grounded in reflection and research

Teacher education at Northwestern University is carried out through the School of Education and Social Policy, the Weinberg College of Arts and Sciences, the School of Speech, the School of Music and, most recently, the McCormick School of Engineering and Applied Science in conjunction with the School of Education and Social Policy. These faculties are committed to fostering educational change through the design and evaluation of learning environments and supports for the development of children, adolescents, adults and families. We believe that educational change should advance the achievement and development of all candidates, enabling them to meet rigorous academic standards. We believe that such change can be augmented through the preparation of strong educational leaders: teachers and administrators. We design coursework and field experiences in our programs so that theory becomes understood, as it is stated through practice and refined through research. This design work requires our faculties to have strong grounding in both the worlds of theory and of practice. It requires them to be systematic in reflection and in the posing of questions. Thus, the teaching and the research activities of our faculties are guided by inquiry and reflection so as to yield understanding and action that promote positive educational change. In a similar vein, we design courses of study, learning and field experiences that serve to apprentice those who are and will be teachers (henceforth referred to "candidates" throughout this document) to value and incorporate systematic inquiry and reflection into their practice and to aim to act as agents of change in their professional lives. We prepare candidates to engage in research on teaching and learning, with the idea that they will, as professionals, be teacher researchers and teacher leaders. Hence, we believe that candidates should be themselves open to change and should be committed to fostering positive change in their classrooms and teaching.

Our professional development curriculum across all programs is grounded in visions of learning, learners, and teaching that grow out of our mission. These are described in what follows.
Vision of learning
There is a set of principles that grounds a model of learning, valued by our faculties: a model that informs all of the experiences that we design for candidates. This vision of learning incorporates attention to candidate thinking, learning as a social practice, authentic experiences in learning and use of technologies to promote learning.

Vision of Learning: Understanding Candidate Thinking
As we approach the twenty-first century in an ever-expanding global economy, schools are required to prepare candidates to achieve rigorous intellectual standards. These emerging standards require that candidates engage in complex problem solving at all school levels. The standard of performance that candidates are expected to achieve does not demand merely a generic application of critical thinking. Rather, within subject matters, candidates are expected to learn to reason using the concepts and tools of particular disciplines. That is to say, for example, in mathematics students are expected to learn to reason as mathematicians do, to link mathematical ideas, and to apply mathematics to authentic and rigorous tasks. This concept of student learning for most pre-service teachers has not been a part of their own school experience. Attending to these kinds of learning outcomes requires that teachers know how to observe the myriad ways in which students demonstrate their thinking as well as how to support and to extend student thinking. Such attention may include understanding and observing demonstrations of students’ naïve theories about forces acting in the physical world as part of a unit of instruction on force and motion in physics. It might include understanding that mathematical ideas are evidenced as children use different strategies to reason about solutions to time/distance problems. It might include seeing the ways in which students’ lack of prior knowledge about spiders interferes with the kinds of inferences they make while reading a text about spiders. This kind of pedagogical knowledge is very complex, very subject matter specific, and very sensitive to developmental stages in children’s and adolescents’ growth.

In course and field experiences, candidates are apprenticed to observe and draw on student thinking as they design learning opportunities for K-12 students. For example, one of our subject matter methods courses, LRN_SCI 326, Mathematics in the Elementary School from an Advanced Point of View, is taught so that candidates are able to reconstruct their own mathematical knowledge as well as develop new views of a mathematics classroom. They participate in a “model mathematics classroom” in which they work in groups, explain their thinking and strive to understand and help others understand, but at the same time reflect on mathematical pedagogy. So, for example, multidigit multiplication is taught in base 8 so that students do not know any multiplication facts and cannot automatically do their learned procedure. They use base 8 physical materials that enable them to construct their own mathematical methods of multiplying. Thus, they reconstruct their own concepts and methods of multiplication, but now with understanding. Then they discuss their new mathematical understandings, their feelings at the point of initial lack of understanding, and the role of the community in facilitating their engagement and learning.
MSEd Conceptual Framework

Vision of Learning: Learning as a social practice
We believe that learning takes place as a set of social practices in communities of practice. Mathematicians hold a core set of principles in common and new ideas and insights in the field. New uses of mathematical knowledge require communication within the community of mathematicians. This is true of learning in many domains. Thus we expect our candidates to learn the norms for reasoning and argumentation within the domains they will teach.

As social practice, learning involves using knowledge to solve real problems. Furthermore, people learn in interaction with one another. These two aspects of learning as social practice have implications both for how we design course experiences for candidates and how we expect them to design learning experiences for their students. We design projects for candidates in which they must collaborate and link with resources outside the University. The projects also require that candidates themselves reason and work to solve problems following the norms of the discipline. Projects also require that candidates design learning activities for their students that engage them in the norms for reasoning and argumentation in the domain and interact and collaborate with one another. In so doing, we hope candidates will acquire a conception of learning as a social practice that grows out of their study at Northwestern University. Additionally, we hope their experiences will guide their desires across the span of their careers to engage with a professional community of learners.

