

Northwestern

MASTER OF SCIENCE
IN EDUCATION

School of Education and Social Policy

2021-22 Student Handbook

Updated June 25, 2021

Land Acknowledgement

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

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



VA Pending Payment Policy

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

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

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

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MSEd Staff Directory

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

General Office Contact Information

Main phone: 847-467-1458

Main fax: 847-467-2495

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

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MSEd Resources

MSEd Program Website

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

Plantastic

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

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

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

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

MSEd Student Resources Wiki

The MSEd Program maintains a student resources wiki page at <http://msedstudentresources.pbworks.com/>. No netid is required to login; instead, use **MSED** as the username and **Northwestern** as the password (both case-sensitive). This website includes a great deal of policy information, as well as links to various university resources. All petitions included in the appendices of this handbook can also be found on the student resources wiki page.

University Resources and Services

Northwestern University Website

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

CAESAR (Computer Assisted Electronic Student Activated Registration)

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

Canvas

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

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

Maps, Parking, and Getting Around

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

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

Calendars

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

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

Health & Wellness

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

Books...Buying or Borrowing

1. University Library: <http://www.library.northwestern.edu>
2. Norris Bookstore: <http://www.northwestern.bkstore.com>
3. Beck's Book Store: <http://www.becksbooks.com/textbook/northwestern-university-home>

Other Resources

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

Checklist for New Students

1. Go to <http://www.northwestern.edu/login> and use your Net ID and activation code to create an @u.northwestern.edu email account and password.
2. Begin checking your new Northwestern email account by going to <http://webmail.northwestern.edu>. If you filed a FAFSA form, and were accepted to the Master of Science in Education Program as a matriculated student, you may be eligible for federal loans. You will receive a message at your Northwestern email account in one to two weeks telling you that your loan package is ready to view. Follow the instructions of the message to view your package.
3. Meet with your academic advisor to discuss which courses you should take in the upcoming quarter and complete a program completion plan for the remainder of your courses.

If you are in either the Elementary and Secondary Teaching concentration and hope to complete the program in a single year, you must:

- a. confirm with your advisor that it is possible to complete all of the necessary degree and licensure coursework in a single year, and
 - b. contact the School Partnerships Coordinator within 48 hours of that confirmation to begin finding a field placement site. Please note that the MEd Program typically finalizes all field placements by early June for the following fall and winter, so time is of the essence.
4. Set up a course plan in our online advising system, Plantastic (<http://plan.northwestern.edu/msed/>). You must have an approved plan in Plantastic BEFORE you register for courses in CAESAR.
 5. Go to CAESAR at <http://www.northwestern.edu/caesar> to input emergency contact information and select an emergency notification phone number in your student account. You must do this BEFORE you are able to register for your courses.
 6. Register for courses on CAESAR. Instructions for registering can be found at <http://www.northwestern.edu/ses/students/index.html>. Information about registration dates can be found on the Northwestern University Academic Calendar at <http://www.registrar.northwestern.edu/calendars/>

Directory and Resources

7. Obtain a WildCARD. This is your student identification card, which can also be used as a debit card. You will need a WildCARD to enter the sports and recreation facilities (some fees may apply), use Health Services, and take advantage of graduate student discounts to museums or professional association gatherings. There is a WildCARD office located in Evanston in the basement of the Norris University Center and one in Chicago in Abbott Hall. Please note: you will not be able to receive a WildCARD until two to three weeks prior to the first quarter in which you are enrolling. It is a good idea to contact the WildCARD office prior to visiting to verify that you are in the system.
8. Fulfill your entrance health requirements. For more information, visit the Health Services website at <http://www.northwestern.edu/healthservice-evanston/new-incoming-students/entrance-health-requirements/index.html>.
9. All students, regardless of full- or part-time status, must have adequate health insurance coverage. Every year, students must either confirm enrollment in NU-SHIP (the Northwestern health insurance plan), or waive enrollment by provided proof of adequate coverage from another provider. NU-SHIP enrollment is confirmed or waived via CAESAR. More information about health insurance policies and procedures can be found at <http://www.northwestern.edu/student-insurance/>.
10. Optional: If you need to park on campus during the day (before 4 p.m.), you will need to obtain a parking permit from the Parking Office, located at 1841 Sheridan Road (attached to the south parking garage). 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/>.

Section 2: Program Overview

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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.

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

About this Handbook

This handbook contains policies, procedures and information on the program areas and courses offered by the Master of Science in Education Program for the upcoming academic year. The Master of Science in Education Program reserves the right to change without notice any statement in this handbook concerning, but not limited to, rules, policies, curricula, and courses.

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

<https://www.tgs.northwestern.edu/academic-policies-procedures/policies/student-handbook-and-code-of-conduct.html>.

The School of Education and Social Policy (SESP)

The School of Education and Social Policy has its roots in Northwestern's nineteenth century Department of Pedagogy. As was true 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 learning sciences, human development, and social policy. Our hard-working staff is dedicated to helping students get the most out of their experience at Northwestern. The shared sense of inquiry existing among faculty, staff, and students contributes to a strong sense of community at the school. This community is committed to examining the varied settings in which learning takes place and engages in spirited dialogue concerning complex and enduring questions related to teaching and learning.

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

SESP Degree Programs

PhD

Human Development and Social Policy (HDSP)
Learning Sciences (LS or LRN_SCI)

Masters

Education (MSEd)
Higher Education Administration and Policy (MSHE)
Learning and Organizational Change (MSLOC)
Learning Sciences (LSMA)

Undergraduate

Human Development and Psychological Services (HDPS)
Learning and Organizational Change (LOC)
Learning Sciences (LS or LRN_SCI)
Secondary Teaching (TEACH_ED)
Social Policy

Note: Both PhD programs and the LSMA program are administered by The Graduate School (TGS) and are subject to TGS policies. The MSEd, MSHE, and MSLOC program are "EDG" (education graduate) programs and are administered directly by SESP and are subject to SESP policies.

Northwestern University Teacher Preparation Unit (The Unit)

The Northwestern University Teacher Preparation Unit (usually just referred to as the Unit) includes all programs across the university which have a stake in teacher licensure with the Illinois State Board of Education.

Four of the six undergraduate schools at NU are involved in the Unit, including the University's three oldest schools as well as its youngest. The School of Communication (SoC; founded 1878), the School of Music (SoM; founded 1895), and the School of Education and Social Policy (SESP; founded 1926) all offer teacher education programs that have been approved by ISBE, as shown below. In addition, undergraduate students in the Judd A. and Marjorie Weinberg College of Arts and Sciences (WCAS; the University's first school, founded in 1851) may become candidates in SESP's undergraduate Teacher Education (TeachEd) program. WCAS also offers subject matter coursework to SESP's TeachEd and Master of Science in Education (MSEd) programs.

Approved Teacher Preparation Programs by Unit School

SESP

Undergraduate (TEACH_ED) and graduate (MS_ED) programs in:

- Secondary and Middle Grades English Language Arts
- Secondary and Middle Grades Mathematics
- Secondary and Middle Grades Science (Biology, Chemistry, Physics)
- Secondary and Middle Grades Social Science (History, Economics, Political Science)
- K-12 World Language (Spanish)

Graduate (MS_ED) program in:

- Elementary Teaching

Communication

Undergraduate (BA) and graduate (MA) programs in:

- Speech Language Pathology (SLP)

Music

Undergraduate (BM) and graduate (MM) programs in:

- General Music
- Choral Music
- Instrumental Music

MSEd Vision and Guiding Commitments

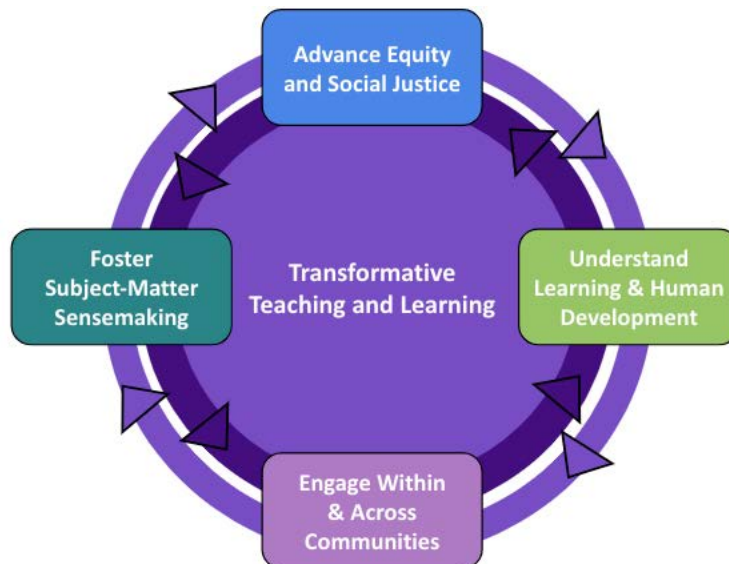
We are at a moment in history where education in general and teacher education more specifically needs to evolve to more effectively. Northwestern University's School of Education and Social Policy (SESP) Teacher Education programs are committed to nurturing ways of thinking about learning and teaching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

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

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

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

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



Advance Equity and Social Justice

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

Foster Subject Matter Sensemaking

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

Understand Learning and Human Development

We recognize that the way that educators understand learning and human development is one of the most significant influences on their decisions about instructional strategies, curriculum design, and classroom interactions. The awareness that teachers hold of the complexities of the process of human development influences their ability to engage in positive and productive relationships, address the learning needs of each student whom they serve; it also shapes the way they conceive of evidence about progress and learning. At the same time, educators need to commit to a reflective stance towards their own growth and development based on relevant forms of data.

Engage Within and Across Communities

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

MSEd Degree Concentrations

The MSEd Program offers four degree concentrations: Elementary Teaching, Secondary Teaching, Teacher Leadership, and Educational Studies.

Elementary Teaching and Secondary Teaching

The Elementary Teaching and Secondary Teaching concentrations at Northwestern will help you to become a skilled and knowledgeable teacher. These in-depth programs are widely respected for their emphasis on reflection, research, flexibility and lifelong learning. Course work will prepare you for a State of Illinois Professional Educator License (PEL), which is necessary to teach in public schools in Illinois.

The **Elementary Teaching** concentration includes all coursework necessary for an elementary endorsement to teach grades 1-6. The **Secondary Teaching** concentration includes all coursework necessary for both a middle grades (5-8) and high school (9-12) endorsement in a specific subject area. World language endorsements are for grades K-12.

Northwestern and Evanston/Skokie District 65 have partnered to form the **CREATE Teacher Residency**. This is a special focus area within the Elementary Teaching concentration which involves a year-long, full-time residency as a classroom teacher in D65. The first cohort of the CREATE residency program begins Summer 2021.

Teacher Leadership

This concentration offers licensed, experienced educators an opportunity to pursue professional growth and to earn an advanced degree. Completing this degree will allow you to add a teacher leadership (K-12) endorsement to a current Illinois Professional Educator License (PEL). Teachers with a teacher leadership endorsement may serve as department chairs, curriculum heads, or in other leadership roles in a school. Please note that teacher leadership is *not* an administrative license. A separate administrative license is required to become a principal or superintendent.

Educational Studies

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

Learning Sciences

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

Matriculated vs. Non-Matriculated Status

Elementary Teaching, Secondary Teaching, and Teacher Leadership students may be either “Matriculated” or “Non-Matriculated.” Most students are considered Matriculated; that is to say, they are full candidates for the MEd degree. However, a small number of students are Non-Matriculated, which is similar to a student-at-large status. Non-Matriculated students are not yet degree candidates, and as such, certain special restrictions apply:

- Non-Matriculated students are only allowed to take 4 courses at Northwestern. After taking 4 courses, a Non-Matriculated student must apply to Matriculate before continuing in the program. *Matriculation is not guaranteed.*
- Non-Matriculated student may not enroll in courses related to the Masters Program, practicum, or student teaching.
- Non-Matriculated students are not eligible for federal student loans.

