

NORTHWESTERN

Undergraduate Catalog 2009–10

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This catalog for the academic year beginning September 1, 2009, contains University regulations and information about the programs and courses offered by the Judd A. and Marjorie Weinberg College of Arts and Sciences, School of Communication, School of Education and Social Policy, Robert R. McCormick School of Engineering and Applied Science, Medill School of Journalism, and Henry and Leigh Bienen School of Music and about cross-school undergraduate programs. Failure to read this catalog does not excuse a student from knowing and complying with its content.

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School of Education and Social Policy

www.sesp.northwestern.edu

The mission of the School of Education and Social Policy (SESP) is to understand and improve learning communities, defined as groups of people working together in structured social and/or technical environments that influence human development. In this view, learning communities include not only schools and classrooms but also workplaces, families, neighborhoods, and other societal arrangements where learning takes place. Through their broad-based interdisciplinary research, teaching, and outreach activities, SESP faculty strive to better understand how social, psychological, and economic factors shape human development and learning and how innovations in pedagogy, technology, and social policies can benefit lives. Students integrate and apply this knowledge to the outside world and their own lives.

At the undergraduate level, the school provides an interdisciplinary curriculum, practical experience, and research activities that are closely linked to SESP's faculty and to the graduate programs in learning sciences and in human development and social policy. Students learn to understand human development and improve learning in its various social contexts by applying the social and behavioral sciences. The school offers four concentrations leading to the degree of bachelor of science in education and social policy: human development and psychological services, learning and organizational change, secondary teaching, and social policy. Students in other undergraduate schools within Northwestern also may complete the requirements of the secondary teaching concentration and qualify for secondary certification.

SESP offers advanced degrees in elementary and secondary teaching, higher education, learning and organizational change, learning sciences, and human development and social policy.

ACADEMIC POLICIES

Grade and Residency Requirements

The following requirements concerning residence and grade point average (GPA) apply to all students seeking the degree of bachelor of science in education and social policy:

- A minimum of 45 course units are required for graduation.
- Students are required to maintain a minimum GPA of 2.0 in all work presented for the degree. To qualify for teacher certification, students must earn a minimum

grade of C- and an overall GPA of 2.5 in all professional core courses and a GPA of 3.0 in subject area courses. Students in the human development and psychological services, learning and organizational change, and social policy concentrations must earn a minimum grade of C- in all their core courses, concentration courses, and distribution requirements.

- Full-time students may elect to enroll in some Northwestern courses with the understanding that they will not receive a regular letter grade but the notation P (pass) or N (no credit). They may elect 1 unit per quarter under the P/N option, which may be used only toward elective requirements.
- Not more than six of the grades in courses taken at Northwestern and presented for graduation may be P's and D's.
- Students in the human development and psychological services, learning and organizational change, and social policy concentrations must complete a 10-week practicum during the junior year (or 9 weeks during the Summer Session before or after the junior year). The practicum (SESP 383) includes 30 hours per week at a supervised practicum site and a concurrent seminar (SESP 385) analyzing the practicum experience. Students receive 4 units upon completion of this requirement.
- Secondary education students must complete a quarter-long student teaching internship and be enrolled in TEACH ED 388/389 Student Teaching Seminar.
- Students may double-count up to 3 course units from their concentration toward a second major and up to 2 units toward an adjunct major or a minor. Required related courses in Weinberg College are not subject to these limits.
- Course work taken at universities other than Northwestern that is to be counted toward fulfilling Northwestern requirements must be approved in advance by the student's adviser and the assistant dean. Students taking courses at a community college must earn a grade of B or higher to have the credit accepted by SESP.
- Students who wish to transfer into SESP's secondary teaching concentration may not be able to meet the requirements unless they plan carefully throughout their undergraduate program. All degree candidates must file an application for the degree with their advisers in advance of their degree completion. The adviser will

forward the application, when approved, to the Office of the Registrar.

- Students who wish to transfer into SESP from another Northwestern school must
 - have a minimum cumulative GPA of 2.0 (students in the secondary teaching concentration must also have an overall GPA of at least 2.5 and at least 3.0 in subject area courses).
 - attend the appropriate information and orientation sessions
- Students transferring from another university must complete their final 23 units at Northwestern.
- Additional requirements are stipulated in the *SESP Undergraduate Handbook*. All students are expected to be familiar with and observe these policies.

In addition to and independent of the requirements set by SESP, all students must satisfy the Undergraduate Residence Requirement (see page 23).