The candidates engage in experiences of learning as a social practice through group projects in many of their classes. For example, in MS_ED 406, Research and Analysis in Teaching and Learning I: Discussion and Question Development, they work in collaborative groups to design worthwhile questions and to conduct interpretive discussions in K-12 classrooms. In MS_ED 423, Foundations of Reading and Language Acquisition, they work in collaborative groups to design learning activities that involve modeling complex concepts and strategies in reading comprehension. A strong sense of learning in communities develops throughout the field experiences in the School of Education and Social Policy, the School of Music and the School of Speech, as candidates work both in the field and in seminars.

Vision of Learning: Authentic experience
Knowledge, we believe, is most powerful when it is embedded in action. Knowledge is generative when it can be used for ends that the user defines. Thus we believe that teachers need to design authentic tasks to engage students in exploring complex ideas and strategies. In addition, we believe that teachers need to learn about the complexities of practice through reflection on authentic experience, including the artifacts of their practice. Such artifacts may include videotapes of their instruction, samples of student work or assessments, reflective journals of teachers on their practice, field note observations of practice, etc. We define an experience as authentic when it derives from a question that the student wishes to resolve for its own sake, is grounded in a generative problem within the discipline, or has some potential application in the real world.
MSEd Conceptual Framework

**Vision of Learning: Authentic experience, continued**
Teacher candidates in the School of Music begin studying the artifacts of practice in 525-B60. They teach a short segment about any topic and the teaching sequence is videotaped and discussed within a group context. As part of the internship experience, teacher candidates in Music Education videotape their teaching and reflect on that practice with University and school based mentors as well as their peers. These activities engage them in generative problems within the discipline of music and its teaching. Likewise, in classes such as MS_ED 423 Foundations of Reading, candidates evaluate student work from actual classrooms and go into schools to conduct individual reading inventories to evaluate students’ strengths and weaknesses in reading comprehension. Working in urban and suburban schools, reflecting on their engagement with students and designing learning tasks that involve students in real world problems are ways that candidates routinely learn through authentic experience.

**Vision of Learning: Use of technologies to extend student thinking**
We believe learning can be supported and extended through the use of technologies. The technologies include, for example, computer-based tools, manipulative materials in mathematics or powerful ideas used as tools to guide thinking. We also believe that such tools, especially the strategic use of computer based tools, can provide windows into student thinking and resources to support reasoning that are beyond the immediate physical access of students. Because we are committed to the use of technologies to develop student learning, we design opportunities for candidates that ask them to use such tools to conduct inquiry-based projects. We believe that if candidates are grounded in uses of these technologies while at Northwestern, they are more likely to view such tools as resources when they go to work in schools, in whatever capacities.

For example, in the School of Music, music technology is stressed in every music education course, including a specialized course 525/533 B59, Introduction to Music Technology. Furthermore, because many faculty in the Learning Sciences design computer based tools to support learning, candidates explore uses of these tools in many courses. Hence, Professor Brian Reiser’s research using the BeGuile software tool to explore evolutionary biology is incorporated into the science methods coursework (LRN_SCI 435). Candidates in MS_ED 423, Foundations of Reading, at the secondary level, work with the Collaboratory Notebook designed by Professor Daniel Edelson and explore the notebooks designed for teaching novels constructed by Professor Carol D. Lee. We believe the direct use of such cutting-edge computer—based tools in the candidates’ professional development enhances the likelihood that they will feel comfortable using this technology in their classrooms and that they will be in positions to provide leadership in technology in the schools.
Vision of learners
The professional development activities designed for the teacher candidates at Northwestern University are consistent with our vision of learners. We view the candidates as learners who come from particular communities with particular social and cultural histories. We also seek to help them think about their students in developmental terms, to design learning environments that are responsive to the developmental needs of children and adolescents, and to conceptualize teaching as responsive to the cultural experiences of the students they teach. Again, there are two core principles that ground our vision of learners:

Vision of Learners: Lifespan View of Learning and Development in Social Contexts
The School of Education and Social Policy is unique among schools of education. Our undergraduate and graduate programs are linked to the configuration of our faculty in two programmatic areas: Learning Sciences and Human Development and Social Policy. Learning Sciences conceives of learning as a cognitive and social practice, emphasizing in faculty research the design of interventions to improve teaching and learning. Human Development and Social Policy faculty study development across the life span within families, communities and organizations, including schools, nonprofit and workplace settings. Some faculty within Human Development and Social Policy consider macro-policy issues that relate to learning and development.

Human Development and Social Policy’s focus on development across the life span undergirds our approach to teacher education. We encourage teachers to view their practice within a larger view of their students’ lives over time, from early childhood and on into adulthood. We advocate educational approaches that attend to and enhance cognitive, social, and emotional development. In so doing, we encourage teachers to continue reflecting on their own processes of learning and development as they engage in professional work.