A Non-Matriculated student who wishes to matriculate must meet with the MEd Assistant Director to discuss a plan for matriculation. At this meeting, all application requirements will be discussed, and the Non-Matriculated student will submit a “Plan for Non-Matriculated Student to Apply for Matriculated Status” (see Appendix E). If a Non-Matriculated student successfully achieves the Matriculated status, any degree courses taken while Non-Matriculated will apply toward the MEd degree.

Professional Development Opportunities

The MEd Program offers professional development opportunities for experienced educators. Courses are offered in a variety of formats that fit into a teacher’s busy schedule, including one-day workshops, one-week intensive institutes in the summer, and multi-session institutes during the academic year. One-day workshops are for PD only, but longer institutes can potentially be taken for graduate credit.

NU-TEACH Completers

Many career changers have chosen to receive their initial teaching certification through the **NU-TEACH (Teacher Education Alternative for Chicago)** alternative certification program at Northwestern that ran for 15 years before closing at the end of the 2012-13 academic year. The NU-TEACH program was a fast track to teacher certification, but it was not a degree program. NU-TEACH completers who wished to earn a master's degree had the option to apply to the Master of Science in Education Program in order to do so.

Although the NU-TEACH program has closed, students who previously completed the NU-TEACH program may still apply to the Master of Science in Education Program. NU-TEACH completers get credit for much of the master's degree course work and do not need to take the full 15-course curriculum to earn the degree. The exact number of courses required depends on the concentration chosen.

Transitioning from the NU-TEACH program to the MSED Program is not automatic; NU-TEACH completers must apply for admission. All NU-TEACH completers who are accepted into the MSED Program are considered to be fully Matriculated students.

The NU-TEACH completers will have a concentration in one of the following subjects:

- Elementary Teaching
- Secondary Math
- Secondary Science
- Teacher Leadership

NU-TEACH completers choosing either the Elementary or Secondary Teaching tracks will earn the master's degree after taking seven courses. NU-TEACH completers opting for the concentration in Teacher Leadership will take 11 classes and will earn an endorsement in Teacher Leadership in addition to a master's degree. Applicants must have three or more years of teaching experience in order to apply for the Teacher Leadership track.

Accelerated Masters for Northwestern Undergraduates

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

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

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

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

Elementary Degree Requirement	Satisfied By
MS_ED 402 Social Contexts of Education	TEACH_ED 302
MS_ED 405 Child & Adolescent Development	SESP 201 or PSYCH 218
MS_ED 410 Foundations of Learning in a New Language	TEACH_ED 310
MS_ED 411 Elementary Science Methods & Content	MS_ED 411 (contact MSED office for a permission number)
MS_ED 422 Content Area Reading & Writing	TEACH_ED 322
MS_ED 423 Elementary Literacy Methods & Content	MS_423 (contact MSED office for a permission number)
MS_ED 427 Educating Exceptional Children	TEACH_ED 327
1 graduate-level elective	HDSP, LOC, LRN_SCI, SESP, or SOC_POL coursework addressing issues of identity, cognition, and education make excellent electives.

Program Overview

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

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

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

The maximum number of classes that can be waived as part of the Accelerated Masters Program is eight.

Section 3: The Curriculum

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Degree Requirements

To earn the MEd degree, students must complete a curriculum of 12-15 units, depending on their specific concentration.

- Elementary Teaching: 15 units (40 semester hours)
- Secondary Teaching: 15 units (40 semester hours)
- Teacher Leaderships: 12 units (32 semester hours)
- Educational Studies: 12 units (32 semester hours)
- Learning Sciences: 12 units (32 semester hours)

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

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

Although many MEd students take classes on a full-time basis, a good number complete the program on a part-time basis, over two or three years. Students are able to work either full or part time, as most required core courses are offered in the late afternoons and evenings. However, students who are not available to take courses during the day will have somewhat limited elective course options. **Please note:** Due to field experience requirements, students completing the Elementary and Secondary Teaching concentrations must be available during the day during the fall and winter quarters in which they complete those requirements.

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

Electives

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

Transfer Credit

The MEd Program does not accept transfer credit toward the courses required for the degree. However, a student may submit a petition and a waiver may be granted when a core course is judged to duplicate content that has been covered in previous work. In this event, an elective may be substituted for the core course. All petitions can be found in Appendix D of this handbook or online at the MEd Student Resources Wiki site.

Core Experiences for Degree Students

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

The Master's Project

The Master's Project is a two-course sequence completed during a student's final year in the MEd Program, and serves as a capstone. The project is an authentic action research project that allows students to focus on a topic of individual interest and to develop tools of inquiry that will be useful throughout their careers. The research topic is specifically focused on the student's own teaching practice. As such, it will often be conducted in conjunction with the field experiences described below.

Elementary Teaching, Secondary Teaching, Educational Studies, and Learning Sciences students take the master's project in the fall and spring quarters. There is not a full class during the winter quarter, but there may be required meetings to make sure that research is progressing on schedule.

Teacher Leadership students take the master's project in the winter and spring quarters. The master's project will be coordinated with an ongoing school leadership project conducted at the school where each student is currently working.

Field Experiences

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

Students in the Elementary and Secondary Teaching concentrations engage in practicum observations in the fall quarter, and full-time student teaching in the winter. During the practicum quarter, students will enroll in a practicum seminar and methods coursework. A student teaching seminar accompanies the winter student teaching placement. In addition to working with university instructors, the student will be supported by cooperating mentor teachers at the placement site and a university-assigned supervisor. Specific policies regarding these field experiences are detailed later in this handbook.

Students in the Teacher Leadership concentration perform a school leadership project in conjunction with the master's project during the winter and spring quarters. This experience allows the student to work with a team of teachers on a leadership project, which is typically conducted at the school where the Teacher Leadership student currently works. Courses accompany this project, and the student will be supported by an MEd instructor throughout.

Elementary Teaching Curriculum

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

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

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

Core Teaching Requirements	Units	Semester Hours
MS_ED 402 Social Contexts of Education	1	2-2/3
MS_ED 405 Child and Adolescent Development	1	2-2/3
MS_ED 406 Research and Analysis in Teaching and Learning I	1	2-2/3
MS_ED 406-1 Research and Analysis Seminar	0	0
MS_ED 407 Research and Analysis in Teaching and Learning II	1	2-2/3
MS_ED 410 Foundations of Learning in a New Language	1	2-2/3
MS_ED 421 Content Area Reading and Writing for Elementary	1	2-2/3
MS_ED 427 Educating Exceptional Children	1	2-2/3
Totals	7	18-2/3

Elementary Teaching Requirements	Units	Semester Hours
MS_ED 411 Elementary Science Methods and Content	1	2-2/3
MS_ED 412 Elementary Social Science Methods and Content	1	2-2/3
MS_ED 423 Elementary Literacy Methods and Content	1	2-2/3
MS_ED 426 Elementary Math Methods and Content	1	2-2/3
MS_ED 477 Theory and Practice of Teaching: Elementary	1	2-2/3
MS_ED 487 Elementary Student Teaching	2	5-1/3
1 graduate-level elective	1	2-2/3
Totals	8	21-1/3

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

Curriculum

Most Elementary Teaching students complete the program in 1-2 years. A sample 1-year schedule is shown below. Note that to complete the program in one year, and Elementary Teaching student must start in summer quarter.

Summer Quarter

- MS_ED 402* Social Contexts of Education
- MS_ED 405* Child and Adolescent Development
- MS_ED 421 Content Area Reading and Writing for Elementary Teachers
- MS_ED 427* Educating Exceptional Children

Pre-Fall Intensive

- MS_ED 436 Instructional Design and Assessment (*elective course; could be replaced with a graduate-level elective in a different quarter*)

Fall Quarter

- MS_ED 406 Research and Analysis I: Discussion and Question Development
- MS_ED 423 Elementary Literacy Methods and Content
- MS_ED 426 Elementary Math Methods and Content
- MS_ED 477 Theory and Practice of Teaching: Elementary

Winter Quarter

- MS_ED 406-1 Research and Analysis Seminar (*0 units*)
- MS_ED 410* Foundations of Learning in a New Language
- MS_ED 411 Elementary Science Methods and Content
- MS_ED 487 Elementary Student Teaching (*2 units*)

Spring Quarter

- MS_ED 407 Research and Analysis II: Analysis, Interpretation, and Dissemination
- MS_ED 412 Elementary Social Science Methods and Content

Courses marked with an asterisk (*) are offered multiple times during the year.

Elementary Teaching (CREATE Residency) Curriculum

The curriculum for the CREATE Teacher Residency is a modified version of the Elementary Teaching curriculum. Upon successful completion of the program, residents will earn a **State of Illinois Professional Educator License (PEL)**, and are committed to teach in D65 for four years. Residents are expected to have met content-area requirements in natural science, math, social and behavioral science, literature and fine art, and communication through previous college or university work. Residents who do not already meet these requirements must complete additional course work beyond what is listed below. This coursework must be completed at Northwestern University, unless approved by petition. More information about licensure requirements can be seen in Appendix B.

CREATE residents complete the program in a cohort model over one year (starting in summer), and take classes in the following order:

Summer Quarter

- MS_ED 402 Social Contexts of Education
- MS_ED 427 Educating Exceptional Children
- MS_ED 451 Topics: Theory in Action
- MS_ED 451 Topics: Histories of Schooling Across Disciplines
- MS_ED 486-1 Clinical Residency & Seminar I (.5 units)

Fall Quarter

- MS_ED 408-1 Research and Analysis I: CREATE (.5 units)
- MS_ED 410 Foundations of Learning in a New Language
- MS_ED 423 Elementary Literacy Methods and Content
- MS_ED 426 Elementary Math Methods and Content
- MS_ED 486-2 Clinical Residency & Seminar II (.5 units)

Winter Quarter

- MS_ED 405 Child and Adolescent Development
- MS_ED 408-2 Research and Analysis Seminar (0 units)
- MS_ED 410 Foundations of Learning in a New Language
- MS_ED 411 Elementary Science Methods and Content
- MS_ED 486-3 Clinical Residency & Seminar III (.5 units)

Spring Quarter

- MS_ED 408-3 Research and Analysis II: CREATE (.5 units)
- MS_ED 438 Teaching with Technology
- MS_ED 46x Middle Grades Methods
- MS_ED 486-4 Clinical Residency & Seminar IV (.5 units)

Secondary Teaching Curriculum

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

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

Core Teaching Requirements	Units	Semester Hours
MS ED 402 Social Contexts of Education	1	2-2/3
MS ED 405 Child and Adolescent Development	1	2-2/3
MS ED 406 Research and Analysis in Teaching and Learning I	1	2-2/3
MS ED 406-1 Research and Analysis Seminar	0	0
MS ED 407 Research and Analysis in Teaching and Learning II	1	2-2/3
MS ED 410 Foundations of Learning in a New Language	1	2-2/3
MS ED 422 Content Area Reading and Writing	1	2-2/3
MS ED 427 Educating Exceptional Children	1	2-2/3
Totals	7	18-2/3

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

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

Secondary/Middle Grade Math Requirements	Units	Semester Hours
MS ED 457 Secondary Methods & Techniques: Math	1	2-2/3
MS ED 467 Middle Grades Methods & Techniques: Math	1	2-2/3
MS ED 479 Theory and Practice of Teaching: Math/Science	1	2-2/3
MS ED 489 Secondary Math/Science Student Teaching	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

Secondary/Middle Grade Science Requirements	Units	Semester Hours
MS_ED 458 Secondary Methods & Techniques: Science	1	2-2/3
MS_ED 468 Middle Grades Methods & Techniques: Science	1	2-2/3
MS_ED 479 Theory and Practice of Teaching: Math/Science	1	2-2/3
MS_ED 489 Secondary Math/Science Student Teaching	2	5-1/3
3 graduate-level electives	3	8
Totals	8	21-1/3

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

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

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

Curriculum

Most Secondary Teaching students complete the program in 1-2 years. A sample 1-year schedule is shown below. Note that to complete the program in one year, a Secondary Teaching student must start in summer quarter.