Probation

In addition to the University regulations regarding academic probation, undergraduate students in SESP are ordinarily placed on academic probation when, in any one quarter, they do not receive at least three final grades of A, B, C, or P, or they have a cumulative GPA below 2.0. Students on probation must work with their advisers to meet the conditions set by the probation and address the deficiencies that resulted in probation. Failure to do so may result in dismissal from the University.

Academic Advising

Each undergraduate student is assigned to an adviser in the SESP Office of Student Affairs. For the advising system to work effectively, the student must take all academic questions to the adviser. The adviser is responsible for helping to plan the academic program to meet the requirements for completion and graduation. Advisers also help students access academic, professional, and personal development resources. Students consult with faculty as well about research and professional interests.

Students are encouraged to meet with their advisers at least once per quarter to develop an individualized plan of study. Failure to do so may result in a hold being placed on a student's registration.

Petitions for Exemptions

Students must petition if they wish to be exempted from or request a change in any of the regular degree or specific course requirements of SESP. Petition forms may be obtained from the SESP Office of Student Affairs. No petition is considered unless it is signed by the student's adviser and the SESP assistant dean for student affairs. Petitions requesting that a course substitute for a degree requirement must be submitted before the posted deadline.

ACADEMIC OPTIONS

The interdisciplinary and flexible nature of SESP concentrations allows many undergraduates to pursue a minor or a second major in addition to their SESP concentration or to enroll in University-wide certificate programs. Many students also elect to spend one or more quarters in a University-approved study abroad program.

See the Cross-School Options chapter for opportunities open to all Northwestern undergraduates.

Honors

Students who maintain records of academic distinction may qualify for the honors program. Any student who has attained an overall cumulative GPA of 3.5 or above after winter quarter of the junior year is eligible for provisional admission to the program beginning spring quarter of the junior year. Students considering both study abroad and the honors program must plan their study abroad programs accordingly.

Students who successfully complete SESP 391 Advanced Research Methods during the spring quarter of the junior year and are recommended for the honors program may formally enter the honors program by registering for SESP 398 Honors Thesis in the fall quarter of the senior year. In this three-quarter program students work with a faculty adviser on a research project. If progress is satisfactory, students are eligible to register for 398 during winter and spring quarters of the senior year. Grades are based on performance throughout the program and on readers' evaluations of the project report. All honors students present their projects to SESP faculty, students, and guests at a poster session at the end of the year. Students earn 3 units for successful completion of an honors thesis. They receive departmental honors only on the recommendation of the faculty adviser and the approval of the program director.

Additional information about the honors program is available from the program coordinator in the SESP Office of Student Affairs or at www.sesp.northwestern.edu/ugrad/opportunities/honors.

Undergraduate Research

SESP provides a variety of innovative learning opportunities, including SESP 298 Student-Organized Seminar, 390 Research Apprenticeship, and 399 Independent Study. Students in the human development and psychological services, learning and organizational change, and social policy concentrations may use a maximum of 3 units of SESP 390 or SESP 399 toward concentration requirements. Credit earned in SESP 298 may be used only as elective credit. Additional information about undergraduate research opportunities in SESP and faculty research projects may be obtained through the academic advisers in the SESP Office of Student Affairs.

*SESP Programs for All Students***Civic Engagement Certificate Program****www.sesp.northwestern.edu/ugrad/academics/service**

Open to freshmen, sophomores, and juniors in any school at Northwestern, the Civic Engagement Certificate Program increases students' understanding of community needs and fosters ongoing civic engagement by connecting community service experience with an academic component. Spanning five academic quarters, the two-year program requires a total of 5 units of course work, 100 hours of community service, concurrent participation in reflective seminars, and a capstone project.

Course work includes SESP 202 Introduction to Community Development, taken in winter quarter of the first year of the program; SESP 195-1,2 Community Engagement Seminar, taken in winter and spring of the first year; SESP 351 Special Topics, taken in fall of the second year; and 2 independent study units — SESP 299-1,2 Civic Engagement Capstone Research — taken in the winter and spring quarters of the second year and leading to a capstone project completed in collaboration with a sponsoring organization.

During each of the two years, students perform 50 hours of community service at approved sites.

Summer Field Studies Program**www.sesp.northwestern.edu/ugrad/academics/practicums/field**

The SESP Field Studies Program gives students the opportunity to make solid professional contributions to an organization while benefiting from experiential learning. The 1-quarter program carries 4 units of credit. Students work at their sites for 30 hours a week and attend a Friday morning Practicum Analysis Seminar.

During Summer Session any Northwestern undergraduate student is able to complete the program in San Francisco or Washington, D.C., in addition to the Chicago area. Program sites expose students to the breadth and depth of issues and activities within a field. Students function as participants/observers who can contribute to the organization in meaningful ways. They experience new skills and responsibilities through the projects they carry out from start to finish. Their supervising mentors meet with them individually for at least one hour per week.