Hence, our programs also direct attention to the contexts of development; we do not assume that development unfolds in an undirected, "natural" process. We emphasize that children’s learning and development must be understood in relation to the social and cultural practices that shape their daily life experiences, that give meaning to their lives, and that orient them toward particular kinds of futures. We encourage candidates to consider the role of social and educational policies in enhancing or limiting opportunities at different stages of their students’ lives. These contextualized views of human development rest on the scholarly work and teaching of faculty in our graduate programs. Candidates take courses in adolescent and child development from scholars who have distinguished themselves in the field, as curriculum vitae attest.

Faculties in the Music Education Program, Learning Disabilities and Speech and Language Pathology Programs support the view that students’ learning should be viewed with reference to developmental needs and social context.
MSEd Conceptual Framework

Vision of Learners: Diversity as a Resource

From a Learning Sciences perspective, the process of acquiring new knowledge involves linking it to prior knowledge. We want candidates to understand the many ways that knowledge is constructed outside of school, within the family and community experiences of students. Such everyday knowledge may be rooted in experiences that are influenced by ethnicity, race, language variation, gender and socio-economic status. In all of our teacher education programs, we design experiences for candidates that help them to see the funds of knowledge (Moll & Greenberg, 1990) that their students bring to school, and to understand the power of drawing on those funds of knowledge in ways that promote deep conceptual understanding. For example, in Foundations of Reading and Language Acquisition, teacher candidates design modeling activities that draw on what students already know from their home and community experiences in order to learn new concepts in reading comprehension, specifically in response to literature.

In addition, we believe that teaching involves more than helping students to acquire subject matter knowledge. It needs to support students’ development as competent members of their communities of origin as well as prepare them to embrace their civic responsibilities as citizens of the United States. These beliefs demand that candidates develop commitments to understand and be connected with the families and the communities of the students they teach. In our increasingly diverse society, this means teachers may work in communities that are very different from the ones where they live and where they grew up. The teacher education programs at Northwestern University are committed to helping candidates view diversity as a powerful resource for learning and for children’s and adolescents’ development. Issues of equity, diversity and their implications for learning are addressed in many places in the programs, including subject matter methods courses, field experiences, and such courses as MS_ED 402, the Social Contexts of Education (which draws on foundations laid in MS_ED 406, Research and Analysis in Teaching and Learning I: Discussion and Question Development.)
MSEd Conceptual Framework

Vision of teaching: Connecting theory to practice
The vision of teaching in the teacher education programs at Northwestern University grows out of our visions of learning and learners. We believe that theory and practice are intimately linked and reflective of one another. All practice is guided by knowledge and beliefs, whether explicit or tacit.

Our goal is to help teachers make public and explicit for themselves and their cohorts the beliefs they bring to the act of teaching and to examine and to extend those beliefs through research and reflection. Such beliefs include: assumptions about how children and adolescents learn; how they learn in specific subject matters; assumptions about the value placed on children’s and adolescents’ language and social practices that arise from their home and community experiences; assumptions about their role and commitments to teaching and whom they are committed to teach. This nexus of beliefs forms a powerful set of theories that drive at a gut level how people approach teaching. We want our candidates to examine the research base of knowledge about learning, about development, about subject matter domains, about schools as organizations and about goals of education. We want them to connect this research base to their beliefs so as to evaluate and refine the latter. Opportunities to do so occur at many points in the programs. In MS_ED 413, however, all candidates articulate and defend a philosophy of education. The philosophy is rewritten several times, and the aim of the course is to scrutinize beliefs.

We also understand that theories of pedagogy, learning and development cannot be understood apart from practice. Both the careful observation and analysis of practice as well as the constructive and reflective participation in practice are required. As indicated, we believe that learning is an inherently social activity: we learn in interaction with others and in interaction with the ideas, tools and artifacts created by others. We also believe that continued career development in teaching demands that teachers participate as members of intellectual professional communities, both within and outside the bounds of the places where they work. Thus, preparation for the kinds of practice we envision for teaching involves connecting reflection about self, reflection about the theoretical base of knowledge about teaching and learning and reflection about practice to one another. Toward this end, we think it is important for candidates to conduct research on their practice and to think of so doing as necessary for good teaching. In forming professional identities as teacher-researchers, they will continue to read reflectively about the links between theory and practice, continuously question their practice in service of student learning and development, and connect themselves to like-minded professionals in learning communities that may be either in the sites where they work or outside, including professional organizations in their fields, such as Association for Supervision and Curriculum Development, National Council of Teachers of English, National Council of Teachers of Mathematics, the Black Child Development Institute and the Association of Black School Educators.
MSEd Conceptual Framework

More on Connecting Theory to Practice
In the Northwestern teacher education programs, candidates connect theory to practice on a number of levels. First, in coursework the theoretical foundations of the disciplines are taught. Second, through project-based work within the courses, candidates design learning activities or explore their own learning in ways that connect theoretical ideas to the real world of practice. Third, both in coursework as well as internship and fieldwork experiences, candidates work directly in clinical settings and schools. The programs have as a goal—realized in many cases—that fieldwork experiences take place in urban and suburban settings. We have developed formal relationships with both urban and suburban schools in the area, as well as with cohorts of teachers who exemplify the practices in which we believe. These cohorts of schools and teachers themselves engage in reflection and inquiry on their practice, which serves as an additional professional model for our candidates. We have been able to design some of our fieldwork and internship experiences in such a way that candidates in some schools participate in leadership teams at the school, in addition to their class-based work. There is a cohort of experienced practicing teachers and alumni of our teacher education programs who teach or co-teach methods courses with Northwestern faculty. Collectively, these features of our programs provide our candidates many opportunities to connect theory to practice.