Summer Quarter

- MS_ED 402* Social Contexts of Education
- MS_ED 405* Child and Adolescent Development
- MS_ED 410* Foundations of Learning in a New Language
- MS_ED 422* Content Area Reading and Writing

Pre-Fall Intensive

- MS_ED 436 Instructional Design and Assessment (*elective course; could be replaced with a graduate-level elective in a different quarter*)

Fall Quarter

- MS_ED 406 Research and Analysis I: Discussion and Question Development
- MS_ED 427* Educating Exceptional Children
- MS_ED 455-459 High School Methods and Techniques
- MS_ED 478-479 Theory and Practice of Teaching: Secondary

Winter Quarter

- MS_ED 406-1 Research and Analysis Seminar (*0 units*)
- MS_ED 488-489 Secondary Student Teaching (*2 units*)

Spring Quarter

- MS_ED 407 Research and Analysis II: Analysis, Interpretation, and Dissemination
 - **English**
 - MS_ED 424 Critical Issues in Literacy
 - MS_ED 466 Middle Grades Methods and Techniques: English
 - 1 graduate-level elective*
 - **Math or Social Science**
 - MS_ED 467/469 Middle Grades Methods and Techniques
 - 2 graduate-level electives*
 - **Science**
 - MS_ED 468 Middle Grades Methods and Techniques: Science
 - 2 graduate-level electives*
 - **World Language**
 - MS_ED 428 Dynamics of Middle School Curriculum
 - 2 graduate-level electives*

Courses marked with an asterisk (*) are offered multiple times during the year.

Teacher Leadership Curriculum

12 units (32 semester hours) are required for the MEd degree in Teacher Leadership. Most students complete the program in 2-3 years (1-2 classes/quarter) while continuing to teach full-time. The graduate-level elective may be fulfilled by an MEd course, or (with approval) by graduate-level courses offered by other departments.

Degree Requirements	Units	Semester Hours
MS ED 416 Research and Analysis in Teacher Leadership I	1	2-2/3
MS ED 417 Research and Analysis in Teacher Leadership II	1	2-2/3
MS ED 431 Instructional Coaching and Evaluation	1	2-2/3
MS ED 437 Curriculum Design and Implementation	1	2-2/3
MS ED 447 Building a Culture of Learning	1	2-2/3
MS ED 449 Teacher Thinking and Learning	1	2-2/3
MS ED 450 Mentoring and Evaluating Teachers	1	2-2/3
MS ED 452 School Leadership	1	2-2/3
MS ED 461 Formative and Summative Assessment	1	2-2/3
MS ED 462 Leading Professional Learning	1	2-2/3
MS ED 463 Leading for Equity	1	2-2/3
1 graduate-level elective	1	2/2/3
Totals	12	32

The required courses are offered in the quarters listed below. Courses marked by an asterisk are offered every other year.

Summer Quarter

- MS_ED 431 Instructional Coaching and Evaluation
- MS_ED 462 Leading Professional Learning
- MS_ED 463 Leading for Equity

Fall Quarter

- MS_ED 449 Teacher Thinking and Learning
- MS_ED 452 School Leadership

Winter Quarter

- MS_ED 416 Research and Analysis in Teacher Leadership I
- MS_ED 437 Curriculum Design and Implementation
- MS_ED 447 Building a Culture of Learning

Spring Quarter

- MS_ED 417 Research and Analysis in Teacher Leadership II
- MS_ED 450 Mentoring and Evaluating Teachers
- MS_ED 461 Formative and Summative Assessment

Educational Studies Curriculum

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

Degree Requirements	Units	Semester Hours
MS_ED 402 Social Contexts of Education	1	2-2/3
MS_ED 451 Topics: Schooling in America	1	2-2/3
MS_ED 406 Research and Analysis in Teaching and Learning I	1	2-2/3
MS_ED 406-1 Masters Project Data Collection Seminar	0	0
MS_ED 407 Research and Analysis in Teaching and Learning II	1	2-2/3
At least 1 Human Development course: MS_ED 405 Childhood and Adolescent Development MS_ED 427 Educating Exceptional Children An approved graduate-level Psychology or Cognitive Science course	1	2-2/3
At least 2 Methods of Teaching courses: MS_ED 411 Elementary Science Methods MS_ED 412 Elementary Social Science Methods MS_ED 423 Elementary Literacy Methods MS_ED 426 Elementary Math Methods MS_ED 456-459 Secondary Methods (by subject) MS_ED 466-469 Middle Grades Methods (by subject)	2	5-1/3
At least 1 Curriculum Design course: MS_ED 436 Instructional Design and Assessment MS_ED 437 Curriculum Leadership An approved Learning Sciences elective	1	2-2/3
At least 1 Literacy course: MS_ED 410 Foundations of Learning in a New Language MS_ED 421 Content Area Reading and Writing for Elementary MS_ED 422 Content Area Reading and Writing MS_ED 424 Critical Issues in Literacy	1	2-2/3
Three graduate-level electives	3	8
Totals	12	32

The graduate-level electives may be fulfilled by MEd courses, or (with approval) by graduate-level courses offered by other departments.

Learning Sciences Curriculum

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

Degree Requirements	Units	Semester Hours
LRN_SCI 401 Knowledge Representations for the Learning Sciences	1	2-2/3
LRN_SCI 403 Foundations of the Learning Sciences	1	2-2/3
LRN_SCI 404 Research Methods for the Learning Sciences	1	2-2/3
MS_ED 406 Research and Analysis in Teaching and Learning I	1	2-2/3
MS_ED 406-1 Masters Project Data Collection Seminar	0	0
MS_ED 407 Research and Analysis in Teaching and Learning II	1	2-2/3
At least 1 Design course: LRN_SC 425 Introduction to Design LRN_SCI 429 Design of Learning Environments LRN_SCI 426 Design of Tech. Tools for Thinking & Learning MS_ED 436 Curriculum Design and Assessment MS_ED 438 Learning and Teaching with Technology	1	2-2/3
At least 1 Social Context course: MS_ED 402 Social Contexts of Education LRN_SCI 402 Social Dimensions of Teaching and Learning	1	2-2/3
An optional Practicum or Internship course MS_ED 410 Foundations of Learning in a New Language MS_ED 421 Content Area Reading and Writing for Elementary Teach MS_ED 422 Content Area Reading and Writing MS_ED 424 Critical Issues in Literacy	0-1	0 to 2-2/3
Graduate-level electives	4-5	10-2/3 to 13-1/3
Totals	12	32

The graduate-level electives may be fulfilled by LRN_SCI or MS_ED courses, or (with approval) by graduate-level courses offered by other departments.

Abbreviated Degree Requirements for NU-TEACH Completers

Many career changers have chosen to receive their initial teaching certification through the **NU-TEACH (Teacher Education Alternative for Chicago)** alternative certification program at Northwestern that ran for 15 years before closing at the end of the 2012-13 academic year. The NU-TEACH program was a fast track to teacher certification, but it was not a degree program. NU-TEACH completers who wished to earn a master's degree had the option to apply to the Master of Science in Education Program in order to do so.

Although the NU-TEACH program has closed, students who previously completed the NU-TEACH program may still apply to the Master of Science in Education Program. NU-TEACH completers get credit for much of the master's degree course work and do not need to take the full 15-course curriculum to earn the degree. The exact number of courses required depends on the concentration chosen, as shown below.

Elementary Teaching (7 units; 18-2/3 semester hours)

- MS_ED 406 Research and Analysis in Teaching and Learning I
- MS_ED 406-1 Masters Project Data Collection Seminar (*0 units*)
- MS_ED 407 Research and Analysis in Teaching and Learning II
- 5 MS_ED electives

Secondary Teaching (7 units; 18-2/3 semester hours)

- MS_ED 406 Research and Analysis in Teaching and Learning I
- MS_ED 406-1 Masters Project Data Collection Seminar (*0 units*)
- MS_ED 407 Research and Analysis in Teaching and Learning II
- 5 MS_ED electives

Teacher Leadership (11 units; 29-1/3 semester hours)

- MS_ED 416 Research and Analysis in Teacher Leadership I
- MS_ED 417 Research and Analysis in Teacher Leadership II
- MS_ED 431 Instructional Coaching and Evaluation
- MS_ED 437 Curriculum Design and Implementation
- MS_ED 447 Building a Culture of Learning
- MS_ED 449 Teacher Thinking and Learning
- MS_ED 450 Mentoring and Evaluating Teachers
- MS_ED 452 School Leadership
- MS_ED 461 Formative and Summative Assessment
- MS_ED 462 Leading Professional Learning
- MS_ED 463 Leading for Equity

What Happens When Requirements Change?

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

Degree and/or licensure changes spurred by ISBE

If a change in core degree or content-area licensure requirements results from changes at the ISBE level, the key is not when you entered the MEd Program, but rather what the ISBE cut-off is for issuing licenses. When ISBE issues a change, they will typically give a date, stating that any licenses applied for after that date must follow the new requirements. An example is with MSED 422 Content Area Reading and Writing. For many years, this class was an elective for most MEd students, and only required for those seeking a Middle Grades Endorsement. However, ISBE made that class required for all teacher candidates who applied for licenses on or after July 1, 2013.

In anticipation of this change, the MEd Program made the class required for all new students entering the program in 2012. But what about people who entered the program in 2011, when Reading in the Content Area was still an elective? For these people, the key consideration became when they would complete the program. If a student entered in 2011 (when the class was not required), and would graduate in June 2013 or earlier, we did not require that student to take 422 (though we certainly recommended it), because the student would still be eligible for a teaching license at the point of graduation. If a student entered in 2011 (when the class was not required), but would not graduate until August 2013 or later, we did require that student to take 422, because the student would no longer be eligible for a teaching license without it.

There's another important lesson in this example, which is to always apply for your license right away once you are eligible to do so. There was a case of a student who graduated in June 2013 who chose not to take 422. The student successfully completed the MEd degree, but did not apply for the teaching license right away (remember that the cut-off date was July 1). As a result, by the time the student applied for the license, the Content Area Reading rule had already taken effect, and although the MEd degree was in hand, the student could not get a license. We allowed the student to come back and take 422, so the situation could be remedied – but had the student applied for the license immediately upon graduation, there would never have been a situation to remedy in the first place.

Degree changes that involve classes disappearing from the schedule

Sometimes, when degree rules change, certain classes fall off the schedule. For instance, in the 2015-16 academic year, the Masters Project sequence dropped from 3 classes to 2. This was done, in part, to make room for other classes that we were adding to the list of degree requirements (like MSED 410 Foundations of Learning in a New Language).

Curriculum

What happened to students who entered in 2014, when MSED 408 (the third class of the Masters Project sequence) was still required? That was technically a requirement, but there was no way the student could actually take the class – it was no longer being offered.

In this case, we did not penalize the student. We entered a course waiver for 408 into the Plantastic system so that the student could graduate with just 406 and 407 (the first - and now only - two classes of the sequence). The class had to be replaced with something else, though -- the number of units required to graduate (15) remained the same. In essence, that 408 requirement turned into a graduate-level elective.

At the time, we recommended that the student fill that elective with 410 (which was a new requirement for students who entered in 2015), but we did not require it.