A prerequisite qualitative methods course — SESP 372 Methods of Observing Human Behavior — teaches students how to take and analyze notes for a field study. In the workplace students record and analyze events and processes, integrating concepts and theories from their social science courses. The field notes lead to a final paper that analyzes some component of the practicum/field study experience.

Other Academic Opportunities

The following list contains examples of popular program choices among SESP students.

Business Institutions

The Business Institutions Program approaches the study of business through an investigation of the cultural, political, and social consequences of business institutions. More information on the business institutions minor appears in the Weinberg College chapter of this catalog and at www.wcas.northwestern.edu/bip.

Global Health Studies

Combining course work and international experience, this interdisciplinary minor is designed to provide skills for dealing with international health issues. Students learn about domestic and international approaches to international crisis management and review perspectives on specific health issues within the diverse U.S. population. More information on the global health studies minor appears in the Weinberg College chapter of this catalog and at www.wcas.northwestern.edu/globalhealth.

International Studies

In completing the undergraduate minor or adjunct major in international studies, students explore our interconnected world system and how the contemporary world is politically structured and economically organized. The adjunct major, as its name implies, may be taken only in conjunction with a disciplinary major. More information on international studies appears in the Weinberg College chapter of this catalog and at www.intstudy.northwestern.edu.

Legal Studies

Students pursuing the minor or adjunct major in legal studies apply various academic perspectives and methodologies to study legal issues and use the conceptual framework of the law to illuminate empirical and theoretical concerns in the social sciences and humanities. More information on legal studies appears in the Weinberg College chapter of this catalog and at www.northwestern.edu/legalstudies.

Study Abroad

Students are encouraged to explore the myriad options for study abroad. Credit may be applied toward concentration, distribution, and elective requirements with the consent of the student's adviser. For more information see the Undergraduate Education chapter of this catalog and www.northwestern.edu/studyabroad.

Undergraduate Leadership

The Undergraduate Leadership Program, a cross-school certificate program open to all undergraduates, helps students understand the nature of leadership and prepares them to become leaders. See the Cross-School Options chapter of this catalog and www.northwestern.edu/ulp for more information.

ACADEMIC PROGRAMS

The Bachelor's Degree in Education and Social Policy

Students in SESP receive a bachelor of science degree in education and social policy; 45 course units are required for the degree. The intellectual core of the human development and psychological services and social policy concentrations comes from SESP's human development and social policy graduate program. The intellectual core of the secondary teaching and learning and organizational change concentrations is grounded in the school's learning sciences graduate program.

The human development and psychological services, learning and organizational change, and social policy concentrations have similar distribution and core requirements, though each has different major courses. The secondary teaching concentration is markedly different from the other concentrations, due in large part to Illinois Board of Education requirements.

Human Development and Psychological Services, Learning and Organizational Change, and Social Policy

Preprofessional Preparation

SESP concentrations offer opportunities to prepare for a number of career options. Students enroll with a wide variety of academic and career goals. Some intend to go immediately to graduate and professional schools, while others plan to enter a profession upon graduation. They are encouraged to design their concentrations with career objectives or graduate and professional school admission policies in mind.

Students interested in such fields as child development, social work, clinical psychology, medicine, and counseling normally enter the human development and psychological services concentration. The core course work in human development and psychological counseling, combined with other courses in psychology, sociology, and interpersonal communication, is particularly important for students considering such careers. Students with these interests are encouraged to include in their concentrations the prerequisites in psychology and quantitative methods needed for graduate work in psychology and in the human services professions.

Students who are interested in such fields as management, consulting, change management, training, design of knowledge systems, and human resources in profit and not-for-profit organizations normally enter the learning and organizational change concentration. Students combine core course work in learning sciences, organization behavior, psychology, and human development with the necessary work in economics, quantitative methods,

communications, and computer science to prepare for careers as organizational leaders and change agents and for graduate study in education, the social sciences, and management.

Students interested in public service, public policy, and law typically choose to follow the requirements of the social policy concentration, where they can combine the policy-related course work with courses in political science, communication studies, economics, urban affairs, and sociology to prepare either for graduate work in law or public policy or for policy positions in public and private agencies. Students in this concentration are encouraged to use electives to build specialties in such areas as juvenile justice, advocacy programs, and policy analysis and to develop the oral and written communication skills important to success in law school and public policy positions.

In all three concentrations — human development and psychological services, learning and organizational change, and social policy — students focus on the interdisciplinary study of human behavior as it is influenced by social institutions, understanding the behaviors that people bring to various institutional contexts, identifying and analyzing how behaviors are shaped in these environments, and establishing criteria by which to evaluate the purposes and effectiveness of institutional activities.