In Conclusion
In the foregoing, we have articulated a vision of learning, a vision of the learner and a vision of teaching. The goal is to prepare educators who understand these visions. If they accept them, then they should do so on the basis of careful reflection on theory, research and personal experience with teaching practices. Our hope, then, is that graduates of our programs commit themselves to continuing study of teaching and learning activities and the issues that arise from them. Inquiry into student reasoning and understanding, student needs, interests, questions, communities and cultures should ground the interactions with students; and actions should grow out of reflection on the discoveries. Diverse field experiences should develop sensitivities toward and compassion for students whose strengths, interests and backgrounds differ from their own. We hope these differences encourage our candidates to study their beliefs so that those beliefs that guide their teaching practices are chosen because evidence justifies them. Finally, we hope their inquiries extend to technology and other resources that open opportunities for students to question and investigate and, thereby, engage in learning that brings pleasure and fulfillment.
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<td>847.467-1337 <a href="mailto:d-edelson@northwestern.edu">d-edelson@northwestern.edu</a></td>
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### Faculty Research Interests

<table>
<thead>
<tr>
<th>Faculty Member, contact information</th>
<th>Research &amp; Teaching Interests</th>
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<tbody>
<tr>
<td>Jeanie Egmon</td>
<td>learning &amp; organizational change</td>
</tr>
<tr>
<td>847.467-2138</td>
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<tr>
<td><a href="mailto:egmon@northwestern.edu">egmon@northwestern.edu</a></td>
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<tr>
<td>Louis Gomez</td>
<td>school reform; curriculum design; technology in schools</td>
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<tr>
<td>847.467-2821</td>
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<td><a href="mailto:l-gomez@northwestern.edu">l-gomez@northwestern.edu</a></td>
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<tr>
<td>Gunhild Hagestad</td>
<td>inter-generational relations; gender &amp; social policy; family patterns in aging society</td>
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<tr>
<td>847.491-3884</td>
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<tr>
<td><a href="mailto:g-hagestad@northwestern.edu">g-hagestad@northwestern.edu</a>;</td>
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<tr>
<td><a href="mailto:gunhild.hagestad@hia.no">gunhild.hagestad@hia.no</a></td>
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<tr>
<td>Sophie Haroutunian-Gordon</td>
<td>teacher preparation; philosophy of education</td>
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<tr>
<td>847.467-1999</td>
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<tr>
<td><a href="mailto:shg@northwestern.edu">shg@northwestern.edu</a></td>
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<tr>
<td>G.Alfred Hess</td>
<td>school reform; Lighthouse Partnership</td>
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<tr>
<td>847.491-3713; 1-8896</td>
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<tr>
<td><a href="mailto:a-hess@northwestern.edu">a-hess@northwestern.edu</a></td>
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<tr>
<td>Bart Hirsch</td>
<td>adolescent development; community psychology; social networks for support</td>
</tr>
<tr>
<td>847.491-4418</td>
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<tr>
<td><a href="mailto:bhirsch@northwestern.edu">bhirsch@northwestern.edu</a></td>
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<tr>
<td>Jeanne Hughes</td>
<td>SESP grants</td>
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<tr>
<td>847.491-5549</td>
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<tr>
<td><a href="mailto:jmhughes@northwestern.edu">jmhughes@northwestern.edu</a></td>
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<tr>
<td>Carol Lee</td>
<td>sociocultural foundations of literacy</td>
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<tr>
<td>847.467-1807</td>
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<td><a href="mailto:cdlee@northwestern.edu">cdlee@northwestern.edu</a></td>
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<tr>
<td>Dan Lewis</td>
<td>sociological analysis of social problems (crime, mental illness, education)</td>
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<tr>
<td>847.491-8722, 1-3715</td>
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<tr>
<td><a href="mailto:dlewis@northwestern.edu">dlewis@northwestern.edu</a></td>
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<tr>
<td>Dan McAdams</td>
<td>identity &amp; the self; self-defining life stories; midlife</td>
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<tr>
<td>847.491-4174</td>
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<td><a href="mailto:dmca@northwestern.edu">dmca@northwestern.edu</a></td>
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# Faculty Research Interests