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Please note:

Exceptions to policies and procedures are sometimes necessary. In such circumstances, students may petition for a waiver or exemption. However, the petition process should be used infrequently and reserved for exceptional circumstances. Specific and general petition forms are available in Appendix D of this handbook, and may also be downloaded from the MSEd student resources wiki site.

Email and Emergency Contact Information

Northwestern Email

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

Student Listservs

The MEd Program maintains three student listservs, both of which will use your u.northwestern.edu email address:

- **MSED-TEACHER-ED@listserv.it.northwestern.edu:** This is the general student listserv for MEd students. You will be subscribed to this listserv when you submit your Intention to Register paperwork to the MEd Program.
- **NU-TEACHER-ED@listserv.it.northwestern.edu:** This is the general student listserv for MEd and undergraduate TeachEd students. You will be subscribed to this listserv when you submit your Intention to Register paperwork to the MEd Program.
- **STUDENT-TEACHING@listserv.it.northwestern.edu:** This listserv only includes current student teachers. You will be added to the listserv before starting your practicum field placements. Announcements specific to student teachers (such as edTPA workshops) will be sent to this list.

Emergency Contact Information

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

Maintaining a Current Mailing Address

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

Accommodations and Right to Privacy

Accommodations for Students with Disabilities

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

AccessibleNU was previously the Office of Services for Students with Disabilities but changed its name to be more inclusive and to emphasize that access is a campus-wide responsibility. Also in the spirit of inclusion, this site avoids gender-specific personal pronouns and instead uses “they/their.”

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

Right to Privacy

The MEd Program follows the Northwestern University guidelines for access to student records, which are based on the Family Educational Rights and Privacy Act (FERPA) of 1974. For details, see www.registrar.northwestern.edu/academic_records/FERPA_policy.html.

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

Academic Integrity

Students are expected to comply with the Academic Integrity policies of The Graduate School:

“Academic integrity is fundamental to every facet of the scholarly process and is expected of every student in The Graduate School in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both oneself and others.

Ensuring integrity in academic work is a joint enterprise involving both faculty and students. Among the most important goals of graduate education are maintaining an environment of academic integrity and instilling in students a lifelong commitment to the academic honesty that is fundamental to good scholarship. These goals are best achieved as a result of effective dialogue between students and faculty mentors regarding academic integrity and by the examples of members of the academic community whose intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

Standards of academic honesty are violated whenever a student engages in any action that jeopardizes the integrity of scholarly work. Such actions include cheating in the classroom or on examinations, including master's final examinations and Ph.D. qualifying examinations; the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence; fabrication of data; omission or concealment of conflicting data for the purpose of misleading other scholars; use of another's words, ideas, or creative productions without citation in either the text or in footnotes; paraphrasing or summarizing another's material in such a way as to misrepresent the author's intentions; and use of privileged material or unpublished work without permission. Academic dishonesty is a serious matter for graduate students committed to intellectual pursuits, and it will be adjudicated in accordance with procedures approved by the Graduate Faculty.”

In order to ensure compliance with the Academic Integrity policy all papers submitted for credit must be sent as email attachments or uploaded to Canvas as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, or to download “Academic Integrity: A Basic Guide,” visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

Procedures for Academic Dishonesty

Should the issue of academic dishonesty arise, the following procedure, adopted by the Graduate Faculty, will be followed.

1. Any case of alleged academic dishonesty involving a student in Master of Science in Education Program should be referred by an instructor or faculty member to the Director of the MSED Program, who will notify the Dean of the School of Education and Social Policy. Referral should be made in writing no later than thirty days from the date the faculty member becomes aware of the alleged dishonesty. In most instances, the instructor or faculty member should confer with the student prior to making a written referral in order to minimize the possibility of misunderstanding regarding the alleged academic dishonesty.
2. Any referred case of alleged academic dishonesty shall be reviewed by the Dean of the School of Education and Social Policy, or his or her representative, to determine whether there are sufficient grounds to warrant a hearing. In reaching this judgment, the Dean or the Dean's designate will review all statements and supporting materials and may request additional information and/or interview individuals who may have information relevant to the incident, including the instructor or faculty member who made the referral and the student involved.
3. If the Dean or the Dean's designate determines that there are sufficient grounds to warrant a hearing, he or she will notify the student, or former student in cases involving possible revocation of a degree, in writing by registered mail. The notification will indicate the charges made, the date of the incident, the instructor(s) or faculty member(s) reporting the charges, the nature of the alleged violation, and the sanctions that may be imposed. Sanctions may include, but are not limited to the following: reduced or failing grade, withdrawal of University funding, notation on the official record, termination of graduate study, and revocation of an awarded degree. Transcripts of students excluded for reasons of academic dishonesty will be annotated to indicate this explanation for termination of studies. The notification will also indicate the members of the committee who will hear the case and inform the student, or former student, of his or her right to appear before the committee.
4. The Dean of the School of Education and Social Policy will appoint the committee. The Dean or his or her representative will serve as chair, except that the person (whether the Dean or his or her designate) who determined that a hearing was necessary will not serve on the committee. The other members of the committee will be the chair of the department/program in which the student is enrolled, or his or her representative, and a member selected by the Dean of the School of Education and Social Policy from the membership of the Administrative Board. The representative of the Administrative Board shall not be associated with the department or program in which the alleged academic dishonesty occurred, and the committee shall not include the instructor(s) or faculty member(s) reporting the alleged academic dishonesty.
5. The committee shall meet on call by the chair to review all statements and supporting materials to determine whether an act of academic dishonesty occurred. The committee may also request additional information and/or interview individuals who may have information relevant to the incident, including the instructor(s) or faculty member(s) who made the referral and the student, or former student, involved. The student may request

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the opportunity to appear before the committee. Following the hearing, the committee shall reach a judgment regarding the charges and the sanctions to be imposed.

6. The chair of the committee will notify the student, or former student, of the decision of the committee in writing by registered mail within ten days of such decision. The student, or former student, will also be informed in writing of the right to file a written appeal to the Provost of the University within ten days of receipt of the decision.
7. In the absence of an appeal, the decision of the committee shall be implemented at the conclusion of the appeal period set forth in paragraph 6. In the event of an appeal, implementation of the committee decision will be suspended until a decision on the appeal is rendered by the Provost. The Provost's decision is final.
8. The phrase "Excluded for academic dishonesty" will be placed on the transcript of any student who is excluded from the School of Education and Social Policy for violations of academic integrity.

Registration

Academic Advising

All MEd students are assigned an advisor – a staff member dedicated to helping you with a variety of academic issues including course selection, career advisement, scheduling, and academic performance. You are encouraged to get to know your advisor and to work closely to develop a course work plan that will facilitate your future professional goals. Make an appointment when you need information, an opinion, an advocate, a form, a phone number, or just to say hello. (Please see also Section 5: Development Advising for Teacher Candidates.)

Academic Calendar

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

Academic Load

Most courses at Northwestern are 1.0 units. A quarterly enrollment of 3.0 units or more is considered full-time; 2.0 units or fewer is considered part-time. You may go back-and-forth between part-time and full-time enrollment each quarter. Please note that eligibility for federal loans requires at least half-time enrollment (2.0 units or more), and international students must be enrolled full-time (3.0 units or more) each quarter to maintain their student visa status.

CAESAR may prevent you from registering for more than 4.0 units in a single quarter. If you must register for a 5th unit and cannot do so within CAESAR, please submit a Registration Overload form to the Assistant Director of the MEd Program (see Appendix C).

Before Registering for the First Time

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

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

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

Registering for Classes

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

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

Independent Studies

Independent study offers students the opportunity to explore topics of interest that are not available through regular Northwestern University course work. Although independent study is a very demanding experience for students, it can be a rewarding opportunity to design and pursue one's own learning goals. If you wish to complete an independent study, please submit a Request for Independent Study (available in Appendix D). Include with the form a detailed description of your course plan, including learning goals, work to be completed, and a basis for the grade.

Once approved, the proposal serves as the equivalent of a course syllabus. It should clearly outline learning goals, readings, any related fieldwork, and all other work to be done along with

due dates for papers or other submitted work. Any significant changes in the scope or nature of the work after the course work has begun must be agreed to by the student, faculty mentor, and the Director or Assistant Director of the MEd Program.

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

“Change of Registration” (Add/Drop Week)

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

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

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

Registration Holds

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

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

Leaves of Absence

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

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

Withdrawal

Withdrawal refers to the cancellation of *all* registration in a given quarter (if you *drop* a class, you are still registered for one or more classes; if you *withdraw*, you are not registered for anything). If you withdraw from the University after registering for classes, you must immediately submit a withdrawal form to the MSED Assistant Director. Withdrawal forms are available in Appendix C of this handbook, and may also be downloaded from the MSED student resources wiki site.

Upon withdrawal from the University, you may be eligible for a tuition refund, and you may also be responsible for returning a portion of your financial aid. The Offices of Student Accounts and Financial Aid consider the date the completed Withdrawal form is received at the Registrar’s Office as the official date governing financial adjustments. The refund schedule can be viewed on the Student Financial Services website.

Field Experiences

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

Field Placements for Teacher Leadership Students

In most cases, Teacher Leadership students will conduct their Practicum in School Leadership and other field placements at the school where they already teach, so no special placement procedures or policies are required. If you are a Teacher Leadership student but do not already have an adequate school site to conduct your leadership project, you should communicate with your advisor and the Field Placement Coordinator no later than the spring quarter before you intend to begin the project so that a suitable field placement can be arranged.

All other field experience policies detailed in this section refer to Elementary and Secondary Teaching students.

Field Placements for Elementary and Secondary Teaching Students

Many classes may have small field assignments incorporated into the coursework, such as a one-time classroom visit. These are typically arranged by the instructor of the course. For the purposes of this section, we will concern ourselves with the larger field placements: the practicum experience in the fall, and student teaching in the winter. Because of the larger scope of these field placements, they are arranged by the Field Placement Coordinator, and several specific timelines and policies apply.

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

Placement Timeline

Below is a general timeline for field placements. New students who commit to the program prior to the field placement deadline (April 1st) may have a compressed timeline, based on their commitment date.

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

- Fall (September-October)
 - Verify eligibility for placement with your advisor
 - See “Eligibility for Practicum Placement” below
- Fall/Winter (November-January)
 - Conduct placement interview with Field Placement Coordinator
- Spring (March-June)

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- Field Placement Coordinator contacts schools to arrange field placement
- Most placements will be finalized by early June
- Summer (June-August)
 - If you have not already done so, take and pass required ILTS exams:
 - Subject Area test must be passed prior to start of student teaching; the test must be taken no later than September 1 to allow time just in case a retake becomes necessary
 - World language teachers must either (a) pass the Oral Proficiency Interview (OPI) with an Advanced Low or higher rating, or (b) conduct a language proficiency interview with MSED faculty.
 - Complete background check for your placement site

During field placements (practicum/student teaching):

- Fall (September-December)
 - Attend mandatory field experience workshop
 - Start your practicum hours (do not begin until the NU fall quarter is in session)
 - Attend edTPA workshops to learn about the edTPA video portfolio
 - Verify eligibility for student teaching with your advisor
 - See “eligibility for student teaching” below
 - Submit edTPA portfolio; a passing score is required to be eligible for student teaching
- Winter (January-March)
 - Start student teaching

Eligibility for Practicum Placement

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

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

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

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- MSED 410 Foundations of Learning in a New Language (*recommended*)
- MSED 422 Content Area Reading and Writing (*recommended*)
- If a student has a GPA below 3.0 in the subject area they wish to teach. The minimum subject area GPA for math and science teachers will be calculated annually, and may be slightly lower than 3.0.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct or the Office of Equity that could result in separation from the University.
- If a student fails a criminal background check (*if required by the placement site*).
- If multiple placement sites decline to host a student based on merit.
- If a student has failed to engage responsibly and professionally in the School of Education and Social Policy field placement process during the "prior to field placements" timeline detailed above. A student may be ineligible for placement if he or she routinely misses meetings, arrives late, violates policies at the field placement site, demonstrates conduct unbecoming a teacher, or does not respond to emails related to practicum placement in a timely manner. Decisions about eligibility based on professional engagement are at the discretion of the Teacher Education Coordinator, the Field Placement Coordinator, the Director of the Master of Science in Education Program, and the Associate Dean for Teacher Education.