To work toward these goals, students register for a 1-quarter practicum in off-campus settings — such as governmental entities, community agencies, hospitals, juvenile homes, learning and development departments of for-profit organizations, and legal organizations — where they can observe and participate in the activities of a socializing institution. Concurrent with this practicum — taken during the junior year (including the summer before or after) in the Chicago area or, during Summer Session, in San Francisco or Washington, D.C. — students meet in a weekly practicum analysis seminar. This seminar helps them integrate their past learning from course work with their observations of human behavior in an organizational setting.

Distribution Requirements (10 units)

Students in the human development and psychological services, learning and organizational change, and social policy concentrations complete at least 2 units in each of the following areas:

- Natural sciences
- Formal studies (mathematics, logic, etc.)
- Historical studies
- Ethics and values (religion, philosophy, etc.)
- Literature and fine arts

Selected courses from Weinberg College and professional schools throughout the University may be used to fulfill distribution requirements with the consent of the student's adviser and the assistant dean of SESP.

*SESP Core (8 units)***Basic courses** — 2 units

- SESP 201 Human Development: Childhood and Adolescence or 203 Human Development: Adulthood and Aging
- Another human development course chosen from SESP 201, 203; LOC 212 Learning and Understanding; SESP 316 Moral Values in Human Development: An Introduction; SESP 317 Gender and the Life Course; SESP 318 Adult Development and Work Careers; SESP 319 Family Development in Changing Society

Research methods — 2 units

- SESP 210 Introduction to Statistics and Research Methodology
- SESP 372 Methods of Observing Human Behavior (students must complete 372 before enrolling in the practicum)

Practicum — 4 units

- SESP 383 Practicum (2 units)
- SESP 385 Practicum Analysis Seminar (2 units)

The practicum is a one-quarter unpaid experience in an off-campus setting related to the student's program. It is completed the summer before the junior year, during the junior year, or the summer after. While at the practicum site, students conduct social science research that serves as the basis for a final research paper.

Concurrent with the practicum, students attend a weekly seminar (SESP 385) taught by a faculty member that integrates their experiential knowledge with the theoretical training in their course work. Students may not take a fifth unit while completing their practicum.

Students must contact the practicum director in the school's Office of Student Affairs at least 2 quarters (3 for summer practicums) before the beginning of the quarter in which the practicum will be taken. The practicum director advises students about procedures and application materials for a practicum placement.

Individual Program Requirements

Students in the human development and psychological services, learning and organizational change, and social policy concentrations are encouraged to develop a course plan. Many students work with their advisers to develop an optional interdisciplinary specialization within their concentrations by selecting 5 or more courses around a particular theme. See concentration requirements for examples.

Human Development and Psychological Services
www.sesp.northwestern.edu/ugrad/academics/conc/hdps/curriculum

This concentration explores how human development is influenced by family, schools, community, and the workplace. Courses focus on theories of individual development and on family, group, and organizational dynamics.

The interdisciplinary concentration draws from current practice and research in counseling, personality psychology, and human development as well as on the disciplines of psychology, sociology, gender studies, communication studies, cognitive science, and anthropology to give students the opportunity to combine theory with practice and develop pragmatic skills grounded in a deep understanding of human psychology, growth, and adaptation throughout the life span. Examples of interdisciplinary specializations include child development, family development, pre-medical studies, and gender and human development.

Total requirements — 45 units**Distribution requirements** — 10 units**SESP core** — 8 units**Concentration program** — 18 units

- Required courses — 5 units
 - HDPS 201 Introduction to Psychological Services
 - HDPS 301 Introduction to Counseling
 - 3 courses chosen from HDPS 302 The Human Personality, HDPS 311 Group Dynamics, SESP 303 Program Development and Implementation, and SOC POL 304 Social Policy and the Human Services
- Concentration courses — 13 units, at least 5 at the 300 level, selected from an approved list in human development and psychological services, other SESP concentrations, and other areas such as anthropology, communication studies, linguistics, psychology, and sociology. Up to 3 units of SESP 390 Research Apprenticeship or SESP 399 Independent Study and 3 units of SESP 398 Honors Thesis may be counted toward this requirement.

Electives — 9 units

Students are encouraged to discuss their elective plans with their advisers; they may be able to pursue a second major or a minor using elective credits.