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<tr>
<th>Faculty Member, contact information</th>
<th>Research &amp; Teaching Interests</th>
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<tbody>
<tr>
<td>Paula Olszewski-Kubilius, 847.491-3856, 1-3782 main, <a href="mailto:p-olszewski-kubilius@northwestern.edu">p-olszewski-kubilius@northwestern.edu</a></td>
<td>gifted education; minority gifted child development</td>
</tr>
<tr>
<td>Marjorie Orellana, 847.467-2352, <a href="mailto:m-orellana@northwestern.edu">m-orellana@northwestern.edu</a></td>
<td>language development; Latino immigrant children's experiences</td>
</tr>
<tr>
<td>Andrew Ortony, 847.467-3694, <a href="mailto:ortony@northwestern.edu">ortony@northwestern.edu</a></td>
<td>models of cognition &amp; emotion; human/computer interaction</td>
</tr>
<tr>
<td>Penelope Peterson, 847.491-3828, <a href="mailto:p-peterson@northwestern.edu">p-peterson@northwestern.edu</a></td>
<td>policy &amp; practice; teaching &amp; learning in various context; math, literacy</td>
</tr>
<tr>
<td>William Pinsof, 733-4300 ext 640; Royce x305, <a href="mailto:w-pinsof@northwestern.edu">w-pinsof@northwestern.edu</a></td>
<td>family &amp; marital psychotherapy</td>
</tr>
<tr>
<td>Brian Reiser, 847.467-2205, <a href="mailto:reiser@ils.northwestern.edu">reiser@ils.northwestern.edu</a></td>
<td>interactive learning environments for science education</td>
</tr>
<tr>
<td>Jim Rosenbaum, 847.491-3795; 847.467-1481, <a href="mailto:j-rosenbaum@northwestern.edu">j-rosenbaum@northwestern.edu</a></td>
<td>school reform; school to work transitions; effects of residential integration</td>
</tr>
<tr>
<td>Linda Rubinowitz, 733-4300 x610; 847.46 7-7285, <a href="mailto:lrubin@northwestern.edu">lrubin@northwestern.edu</a></td>
<td>family &amp; marital therapy</td>
</tr>
<tr>
<td>Brice Sherin, 847.467-2405, <a href="mailto:bsherin@northwestern.edu">bsherin@northwestern.edu</a></td>
<td>intuitive knowledge in science</td>
</tr>
<tr>
<td>Miriam Sherin, 847.467-3990, <a href="mailto:msherin@northwestern.edu">msherin@northwestern.edu</a></td>
<td>mathematics teaching &amp; learning; teacher education</td>
</tr>
<tr>
<td>James Spillane, 847.467-5577, <a href="mailto:j-spillane@northwestern.edu">j-spillane@northwestern.edu</a></td>
<td>distributed leadership; who beyond principals making decisions in schools</td>
</tr>
<tr>
<td>Uri Wilensky, 847.467-3838, <a href="mailto:uwilensk@tufts.edu">uwilensk@tufts.edu</a></td>
<td>mathematics; learning sciences</td>
</tr>
</tbody>
</table>
Course Descriptions

Master of Science in Education Courses

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

MS_ED 402: Social Contexts of Education*
How social contexts such as families, schools, and the workplace shape individuals; how individuals' intellectual and interpersonal capacities, preferences, and goals are shaped by their social contexts. Societal structures that organize, supply, and channel individual learning experiences and how they provide the formal and informal settings in which social interaction takes place. How participation in these socializing settings molds the development of individuals' capacities and forms their goals. Students in Elementary and Secondary Teaching take this in conjunction with MS_ED 487 Student Teaching.

MS_ED 403: Early and Middle Childhood Development and Learning
Overview of developmental concepts from birth through adolescence. The interplay of biological invariants, individual differences, and cultural experiences; relationships among cognitive, social, and cultural aspects of development and learning; major developmental theories and contexts of the construction of these theories; implications for teaching and learning.

MS_ED 404: Adolescent Development in Social Contexts
Adolescent development in its differing social contexts, with particular attention to schools, families, and peer groups. By mixing social science with philosophy, the class explores the types of environments that best enhance growth and development during this stage of life.

MS_ED 405: Learning and Teaching in Higher and Professional Education
This new course is under development.

MS_ED 406: Research and Analysis in Teaching and Learning I: Discussion and Question Development*
The course aims to help students meet three goals that will advance the progress of the Master’s Project and, at the same time, develop skills of questioning and discussion that are useful in many teaching-learning contexts. The three goals include: the formation of a question which the Master’s Project will address; a description of the rationale for the question; and the start of a literature review on the topic. In order to meet the goals, students will develop questions about the meaning of texts, refine these through small-group discussion, and develop skills of effective discussion participation and leading, including preparation for discussion. Taken together, these skills permit not only the cultivation of meaningful questions but progress toward their resolution, as they develop habits of careful reading and reflection. Texts for the course will include classic works related to discussion and questioning and the domain of the Master’s Project. Each student will lead a discussion on a text germane to the question chosen for the Master’s project.
Course Descriptions

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

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

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

MS_ED 422: Teaching and Reading in the Content Area
This new course is in development.