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

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

Eligibility for Student Teaching

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

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

- If a student has not passed the Teacher Performance Assessment (edTPA).
- If a student has not passed the relevant ILTS Subject Area test.
- If a student has not received a satisfactory evaluation from their practicum mentor teacher(s) indicating readiness to continue to student teaching at the school.

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- If a student has unresolved disposition concerns documented. If a disposition concern is filed, the student must work through the resolution process prior to beginning student teaching. Having more than two disposition concerns (whether resolved or not) is grounds for not moving forward with clinical experiences.
- If a student has been placed on academic probation for the quarter prior to student teaching or for the quarter in which the student teaching is scheduled.
- If a student has not completed practicum-related coursework or earned a C+ or lower in any practicum-related course, including
 - MSED 423 Elementary Literacy Methods and Content (*elementary teaching only*)
 - MSED 426 Elementary Math Methods and Content (*elementary teaching only*)
 - MSED 455-459 High School Methods and techniques (*secondary teaching only*)
 - MSED 477-479 Theory and Practice of Teaching
- If a student has a GPA below 3.0 in the subject area they wish to teach.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct or the Office of Equity that could result in separation from the University.
- If a student fails a criminal background check (*if required by the placement site*).
- If multiple placement sites decline to host a student based on merit.
- If a student has failed to engage responsibly and professionally with the field placement site or the School of Education and Social Policy during the practicum quarter. A student may be ineligible for student teaching if he or she routinely misses meetings, arrives late, violates policies at the field placement site, demonstrates conduct unbecoming a teacher, or does not respond to emails related to practicum or student teaching in a timely manner. Decisions about eligibility based on professional engagement are at the discretion of the Teacher Education Coordinator, the Field Placement Coordinator, the Director of the Master of Science in Education Program, and the Associate Dean for Teacher Education.

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

Removal from Field Placement Site

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

Policies and Procedures

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

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

Appeal Process for Field Placement Decisions

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

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

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

Placement Procedure

The first step is to meet your advisor to develop a course plan and determine when you will be eligible to begin your field placements. Some students may be eligible for field placements their very first year in the program; others may need to wait until their second year or later. Once you confirm that you will be eligible to start the practicum experience, set up an interview with the Field Placement Coordinator.

The placement interview should take place in February or March if at all possible. The Field Placement Coordinator will collect materials from you, learn about your own educational experience and the type of teacher you hope to become, and then contact area schools on your behalf to arrange a field placement.

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

Practicum

The practicum is a part-time experience during fall quarter. During the practicum, you will be placed in one or two school sites working with cooperating mentor teachers. You will be in the field site approximately 10 hours each week (100 total for the quarter). While conducting the practicum, you will also be enrolled in MS_ED 477-479 Theory and Practice of Teaching, as well as one or more methods courses and possibly the first class of the Master's Project sequence (MS_ED 406).

The practicum is partly an observation period, but you will also work closely with your mentor teacher and MSEd instructors to slowly take on more responsibility in the classroom as the quarter progresses.

edTPA Digital Portfolio

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

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

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

Student Teaching

Student teaching is a full-time experience during winter quarter. During student teaching, you will be placed in one school site (almost always one of your practicum sites), working with a cooperating mentor teacher and a university-assigned supervisor. You will be at your school site every day, full-time, including teacher in-service days. In addition, you will enroll in MS_ED 487-489 Student Teaching Seminar. The student teaching seminar counts as two units, so you will be eligible for federal loans even if you do not take any other courses while student teaching.

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

Who to Contact for Help

Open, productive communication with your mentor teacher is the key to a successful field experience. If you encounter any difficulties, please inform one of your instructors or your advisor. They may have useful ideas to support you. In some cases, it may become necessary for

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the Teacher Education Coordinator or the Field Placement Coordinator to intervene or communicate with school administration at the placement site.

International Students

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

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

Because full-time enrollment is required, an international student must register for at least one other course while student teaching (MS_ED 487-489 is 2.0 units).

An application form for Curricular Practical Training (CPT) can be found on the International Office website. When you fill out the form, please be sure to use ***Option 1: Work is needed to fulfill requirements for an established course (MS_ED 487, 488, or 489)***. As part of the application, you will be required to submit a “Job Offer Letter.” The Field Placement Coordinator will generate that letter for you – do *not* go directly to your school site to request a job offer letter.

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

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

Licensure

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

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

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

Licensure Tests

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

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

Content-Related Course Work

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

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

Education-Related Course Work

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

edTPA Licensure Portfolio

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

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

Any candidate found to be in violation of the University's Academic Integrity Policy is immediately referred to the Director or Dean of their program, who will then follow the procedures for academic dishonesty outlined in that program's or school's Student Handbook.

Additional Endorsements

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

Eligibility for Licensure

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

Students are not eligible for licensure under the following conditions:

- If a student has not passed any required ILTS test, including the edTPA and OPI (world language teachers only).
- If a student has not completed or earned a C+ or lower in MSED 487-489 Student Teaching.
- If a student has an unresolved incomplete (X, Y, NR) grade.
- If a student has a case pending against them in Northwestern's Office of Student Conduct that could result in separation from the University.
- If a student has failed to engage responsibly and professionally with the field placement site or the School of Education and Social Policy. A student may be ineligible for licensure if he or she routinely misses meetings, arrives late, violates policies at the field placement site, demonstrates conduct unbecoming a teacher, or does not respond to emails related to licensure in a timely manner. Decisions about eligibility based on professional engagement are at the discretion of the Licensure Manager, the Director of

the Master of Science in Education Program, and the Associate Dean for Teacher Education.

Teaching Outside Illinois

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

Grade Policies and Academic Standing

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

Grades and Unofficial Transcripts

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

Grade Changes

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

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

Incomplete Grades

You are expected to complete all work in 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 wish to receive an incomplete grade (Y) in a course, please complete a Request for Incomplete (Y) Grade (see Appendix D) with the course instructor detailing how you plan to resolve the incomplete and the deadline by which all coursework is to be completed. Typically, incompletes should be completed within one quarter of the original course.

We strongly recommend that you communicate with your instructor to request an incomplete grade prior to the final class session if at all possible. Instructors have the right to decline a request for an incomplete. Please be aware that courses offered by other departments (such as those taken to fulfill licensure requirements) may have additional policies or timelines regarding incomplete requests.

Incompletes may jeopardize good academic standing, resulting in probation or exclusion (see below). As such, the MEd Program reserves the right to deny a request for an incomplete grade, even if it has been approved by the instructor.

If the request is approved, the instructor will enter a "Y" grade for the course. The "Y" grade will be included in your GPA as a 0.0 until replaced with another grade. The course instructor will

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submit a grade change in CAESAR once all coursework is complete. If you do not complete all work by the deadline stated in your request, your grade may be changed to an F.

Pass/No Pass

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

During Spring Quarter 2020, due to the COVID-19 pandemic, students were permitted to take courses Pass/No Pass as an exception to the policy stated above. The following note has been placed by the Registrar on all transcripts for the Spring Quarter 2020 term:

A global health emergency during this term required significant changes to university operations that affected student enrollment and grading. Unusual enrollment patterns and grades during this period reflect the tumult of the time, not necessarily the work of individual students.

Good Academic Standing

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

- Maintain a cumulative GPA of 3.0 or higher.
- Complete two-thirds of all credits attempted per academic term if enrolled full-time (3.0 units or more), or one-half of all credits if enrolled half-time (2.0 units or fewer).
- Be on track to complete the program within 5 years.

Probation

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

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

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

Exclusion (Dismissal)

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

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

Appeal Process

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

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

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

Financial Aid

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

FAFSA

To ensure timely receipt of financial aid, students should submit The Free Application for Federal Student Aid (FAFSA) as early as possible. www.fafsa.ed.gov. The application for financial aid is due as soon as, but not before, students have been admitted to the program. The application for financial aid is available from the MEd office.

Loan Programs

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

The financial aid application process can take from six to eight weeks; students are encouraged to submit all necessary financial aid materials as early as possible. Only classes taken at Northwestern count toward the half-time eligibility requirement; classes taken at other institutions do not count.

MEd Fellowships

A limited number of fellowships are awarded to full-time matriculated students. Award decisions are based on a review of application materials; financial need may be taken into consideration. Applicants should indicate their interest in these scholarships on the application for admission, which should be submitted no later than the published early decision deadline in order to be considered for scholarships the following academic year. More information can be found at <http://www.sesp.northwestern.edu/msed/financing-master-of-science-in-education/index.html>.

MEd Graduate Assistantships

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

Third-Party Scholarships

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

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

Satisfactory Academic Progress

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

Students must demonstrate satisfactory academic progress in three fundamental ways:

1. Maintain a cumulative GPA of 3.0 or higher.
2. Complete two-thirds of all credits attempted per academic term if enrolled full-time (3.0 or more units) or one-half of all credits if enrolled half-time (2.0 or fewer units).
3. Complete program within a specified period of time.

Maintain a cumulative GPA of 3.0 or higher:

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

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

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

Complete program within a specified period of time:

Students have a maximum timeframe of 5 years to complete their degree requirements. All periods of enrollment will be counted toward the maximum number of terms. Periods of academic leave or non-enrollment will not count against the maximum terms of enrollment.

Remedial and repeated coursework will be counted in the same manner as all other coursework for purposes of Satisfactory Academic Progress.

Students who earn credits through a consortium/contractual agreement will not qualify for additional terms of eligibility.

Students who have completed all required coursework for a degree but have not yet received their degree may not receive further federal financial aid for their academic program.

Students must be on track to complete their degree within their maximum time-frame in order to maintain their financial aid eligibility.

Students who have questions about determining their personal maximum timeframe may contact Student Financial Services.

Evaluation of Satisfactory Academic Progress

Student Financial Services will evaluate federal financial aid Satisfactory Academic Progress at the end of each academic year (at the end of the spring quarter) or at the end of each quarter, if a student is enrolled in a year-long program spanning 3-4 quarters. Reviews will occur once grades are published in the University's system and will also include a review of courses attempted, pace toward graduation, and GPA.

SAP Suspension

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

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

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

Appeals

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

The written appeal should explain relevant extraordinary circumstances, address the reason(s) for failing to meet the minimum academic requirements, and offer solutions to

the problem(s) affecting prior academic performance. Supporting documentation/statements from academic advisers, professors, professional health care workers, etc., may be requested. The appeal will be reviewed by a committee chaired by the Director of Student Financial Services. All decisions made by the committee are final. Students will be notified via their Northwestern email account if an appeal is granted or denied.

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

1. SAP Probation

If a student is placed on SAP Probation after an appeal, he/she will be eligible for federal aid during one additional academic term. During the probationary period, the student must meet all SAP requirements. Failure to do so will result in suspension of federal financial aid without the ability to appeal. In order to reinstate federal financial aid eligibility following a SAP suspension, students must meet the criteria for aid reinstatement listed above, but without the use of federal financial aid during the suspension period.

2. SAP Academic Plan

Students may be placed on an academic plan upon submission of a successful appeal. If it is mathematically impossible for a student to resolve all deficiencies during one term of attendance and the student's reason for an appeal is appropriate according to federal regulations, the student may be placed on an academic plan with the goal of resolving all deficiencies. An academic plan may vary in length and is determined by the SAP committee. It does not have to equate to the exact number of terms it would take a student to resolve all deficiencies. If the student is meeting the criteria identified in the SAP appeal, the student's academic plan may be extended, by a quarterly review.

Special Considerations for First-time Financial Aid Applicants

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

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

Health Insurance (NU-SHIP)

Northwestern Policy Regarding Health Insurance

Health insurance coverage is mandatory for all degree-seeking students. (For the purposes of this policy, “degree-seeking” includes both Matriculated *and* Non-Matriculated MEd students. It does not, however, include Certificate of Advanced Study students.) You may fulfill the insurance requirement by:

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

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

Open Enrollment and Deadlines

Please note that:

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

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

Graduating

Petitioning to Graduate

Two quarters prior to your last academic quarter (fall for June graduates, winter for August graduates), it is imperative that you submit a petition to graduate. The petition details the courses you have taken and plan to take and is reviewed by your adviser to ensure that you have fulfilled the program requirements. A message will be sent to you via the MSED Listserv to remind you to do this. The petition is available in Appendix E of this document, or can be downloaded from the MSED student resources wiki site. If you fail to file your petition to graduate in a timely manner, you may not be able to graduate.

Convocation Ceremony

It is possible to graduate at the end of any of the four academic quarters, but the majority of MSED students will complete the program in either June or August. Regardless of when you complete the program, there is only one convocation ceremony, which is held in June. August graduates may choose to walk in either the June ceremony prior to their graduation, or at the following June ceremony. Although most August graduates choose to walk in the preceding graduation ceremony (so as to walk with their classmates), names will only be printed in the graduation program for those who are scheduled to have completed the degree by the time of the graduation ceremony. As an example, August 2022 graduates may walk in either the June 2022 or the June 2023 ceremony. However, their names will only appear in the June 2023 program.

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

Transcript Requests

Unofficial transcripts may be downloaded directly from CAESAR. Official transcripts may be ordered at www.registrar.northwestern.edu/academic_records/obtaining_a_transcript.html. It is the responsibility of the student to order a transcript for the Illinois State Board of Education if applying for a Professional Educator License.

Professional Educator License Entitlement

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

***Section 5:
Developmental Advising for
Teacher Candidates***

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Developmental Advising for Teacher Candidates

As a member of the MSED community, each Teacher Candidate is assigned an Academic Advisor to support them as they navigate their pathway to becoming a transformative educator. Our advising model takes a developmental approach in assisting each candidate through their teacher preparation experiences. This model strongly believes in finding moments of reflection and cycles of review throughout each learning experience. These will support the development of reflective practices based on NU coursework and clinical field experiences, providing an understanding of the intricacies of education and how those connect to the pathway in becoming an educator.

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

As a foundation to developmental advising, the MSED Program's Guiding Commitments serve as an evolving point of discussion towards achieving your goals both in and out of the classroom. In addition to the four core commitments, Advance Equity, and Social Justice, Foster Subject Matter Sensemaking, Understand Learning and Human Development, and Engage Within and Across Communities, supports are intertwined throughout each advising session, ensuring opportunities to discuss:

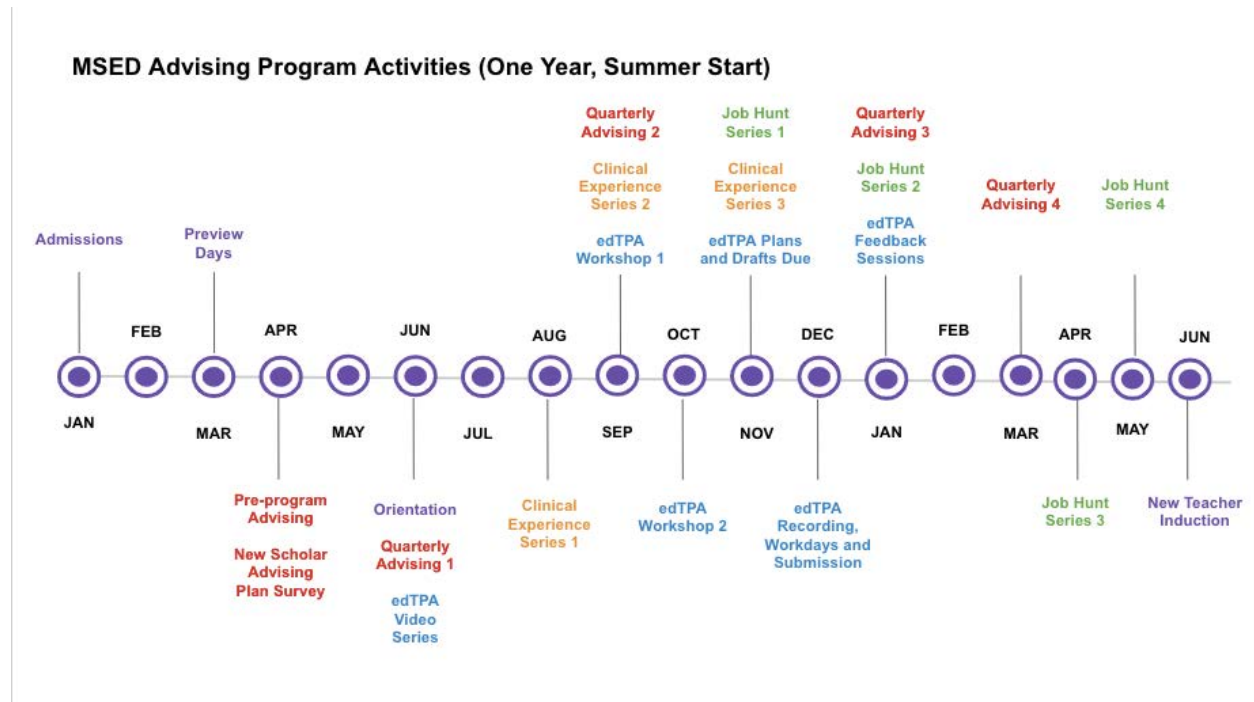
- Understanding teaching as a critical scholarly endeavor that is situated within systems of history, knowledge, and power
- Articulating how teaching practices are grounded in and informed by theories of learning, development, and pedagogy
- Designing equitable and inclusive learning environments (lessons, interactions, materials, technological tools, classrooms)
- Engaging in developmentally appropriate, culturally sustaining pedagogical practices that are responsive to student's needs and based on understanding human learning as a fundamentally cultural process
- Understanding students, families, and communities as holding valuable expertise and knowledge to be incorporated into teaching and learning
- Recognizing and utilizing various forms of assessment and evaluation that support asset-based student learning

Initial Advising Sessions

Getting oriented to coursework requirements, experiences, and logistical details for the MSED Program is the focus of the first developmental advising session. During this time, you will discuss your goals for completing your teacher preparation experiences and develop a plan for classes and your clinical field experiences. Advising time will be allocated to reviewing licensure requirements and identifying courses to fulfill any unmet requirements in conjunction with discussing State of Illinois assessment requirements such as content area tests and the teacher

performance assessment (edTPA)*. This time is a space for you to ask questions and share concerns as you prepare for your coursework and time in schools.

Subsequent quarterly advising sessions are scheduled by your advisor to help you debrief and synthesize your class and field assignment experiences and revisit course planning if needed. Provided below is a timeline showing key events and check-in times for meeting with your advisor.



Academic Hours/Locations - Scheduling an Appointment

The MSED House (618 Garrett Place) is open Monday - Friday from 8:30 am - 5:00 pm. A member of the MSED staff is always available to help with any questions or concerns surrounding program logistics. Advisors are generally available for questions and are easily accessible through email and by phone. Please contact your advisor for the best means of setting up an in-person appointment time.

Planning in Plantastic

Planning coursework is one of the initial stages in developing your pathway to becoming an educator. These sessions are a time to discuss core course requirements, options for electives, and requirements for licensure. As part of the initial conversation, time will be spent mapping out courses for your program of study. Your initial draft of course planning may extend the entirety of your program or be revisited several times to ensure that scheduling coincides with your home and work schedule.

Once you have a plan mapped out, you will enter that plan into the platform Plantastic. Plantastic is very user-friendly for storing your plan electronically, so it is easily accessible for review and any needed updates.

Educator Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

The dispositions are intentionally embedded in our courses and should be modeled by all members of our community. As a program, we commit to holding ourselves accountable for consistently demonstrating these dispositions.

Throughout our program, we use a variety of formative and summative assessments to enhance teaching and learning. Some assessments are designed to measure specific teaching skills, practices and knowledge (such as the edTPA, Candidate Evaluation Framework and content exams); other assessments gather information about candidates' professional dispositions. Measuring dispositions can be challenging as it isn't always possible to know exactly what someone thinks or believes. Instead, we look to specific interactions, decisions, statements, and approaches as evidence of various dispositions. We will assess these professional dispositions at various points in courses and in clinical experiences; students will be asked to do the same.

Our goal is to support our students as they develop and consistently demonstrate these dispositions since we believe this is imperative for transformative teaching.

Note: Below each bolded disposition we have included specific performance indicators that align with that disposition. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

Clinical Experience Placement Process Information

Clinical Field Experiences a development process of engaging candidates in immersive experiences in the classroom working with a mentor teacher and students. During this time, you will engage in experiences that will afford you opportunities to:

- Understand teaching as a critical scholarly endeavor that is situated within systems of history, knowledge, culture, and power
- Articulate how teaching practices are grounded in and informed by theories of learning, development, and pedagogy
- Design equitable and inclusive learning environments (lessons, interactions, materials, technological tools, classrooms)
- Engage in developmentally appropriate culturally sustaining pedagogical practices that are responsive to students' needs
- Notice and understand student thinking as artifacts of academic knowledge as it is intertwined with socio-cultural and ecological experiences
- Recognize and utilize various forms of assessment and evaluation that support asset-based student learning

Each of these experiences is aligned with our vision of transformative teaching and learning. As a novice educator, you are expected to learn, grow and develop your understanding of how each of these is integral to facilitating learning. Working in conjunction with these experiences, you will additionally work to synthesize your learning through two capstone activities: the Masters Project and Teacher Performance Assessment (Portfolio).

As a precursor for these experiences, you are required to complete the Clinical Experience Placement Application.

Application

Each candidate eligible for clinical experiences will apply for a placement in late December through February of the year preceding their experiences. The application process consists of submitting your biography, a teaching philosophy statement, transcripts (unofficial), mandated reporter training, and a resume. These materials are reviewed by school administrators from our partner schools in the Chicagoland area for placement consideration.

Placements

Our placement schools vary in size, location, and demographic make up. Each school we work within hosting our candidates is dedicated to supporting students, faculty, families and communities to grow and develop within the educational ecology. Our mentors come from a variety of backgrounds and use a variety of instructional techniques in facilitating student learning and supporting the growth of novice student teacher candidates.

Directory and Resources

Several of the schools who support us in placements and the clinical experience are provided below.

- Evanston Township High School
- Evanston Elementary School District 65
- Chicago Public Schools
- Maine Township High Schools
- Glenbrook District High Schools
- Glenbard District High Schools

Timeline for Placement

Finalized placements will take place between April and July (in most cases). Once a tentative placement has been secured, you will receive an email informing you of the placement. The placement will then be solidified after successfully completing an interview with the prospective mentor teacher and onboarding steps with the school district. Onboarding may consist of, but is not limited to, a background check, fingerprinting, and tuberculosis testing. Each of these onboarding requirements may require additional expenses ranging from \$50 - \$75.

Background check - if you have been convicted of a felony you should meet with your advisor.