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

MS_ED 425: Foundations of Writing Processes
Current theory and practice related to writing processes, with emphasis on personal writing experiences, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include evaluation, writing in various genres and about various subjects, motivating students to write, and management of writing workshops.

MS_ED 426: Mathematics in the Elementary School from an Advanced View
Overview of mathematical topics taught in elementary and middle school. Students learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided so students can reconstruct their mathematical understanding. Review of research on children's conceptions of various mathematics topics, leading to a fuller comprehension of teaching and learning mathematics.
Course Descriptions

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

MS_ED 428: Dynamics of Middle School Curriculum
This new course is in development.

MS_ED 429: Health and Physical Development
This new course is in development.

MS_ED 435: Modern Theories of Service Learning
This new course is in development.

MS_ED 436: Pedagogy of Service Learning
This new course is in development.

MS_ED 437: Logistics of Service Learning
This new course is in development.

MS_ED 438: Research Project: Service Learning
This new course is in development.

MS_ED 453: Methods and Techniques of Elementary Teaching
This course introduces teaching and learning strategies that aid students in becoming effective educators in the elementary-school setting. Emphasizing current research, the course is a comprehensive study of teaching methods in the elementary school. Students are exposed to the basic methods of teaching mathematics, social studies, and science. Lesson planning and student-progress evaluation are key elements of the seminar. This course is accompanied by a half-time, 10-week teaching practicum that includes observation and assumption of teaching and management duties in a public-school setting. The MSEd program staff places students in schools; students are responsible for planning a schedule of daily activities with their classroom supervisor, according to University guidelines. The practicum is a prerequisite for MS_ED 487 Student Teaching.
**Course Descriptions**

**MS_ED 454-459: Methods and Techniques of Secondary Teaching**
Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification.

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

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

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

**MS_ED 462: The College Student**
How students in undergraduate, graduate, and professional schools change intellectually, morally and ethically, emotionally, and socially as a result of their classroom and nonclassroom experiences.

**MS_ED 464: Instruction in Higher Education and Corporate Settings**
Planning and evaluating teaching and training experiences for postsecondary learners.

**MS_ED 465: Law and Ethics in Higher Education**
Legal and ethical issues associated with higher education administration; how to apply both dimensions to the daily work of higher education administration.
Course Descriptions

**MS_ED 466: Budgeting and Finance in Higher Education**
This course will cover major elements of budgeting and finance in higher education. It is designed to comprehensively address the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. Both basic and advanced elements of college/university finance will be covered, with a primary focus on process elements and environmental factors that affect how colleges/universities operate. Students will develop and enhance their abilities to write and speak effectively about budget- and finance-related issues.

**MS_ED 467: History and Philosophy of Higher Education**
This new course is in development.

**MS_ED 468: Higher Education Policy**
This new course is in development.

**MS_ED 470: ODWL: Creating the Learning Organization I: Overview of Corporate Training & Development**
Theoretical overview of the field of corporate education, training, and organization development, including a review of its historical roots and the disciplines and conceptual frameworks it draws upon. Theoretical frameworks that give substance to the field, including organization behavior, adult learning theory, industrial psychology, social psychology, anthropology, and even theater and the performing arts. Hands-on training experience in various situations.

**MS_ED 471: ODWL: Creating the Learning Organization II: Training and Development Applications and Methodology**
Continuation of 470. A hands-on course focusing on the development of skills needed to design, deliver, and evaluate training for adults in the workplace. Theory and practice are presented as inseparable elements in creating substantive learning experiences. Prerequisite: MS_ED 470.

**MS_ED 472: ODWL: Creating the Learning Organization III: Applications and Methods**
Continuation of 470. A hands-on course focusing on the development of skills needed to design, deliver, and evaluate training for adults in the workplace. Theory and practice are presented as inseparable elements in creating substantive learning experiences. Prerequisite: MS_ED 471.

**MS_ED 484: Field Seminar**
This new course is in development.

**MS_ED 485: Internship**
Internships are an integral part of the MSEd program. They help students develop skills essential for successful professional administrators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Internships are required for College and University Administration students who lack sufficient administrative work experience in higher education settings.

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

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

**MS_ED 499: Independent Study**
Consent of MSEd program director required. Forms requesting independent studies or internships are available before registration in the MSEd office.

**Learning Sciences Courses**

**LRN_SCI 302: Education and the Changing Workplace**
The changing nature of work and how this affects the skills needed for work in the next century; the design of education for teaching these skills.

**LRN_SCI 314: Personnel Development in Organizations**
Business and educational organizations and the professionals who work in them, especially recently hired, probationary employees. How new hires determine what is expected of them; how they seek to develop themselves; and how they experience performance reviews. Orientation programs for new hires; opportunities provided for their development; how their performance is evaluated; how good performance is rewarded; how poor performance is remediated.