Please see additional placement related policies and procedures in Section 4 of this handbook.

Appendix A: Course Descriptions

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Course Descriptions

MS_ED 402 Social Contexts of Education

This course focuses on the social and contextual influences of education from a learning, teaching, research, and policy perspective. We will examine the role of race, ethnicity, class, gender, sexuality, and identity in the ways individuals and groups influence and are influenced by our education system. In this class you will be asked to deeply evaluate your own beliefs, thoughts, and assumptions about the influence of these socio-cultural factors and consider their implications for your own professional and personal development. This class must be taken prior to Theory and Practice of Teaching (MS_ED 477-479).

MS_ED 405 Child and Adolescent Development

This course will offer a critical perspective on child and adolescent development as it is shaped and experienced in various social contexts with special application to the world of the school. Psychological, interpersonal, social, cognitive, moral, and physical development will be studied within the contexts of family, peer group, and school. Theoretical perspectives will be explored in relation to empirical research, field studies, first person accounts, and imaginative works. Special emphasis will be given to the individual's subjective experience and to the remembered accounts of our own childhood and adolescence. This class must be taken prior to Theory and Practice of Teaching (MS_ED 477-479).

MS_ED 406, 406-1, 407 Masters Project Sequence

The Masters Project sequence is taken during a student's final year in the program, and serves as a capstone experience for the degree. The sequence begins by developing a question to be researched, continues with data collection, and concludes with analysis and interpretation of data. The 406-1 data collection seminar between 406 and 407 is a 0-unit class and is graded on a S/U (satisfactory/unsatisfactory) basis. MS_ED 406 and 407 are both 1-unit classes.

MS_ED 408-1, -2, -3 CREATE Residency Masters Project Sequence

CREATE residents engage in a Masters Project sequence which is parallel to the 406, 406-1, 407 sequence taken by Elementary and Secondary Teaching candidates. This modified sequence accommodates the more intensive field experiences associated with the residency. 408-1 and 408-3 are both .5 units only; 408-2 is a 0-unit class graded on a S/U (satisfactory/unsatisfactory) basis.

MS_ED 409 Classroom Communication and Discourse

Communication is at the very core of what teachers do. Teachers must communicate with students, and foster an environment in which students can communicate with each other. This course is designed to address these issues. Public speaking, interpersonal communication, and classroom management issues will be discussed, with emphasis on the special context of the school environment. The class requires several small presentations and will satisfy the public speaking requirement for licensure. It will also count as a graduate-level elective for those seeking the Master of Science in Education degree.

MS_ED 410 Foundations of Learning in a New Language

The course explores historical, political, and sociocultural factors which affect educational practices toward linguistically and culturally diverse learners in American schools. Topics include historical and current federal and state laws about learning English as a new language, foundations of first and second language acquisition, child language development, historical movements in American immigration and education, and comparative international language instruction. Major instructional models are discussed, with a goal of deepened appreciation for those practices contributing to sustained student achievement. It is recommended to take this class prior to Theory and Practice of Teaching (MS_ED 477-479).

MS_ED 411 Elementary Science Methods and Content

This course is designed to build your knowledge and skills at making science learning more meaningful for elementary students, based on current ideas and research about how teachers learn to teach science and how students learn science. You will gain practical experience in the evaluation, design, and delivery of science instruction that is aligned to the Next Generation Science Standards.

MS_ED 412 Elementary Social Studies Methods and Content

This course provides students with an overview of the field of social studies, selected issues in the field and research based strategies for teaching social studies to elementary students. Students will work to determine the most important social studies knowledge and skills; investigate how children learn most effectively and efficiently; and then use their new understandings to draw conclusions and what constitutes powerful teaching in social studies. This course has been designed with a focus on constructivism and how it informs developmentally appropriate social studies curriculum design and implementation. Also, the Illinois Social Science Standards Recommendations will be examined and addressed in this course.

MS_ED 413 Problems in the Philosophy of Education

The course explores classical and modern philosophies of education using text interpretation, analysis of ideas and argument construction. Students develop their own philosophy of education in the course, and discuss how the philosophy will be applied in the classroom and guide instructional decisions. Course participants prepare for and lead discussion about philosophical works.

MS_ED 414 Mathematics for Elementary Teachers

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

MS_ED 416-417 Teacher Leadership Masters Project Sequence

Teacher Leaders engage in a Masters Project sequence which is parallel to the 406, 406-1, 407 sequence taken by Elementary and Secondary Teaching candidates. As Teacher Leaders already have teaching experience, the nature of their research questions, and their access to school sites in which to conduct research, is different from pre-service teachers.

MS_ED 421 Content Area Reading and Writing for Elementary Teachers

This course is designed to help teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material. We will explore cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships among reading processes and language learning. Theory and practice relationships will be explored as students experience and learn about: text structure, use of background knowledge, comprehension connections, inferencing, strategies for active engagement, socio-cultural influences on reading, reading/writing relationships, text sets, and assessment of content reading. As a methods course, we will also discuss the elements of good teaching, the theory and history of teaching, curriculum design, instructional methods, and the developmental needs of children and pre-adolescents. It is recommended to take this class prior to Theory and Practice of Teaching (MS_ED 477).

MS_ED 422 Content Area Reading and Writing

This course is designed to help teachers develop an understanding of specific strategies that readers must use to achieve deep comprehension of content material. We will explore cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships among reading processes and language learning. Theory and practice relationships will be explored as students experience and learn about: text structure, use of background knowledge, comprehension connections, inferencing, strategies for active engagement, socio-cultural influences on reading, reading/writing relationships, text sets, and assessment of content reading. As a methods course, we will also discuss the elements of good teaching, the theory and history of teaching, curriculum design, instructional methods, and the developmental needs of adolescents. It is recommended to take this class prior to Theory and Practice of Teaching (MS_ED 478-479).

MS_ED 423 Elementary Literacy Methods and Content

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

MS_ED 424 Critical Issues in Literacy

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

MS_ED 426 Elementary Math Methods and Content

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

MS_ED 427 Educating Exceptional Children

In this course we explore multiple major theories of typical cognitive and affective development, and their concomitant approaches to understanding and managing neurodiversity in the inclusive classroom. The focus is on integrating across theoretical frameworks in order to maximize classroom support and minimize the need for individual differentiation for students struggling with physical, academic or emotional challenges, including learning disabilities, emotional disturbance, attention deficit disorder, and autism spectrum disorder. Theoretical concepts are introduced in both readings and lecture. Teamwork exercises designed to promote research and theory-based practice provide students with opportunities to analyze increasingly complex case studies, while developing skills in educational leadership, collegial collaboration and student advocacy. This class must be taken prior to Theory and Practice of Teaching (MS_ED 477).

MS_ED 428 Dynamics of Middle School Curriculum

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

MS_ED 431 Instructional Coaching

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

MS_ED 436 Instructional Design and Assessment

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

MS_ED 437 Curriculum Leadership

The course provides an overview of various approaches to curriculum design and instructional models, as well as the impact of both on student learning, classroom climate, and school culture. The history and theory of curriculum and instruction will be touched upon before delving deeply into specific current models with an emphasis on leading teams of teachers and school-wide efforts.

MS_ED 438 Teaching and Learning with Technology

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

MS_ED 439 Leading with Technology

The course is designed to help prepare teachers looking to integrate the use of digital technologies into their practice. The course combines theory and practice to provide students with (a) practical strategies for employing technology in classrooms and (b) conceptual strategies for integrating technologies into effective pedagogy. The course will involve the reading of relevant articles, class discussions, and laboratory sessions with technology enhanced curricular units.

MS_ED 447 Building a Culture of Learning

This course will address three core areas of school culture: understanding the connection between data and instruction for academic achievement; improving teaching and learning; and supporting the affective domain of the curriculum. We will explore several components needed to create, implement and maintain an effective school while we will examine teaching and learning, diversity in student populations, the role of the community in supporting schools, and new research in education. As a final project, course participants will write a proposal that encompasses various components needed to start a new school.

MS_ED 449 Teacher Thinking & Learning

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

MS_ED 450 Mentoring and Evaluating Teachers

This course provides theoretical foundations and practical experiences for teacher mentoring and teacher evaluation. You'll learn the purpose and components of effective mentoring programs and gain a better understanding of the teacher evaluation process, including standards, systems and tools.

MS_ED 451 Topics in Teaching and Learning

The MS_ED 451 topics number is used for new courses, or courses that are likely to only be offered a few times before changing, such as the various Summer Institutes. Two new classes in the CREATE residency program currently have 451 Topics numbers:

- Schooling Across Disciplines
- Teaching and Learning: Theory in Action

These classes will gain unique numbers (TBD) by Summer 2022.

MS_ED 452 School Leadership

This course provides a broad foundation in leadership theories and frameworks. Application of these frameworks will occur through school improvement efforts at the instructional, building and district levels. Special attention will be given to leading change in schools and school systems.

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

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

MS_ED 461 Formative and Summative Assessment

This course covers the use of formative and summative assessments for K-12 teachers to diagnose and redesign learning opportunities for students. It also focuses on measurement topics related to understanding validity and reliability as well as the use of data to inform instruction. In addition, teachers learn techniques for using formative classroom assessments to inform instruction.

MS_ED 462 Leading Professional Learning

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

MS_ED 463 Leading for Equity

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

MS_ED 466-469 Middle Grades Methods and Techniques

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

This course introduces teaching and learning strategies that aid students in becoming effective educators in the middle grades setting. Emphasizing current research, each course is a comprehensive study of teaching methods in the following middle grades disciplines: English, mathematics, sciences, and social sciences. Lesson and unit planning and assessment of student learning are elements of the seminar. *Prerequisite (MS_ED 468 Middle Grades Science only):* MS_ED 458 High School Science Methods & Techniques.

MS_ED 473 Topics in High School Math

This topics course covers math content for future middle grades and high school math teachers. Specific math topics rotate from year-to-year. *Probability and Statistics* and *Geometry* have been topics in the past; additional topics may be added as deemed necessary.

MS_ED 477 Theory and Practice of Teaching: Elementary

The course encompasses a 10-week period of part-time experience and observation under the direction of two classroom mentors. It is performed at two different sites (urban and suburban), is organized in conjunction with a subject-specific methods tutorial, and is accompanied by a weekly seminar. The seminar portion of the course is designed to enrich the observation experience for elementary teaching candidates. Through whole class and small group discussion, course participants will have opportunities to share their observations, questions and reflections. Each week the course will address various topics of teaching and learning that will help prepare course participants for student teaching. *Prerequisites:* MS_ED 402 Social Contexts of Education, MS_ED 405 Child and Adolescent Development, and MS_ED 427 Education Exceptional Children. If possible, it is also recommended to take MS_ED 410 Foundations of Learning in a New Language and MS_ED 422 Content Area Reading and Writing prior to Theory and Practice.

MS_ED 478-479 Theory and Practice of Teaching: Secondary
478 Humanities
479 Math/Science

This course encompasses a 10-week period of part-time experience and observation under the direction of two classroom mentors designated by the cooperating school. It is performed at both an urban and a suburban school (two different sites), is organized in conjunction with a subject-specific methods tutorial and is accompanied by a weekly seminar. The seminar portion of this course is designed to enrich the observation experience for secondary teaching candidates. Through whole class and small group discussion, students will have opportunities to share their observations, questions and reflections. Each week the course will address various topics of teaching and learning that will help prepare students for student teaching. *Prerequisites:* MS_ED 402 Social Contexts of Education, MS_ED 405 Child and Adolescent Development, and MS_ED 427 Education Exceptional Children. If possible, it is also recommended to take MS_ED 410 Foundations of Learning in a New Language and MS_ED 422 Content Area Reading and Writing prior to Theory and Practice.

MS_ED 486-1, -2, -3, -4 Clinical Residency and Seminar

This four-part course accompanies the year-long residency completed by CREATE residents. Over the duration of the year, the course combines features of the Theory and Practice of Teaching courses (477-479) and Student Teaching seminars (487-489) taken by Elementary and Secondary Teaching students who are not part of the residency program. Each of the four parts on this course is .5 units.

MS_ED 487 Elementary Student Teaching

This seminar is designed to enrich the student teaching experience through whole class and small group discussions. Readings, assignments and guest speakers will enrich this course and provide participants with opportunities for reflection, sharing, and problem solving of issues encountered in the classroom.

MS_ED 488-489 Secondary Student Teaching
488 Humanities
489 Math/Science

The purposes of the seminar include coordination of activities relating to student teaching/internship, answers to questions, possible solutions to dilemmas, and support to students throughout the quarter. Additionally, the seminar will strive to enrich the experience of students as much as possible, to introduce or emphasize topics pertinent to successful teaching, and most importantly, facilitate development of professional teachers.

MS_ED 498-499 Independent Study

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

Appendix B: Licensure Requirements

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Elementary Teaching

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

In addition, to qualify for an elementary (1-6) endorsement, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of “C” or higher.

Natural Sciences:

Coursework covering at least three of the following areas:

- Physical science
- Life science
- Earth science
- Space/astronomy

Math:

2 courses

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

Social and Behavioral Science:

Coursework covering at least four of the following areas:

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

Literature and Fine Arts:

2 courses

Communication:

1 oral communication course

Licensure requirements are subject to change.

Biology

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Biology and Science:

1 earth science course

1 astronomy course

first year college physics

first year college general chemistry (including labs)

18 semester hours in biology, including:

first year college biology (including labs)

3 upper division (300-level) biology courses

Licensure requirements are subject to change.

Chemistry

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Chemistry and Science:

1 earth science course

1 astronomy course

first year college biology

first year college physics

18 semester hours in chemistry, including:

first year college general chemistry (including labs)

organic chemistry and labs

3 upper division (300-level) chemistry courses

Licensure requirements are subject to change.

Economics

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Economics and History:

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

18 total semester hours in economics

4 US history courses

2 non-US history courses

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

Licensure requirements are subject to change.

English Language Arts

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

English Language Arts:

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

- 2-course survey in American or British Literature
- 2 courses in American or British lit (whichever was *not* covered above)
- 1 course in close reading/literary analysis
- 1 non-western/US racial minority literature course
- 1 grammar, newswriting, linguistics, or poetry course
- 5 additional literature courses

Licensure requirements are subject to change.

History

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

- 1 oral communication course

History and Social Science:

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

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

Licensure requirements are subject to change.

Mathematics

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Mathematics:

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

- differential calculus
- integral calculus
- differential calculus multivariable functions
- multiple integration
- linear algebra
- statistics and/or probability
- geometry

Licensure requirements are subject to change.

Physics

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Physics and Science:

1 earth science course

1 astronomy course

first year college biology

first year college general chemistry (including labs)

18 semester hours in physics, including:

first year college physics

4 upper division (300-level) physics courses

Licensure requirements are subject to change.

Political Science

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

In addition, to qualify for middle grades (5-8) and high school (9-12) endorsements, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Political Science and History:

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

18 total semester hours in poli sci

4 US history courses

2 non-US history courses

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

Licensure requirements are subject to change.

Spanish (K-12)

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

In addition, to qualify for a K-12 world language endorsement, a candidate must meet the coursework requirements listed below. In order for a course to be counted, the candidate must have received a grade of "C" or higher. The candidate must maintain a 3.0 GPA in the subject area.

Communication:

1 oral communication course

Spanish:

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

12 semester hours of Spanish language literature

12 semester hours of Latin American/LatinX culture, history

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

Licensure requirements are subject to change.

Appendix C: Registration Forms

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Registration Forms

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

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

SPS Authorization for Dual Registration (ADR)

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

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

Registration Overload

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

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

Registration Exception Form (REF)

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

Cancellation/Withdrawal Notice

There are two situations in which this form is necessary:

1. You decide to leave the MEd Program permanently.
2. You have already registered for classes in a given term, but must drop all of them.

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

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

Application for Former Student to Re-Enter (FRET)

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

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

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

AUTHORIZATION FOR DUAL REGISTRATION

PRINT NAME _____

LAST FIRST MIDDLE QUARTER 20__

SCHOOL CLASS EMAIL ADDRESS PHONE

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

APPROVAL SIGNATURE _____

DATE _____

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

N.U. DUAL REGISTRATION

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

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

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

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

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

Registration Overload: Taking Five Classes in a Single Quarter

NORTHWESTERN UNIVERSITY
OFFICE OF THE REGISTRAR

REGISTRATION EXCEPTION FORM

02 - 5

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

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

DEAN'S APPROVAL _____ **REGISTRAR'S OFFICE** _____ EFFECTIVE DATE _____

REQUIRED FOR LATE REGISTRATION OR CHANGE OF REGISTRATION AND COURSE OVERLOAD

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

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

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

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

Registration Exception Form

NORTHWESTERN UNIVERSITY
OFFICE OF THE REGISTRAR

REGISTRATION EXCEPTION FORM

LAST NAME - FIRST - MIDDLE			TELEPHONE		SCHOOL - CLASS		TODAYS DATE							
ID NUMBER/EMPL. ID				QUARTER		SCHOOL YEAR		FORM 10						
				20		20								
ADD					DROP									
CLASS NO.	SUBJECT	CATALOG NO.	SECTIONS		CREDIT	ADD SIGNATURE/ PERMISSION NO.	CLASS NO.		SUBJECT	CATALOG NO.	SECTIONS		CREDIT	RO OFFICE USE
			LEC.	DISC/LAB							LEC.	DISC/LAB		

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

DEAN'S
APPROVAL

REQUIRED FOR LATE REGISTRATION OR CHANGE OF REGISTRATION AND COURSE OVERLOAD

REGISTRAR'S OFFICE

EFFECTIVE DATE

Key

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

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



Term Withdrawal Request

Office of the Registrar
 847-491-5234
 Fax: (847) 491-8458
 nu-registrar@northwestern.edu

This form is for students to request withdrawal from the University, either for a current or upcoming term with an intent to return, or permanently. Students receiving financial aid, including student loans, living in University housing or studying on a University-sponsored F1 or J1 visa are responsible for contacting the associated offices on campus to inform them of this change in status.

Term and year: _____

First Name	Last Name	Student ID
School	Dual Degree School <i>if applicable</i>	

Reason: Transfer to another program or institution
 Military service
 Personal (family, professional, etc.)

(Optional):

Graduation Term (*if applicable*):
 Retain
 Remove
 Defer to: _____

Withdrawals before the term begins result in cancelled enrollment and all associated tuition and fees.
 Withdrawals in the Fall, Winter, and Spring quarters with an "Effective Date" through the end of the 6th week of classes will result in an entry on the transcript documenting the withdrawal date. Withdrawals with an "Effective Date" after the end of the 6th week will result in the withdrawn courses, with grades of "W", being posted on the transcript along with the withdrawal date.

_____ Student Signature _____ Date

Remove all future enrollment:
 Discontinue the student record Term Withdrawal Effective date: _____

Dual degree students must obtain signatures from both schools.

Approver	Signature	Approver	Signature
School	Date	School	Date

201905010G

Appendix C – Registration Forms



Application For Former Student To Re-Enter

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

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

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

Are you an F1 or J1 international student? Yes No

_____ Student Signature _____ Date

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

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

20180511AS

Appendix D: Petition Forms

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Petition Forms

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

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

Petition to Waive a Course

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

Please note that if a degree requirement is waived, the total number of graduate credits required to complete the degree (15) will not change. In effect, you will be replacing the required course with a graduate-level elective.

Petition to Change Program Areas

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

Petition to Take Licensure Requirement Off-Campus

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

Request for Independent Study

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

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

Request for Incomplete (Y) Grade

If you wish to receive an incomplete grade (Y) for a course, you and the course instructor must file an official request to do so. The request will state the timeline by which all outstanding work will be completed. Please obtain the instructor's signature before submitting the request to the MSED office. It is strongly recommended that you contact your instructor to request an incomplete no later than the final class session. Instructors have the right to decline a request for an incomplete. As incomplete grades can jeopardize a student's academic standing, the MSED Program reserves the right to deny a request for an incomplete grade, even if the instructor approves. If you do not satisfy the terms detailed in the agreement, the Y grade may be changed to an F.

Petition to Graduate

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

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

General Petition Form

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

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Waive a Course

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

Petition Summary

I hereby petition to waive the following course:

The course listed above is a:

degree requirement

licensure requirement

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

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Northwestern | MS IN EDUCATION

SCHOOL OF EDUCATION AND SOCIAL POLICY

Petition to Change Program Areas

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Current Program Area: _____

Proposed Program Area: _____

u.northwestern.edu e-mail: _____

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

Rationale

I hereby petition to change program areas because:

Please submit any relevant supporting materials with your petition form.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

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Petition to Take Licensure Requirement Off-Campus

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

Petition Summary

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

Course Number: _____ Course Title: _____

Institution: _____

Course Dates: _____

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

Student Signature _____ Date _____

Licensure Manager _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

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Request for Independent Study

Independent Study requested:

MS_ED 498 (0.5 units)

MS_ED 499 (1.0 units)

Proposed Independent Study Quarter: _____

Name: _____

Student ID: _____

Advisor: _____

Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

Independent Study Description and Supporting Materials

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

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

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Petition for Incomplete (Y) Grade

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

Reason for Incomplete and Timeline for Completion

Course for which an Incomplete (Y) is requested:

Include both the course title and the quarter.

State the reason for the incomplete grade, and your plan to resolve it:

You may use the reverse side of this form or submit a supplemental statement if necessary/desired.

Deadline for resolving the incomplete: _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

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Petition to Graduate

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

Name (as it will appear on diploma): _____

Address to mail diploma: _____

Advisor: _____ Student ID: _____

Program Area: _____ Phone: _____

u.northwestern.edu e-mail: _____

Alternate e-mail (required): _____

Petition Summary

I hereby petition to be recognized as a candidate for the degree of MASTER OF SCIENCE IN EDUCATION AND SOCIAL POLICY in (check one):

June August December March

Graduation Year: _____

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

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Assistant Director _____ Date _____

Decision: APPROVED DENIED OTHER

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General Petition Form

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

Petition Summary

I hereby petition to:

Please submit any relevant supporting materials with your petition form.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Program Director _____ Date _____

Decision: APPROVED DENIED OTHER

Director comments (if any) on reverse.

Appendix E: Miscellaneous Forms

In This Section

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Miscellaneous Forms

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

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

Change of Address Form

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

Plan for Non-Matriculated Student to Apply for Matriculated Status

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

Releases and Acknowledgements

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

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Change of Address Form

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

New Address

Address Change Effective: IMMEDIATELY DATE: _____

Student Signature _____ Date _____

Submit the completed form to the MEd Assistant Director.

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Plan for Non-Matriculated Student to Apply for Matriculated Status

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

Plan Summary

I plan to submit an application to matriculate in:

Summer Fall Winter Spring

Year: _____

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

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

Student Signature _____ Date _____

Assistant Director _____ Date _____

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Releases and Acknowledgements

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

Name: _____ Student ID: _____

Advisor: _____ Phone: _____

Program Area: _____

u.northwestern.edu e-mail: _____

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

Student Handbook Acknowledgement

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

Initial: _____

Consent for Release of Personal Information/Education Records

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

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

Initial: _____

Northwestern University Student Health Insurance Plan (NU-SHIP)

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

Initial: _____

Student Signature _____ Date _____

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