**LRN_SCI 403: Learning in Context: Cognitive Science Foundations of the Learning Sciences**
Cognitive and social science theories of how people learn to understand, reason, and solve problems. The implications of those theories on the design of classroom learning environments; learning in real scenarios for investigating central issues in cognitive science. Learning in mathematics, science, reading and writing, and informal reasoning.

**LRN_SCI 409: Issues in School Reform**
Introduction to the central issues in school reform and how scholars analyze these issues. Includes an examination of school reform and the current decision-making process in Illinois. Particular attention is given to the purposes of school reform. Each student is expected to formulate criteria for evaluating policy choices.

**LRN_SCI 429: Design of Learning Environments**
Issues in the design and study of innovative learning environments. New models of classroom interaction, particularly those using technology to enable new cognitive and social roles for students. Topics include simulations, tutors, computer-mediated communication, and project-based learning. Theoretical motivations in cognitive and social-interaction learning theories, empirical studies evaluating their effectiveness, and prospects for propagation of such innovations.
Course Descriptions

LRN_SCI 435: New Approaches to Science Education
Current trends and research in science education, focusing on innovative approaches to science classes, including inquiry-based teaching, project-based classrooms, and use of technology-based learning environments. The course includes hands-on experience with classroom activities and educational software as well as videos of teaching practice. Course activities involve critiquing curricular materials (textbooks and classroom activities) and technology (the World Wide Web and interactive multimedia) from the perspectives of both theory and teaching practice. Background readings combine studies of student learning, science teaching practice, new paradigms for technology-based learning environments in science, and the problems and potential of various approaches.

LRN_SCI 451: Learning Communities
The nature and design of learning communities as explored through a research and writing project pursued by the entire class and resulting in a publishable document. The class functions as a learning community in which groups of students investigate various issues and report on what they learn. Each group is expected to write a portion of the draft text of the writing project.

LRN_SCI 463: Qualitative Research in Schools
Problems and challenges of conducting research in school sites. Examples of research discussed in the course include classroom observation, interviews, artifacts of student or teacher work, and observations of events. Research as a means of understanding learning processes and organization behavior and influencing change. Topics include debates between quantitative and qualitative paradigms; issues of reliability and validity in the collection and presentation of qualitative data; conducting systematic classroom observations; schools as organizations; levels of influence that affect work in schools; establishing a theoretical framework for analysis; and teacher research.

LRN_SCI 499: Independent Study
Consent of MSEd program director required. Forms requesting independent studies or internships are available before registration in the MSEd office.

Counseling Psychology Courses

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

COUN_PSY 412: Group and Organizational Dynamics
Social psychology of groups and social systems focusing on group dynamics and intergroup relations. Decision-making groups, educational groups, and human-service delivery groups and systems. Students participate in a weekend group-relations conference. Prerequisite: 230-D11.

COUN_PSY 421: Adult Development and Work Careers
Psychological conceptions of adult development and the social environment. Influence of families, schools, and work institutions on adult development.
Course Descriptions
COUN_PSY 427: Career Psychology
Theories of career choice, career commitment, and life-course development as applied to research and practice in career counseling.

COUN_PSY 451: Cultural Diversity Issues in Psychology: Theory, Research, and Practice
Cultural-diversity issues in psychology. The "universal" bias in psychological theory, research, and practice, with particular reference to major ethnic groups in the United States. Challenges to professional practice in counseling/clinical and organizational/community psychology are also emphasized.

Additional Courses
117-441: Human Resources Management Technologies
Essential functions of human resources management programs: selection, performance appraisal and feedback, training and development, survey feedback, and organization development.

235-474: Organization Behavior
The understanding and explanation of human behavior within organizations as it relates to behavioral science concepts and research findings. Students consider the nature of human behavior in organizations as a function of the individual, the groups one interacts with, and the structure of the organization one operates within. (Also offered as 117-430 in the J. L. Kellogg Graduate School of Management.)

235-475: The Management and Meaning of Organizational Change
Change in organizations examined from a number of perspectives: What drives change? What impedes change? What are the leverage points for change? How do organizations "learn"? Who is responsible for change? Four major analytic frameworks are used to examine organizations and their approaches to adaptive change. Organizations as seen from the perspectives of organizational structure, organizational politics, human resource management, and organizational culture and symbolism.

HDSP 427: Social Opportunity and Educational Policy
Conflicts between offering opportunity to youth and societal imperatives for selecting and preparing youth for future careers; how society and schools deal with this conflict. Approaches to policy reform are examined.

176-435: Management of Nonprofit Organizations
Successful strategies for handling management issues in nonprofit organizations.
Master’s Project: A Description & Chronology

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

During this process you will learn about and use tools for inquiry and self-reflection, which will be useful throughout your career. The Master’s Project is a major undertaking and is usually completed across the span of a year. It involves three courses: MS_ED 406 Research and Analysis I, MS_ED 407: Research and Analysis II, and MS_ED 408: Research and Analysis III. See also “Course Descriptions,” p. 53.

Outline of Master's Project Chronology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Activities</th>
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<tbody>
<tr>
<td>MS_ED 406</td>
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<td>- Develop a research question.</td>
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<td>- Form Peer Research Support Groups/Meet Research Coach.</td>
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<td>- Read in the domain of your question.</td>
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<td>- Lead an Interpretive discussion based upon a text related to your question.</td>
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<td>- Complete a Preliminary Literature Review.</td>
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<td>- Refine your research question.</td>
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<tr>
<td>MS_ED 407</td>
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<td>- Continue Research Group collaboration/Continue meeting with Research Coach.</td>
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<td>- Complete Literature Review.</td>
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<td>- Complete Plan for Ethical Field-Based Data Collection.</td>
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<td>- Complete appropriate consent forms.</td>
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<td>- Collect and summarize a minimum of two data sets.</td>
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</table>
Master’s Project: 
A Description & Chronology

Outline of Master's Project Chronology, continued

MS_ED 408

- Continue Research Group collaboration/Continue meeting with Research Coach.
- Analyze your data/Integrate your literature review in analysis.
- Interpret your findings.
- Write your conclusions.
- Present your research to an audience.
- Prepare copy of project for MSEd. archives.

Beyond the Master’s Project:

- Ask new questions.
- Collaborate with practitioner colleagues.
- Do institutional and classroom research/inquiry.
- Share research with a wider audience.
- Write for publication/present at conferences.

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

This section presented by Sophie Haroutunian-Gordon*, Professor of Education and Social Policy and Director of MSEd Program
*Prepared with the assistance of the Great Books Foundation Leader’s Manual

The Three Kinds of Questions

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

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

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

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

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

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

Two Uses of Questions

The discussion begins with a basic question.

All basic questions have the following qualities:

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

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

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

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

Question Clusters

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

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

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

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

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

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

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

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

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

Preparing to lead an Interpretive Discussion

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

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

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

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

What’s that, Schroeder?

This is a new recording of Brahms’ Fourth Symphony.

You mean you’re going to dance to it?

No, I’m just going to listen to it.

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

No, I’m just going to listen to it.

What are you going to do with it?

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

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

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

That’s the most ridiculous thing I’ve ever heard!
Appendix

The Nature of Questions

Cartoon Cluster

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

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

Policy on Academic Integrity

SCHOOL OF EDUCATION AND SOCIAL POLICY
POLICY ON ACADEMIC INTEGRITY

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

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

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

Initiation of complaint

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

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

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

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

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

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

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

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

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

Meeting with the MSEd Program Director

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

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

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

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

Sanctions

Sanctions which may be imposed by the MSEd Program Director include, but are not limited to:

- a reduced or failing grade in the course (as determined by the course instructor)
- a letter of warning
- a defined period of probation, with or without the attachment of conditions
- withdrawal of University funding
- a defined period of suspension, with or without the attachment of conditions
- permanent exclusion from the University
- notation on the official record
- delay in receiving degree (in the case of a graduating student)
- revocation of an awarded degree
- or any combination of the previously listed sanctions

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

Appeals to the SESP Committee On Appeals

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

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

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

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

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

Appeal to the Provost

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

Cross-School cases

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

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

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

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

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

General Considerations

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>LOC</strong></td>
<td>Learning and Organizational Change – an undergraduate major and a new master’s degree program as of January 2002.</td>
</tr>
<tr>
<td><strong>MSEd</strong></td>
<td>Acronym for Master of Science in Education – pronounced “M-S-Ed”.</td>
</tr>
<tr>
<td><strong>NetID</strong></td>
<td>Similar to a username, you’ll need this combination of letters and numbers to access secure sections of the Northwestern University Web site.</td>
</tr>
<tr>
<td><strong>Norris</strong></td>
<td>Norris University Center – the place to go for coffee, Willie’s Food Court, and the campus bookstore.</td>
</tr>
<tr>
<td><strong>ODWL</strong></td>
<td>Organization Development &amp; Workplace Learning – one of the five MSEd concentrations. Note: this concentration will transition into a master’s degree in Learning and Organizational Change, effective September, 2002.</td>
</tr>
<tr>
<td><strong>P/NP</strong></td>
<td>Pass/no pass – students cannot take courses on a P/NP basis and still count those courses toward the MSEd degree.</td>
</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>This generally refers to the hours during which elementary and secondary education students observe mentor teachers in urban and suburban school settings.</td>
</tr>
<tr>
<td><strong>SESP</strong></td>
<td>School of Education and Social Policy – pronounced “S-E-S-P”.</td>
</tr>
<tr>
<td><strong>SCS</strong></td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td><strong>UCS</strong></td>
<td>University Career Services – the place to go for career counseling and/or help with your resume, cover letters, interviewing, and salary negotiation skills.</td>
</tr>
<tr>
<td><strong>WildCARD</strong></td>
<td>Your student identification card, which can also act as a debit card for meals at Willie’s Food Court in Norris or copies in the library.</td>
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</table>