Learning and Organizational Change

www.sesp.northwestern.edu/ugrad/academics/conc/loc/curriculum

This concentration explores how organizations and the individuals in them use knowledge and learning to create and respond to change in the environment. It addresses the effects of such forces as technology, globalization, and changing demographics on theories and applications of learning, innovation, and knowledge sharing. Drawing on current research in learning sciences and organizational behavior, this interdisciplinary concentration also involves the disciplines of economics, anthropology, psychology, sociology, and computer science to give students the ability to understand and influence change in organizations. Examples of interdisciplinary specializations include economics, education reform, leadership, organizational communication, and nonprofit management.

Total requirements — 45 units

Distribution requirements — 10 units

SESP core — 8 units

Concentration program — 18 units

- Required courses — 7 units

LOC 211 Introduction to Organization Theory and Practice

1 course chosen from LOC 212 Learning and Understanding, COG SCI 211 Learning, Representation, and Reasoning, PSYCH 228 Cognitive Psychology

LOC 213 Macrocognition: Intelligence in Context

LOC 306 Studies in Organizational Change

LOC 310 Learning Organizations for Complex Environments

1 course chosen from LOC 311 Tools for Organizational Analysis, LOC 391 Organizational Planning and Analysis, HDPS 311 Group Dynamics, SESP 303 Program Development and Implementation, SESP 318 Adult Development and Work Careers

1 course in learning sciences chosen from LOC 313 Learning and Thinking in Organizations, LOC 314 Psychology of Instructional Design, LOC 351 Special Topics, PSYCH 335 Decision Making

- Concentration courses — 11 units, at least 5 at the 300 level, selected from an approved list in learning and organizational change, other SESP concentrations, and other areas such as cognitive science, communication studies, computer science, economics, psychology, and sociology. Students who are interested in applying their knowledge in the field of business are encouraged to take at least 3 units in economics (ECON 201, 202, and 260), technology, and international studies or foreign language. Up to 3 units of SESP 390 Research Apprenticeship or SESP 399 Independent Study and 3 units of SESP 398 Honors Thesis may be counted toward this requirement.

Electives — 9 units

Students are encouraged to discuss their elective plans with their advisers; they may be able to pursue a second major or a minor using elective credits.

Social Policy

www.sesp.northwestern.edu/ugrad/academics/conc/sp

This concentration explores how policies function as the guiding principles on which social programs are based. It analyzes how social policies and social institutions influence the course of human lives and how people can influence social policies. It provides a strong interdisciplinary background in the social sciences and an understanding of current social policy issues, and it draws upon current research in the fields of African American studies, anthropology, communication studies, economics, gender studies, history, philosophy, political science, public health, and sociology. Examples of interdisciplinary specializations include education policy and reform, urban issues and policy, health care issues and policy, legal issues, and environmental issues and policy.

Total requirements — 45 units

Distribution requirements — 10 units

SESP core — 8 units

Concentration program — 18 units

- Required courses — 7 units

SESP 202 Introduction to Community Development

SOC POL 201 Introduction to Social Policy

SOC POL 304 Social Policy and the Human Services

SOC POL 307 Educational Policy

ECON 201 Introduction to Macroeconomics

ECON 202 Introduction to Microeconomics

POLI SCI 220 American Government and Politics

- Concentration courses — 11 units, at least 6 at the 300 level, selected from an approved list in social policy, other SESP concentrations, and other areas such as African American studies, communication studies, economics, political science, and sociology. Up to 3 units of SESP 390 Research Apprenticeship or SESP 399 Independent Study and 3 units of SESP 398 Honors Thesis may be counted toward this requirement.

Electives — 9 units

Students are encouraged to discuss their elective plans with their advisers; they may be able to pursue a second major or a minor using elective credits.

Secondary Teaching

www.sesp.northwestern.edu/ugrad/academics/conc/st/curriculum

SESP's interdisciplinary secondary teaching curriculum combines course work in a chosen field from Weinberg College — such as English, history, or mathematics — with courses in child and adolescent development, educational philosophy, and urban education.

SESP students: Students who wish to pursue secondary teaching certification must complete the following requirements and apply for formal admission to the SESP teacher preparation program (see page 188). Students completing degree requirements within SESP receive the degree of bachelor of science in education and social policy; 45 units are required for the degree.

Weinberg College students: Students who wish to pursue secondary teaching certification must complete the following requirements and apply for formal admission to the SESP teacher preparation program (see page 188). Students also must complete a major and fulfill the degree requirements of Weinberg College.

Distribution Requirements (14 units)

Students complete

- 1 oral communication course
- 1 multicultural studies course reflecting a non-Western perspective
- 2 units of intensive writing

- 2 units in each of the following 5 areas:
 - Natural sciences
 - Formal studies (mathematics, logic, etc.)
 - Historical studies
 - Ethics and values (religion, philosophy, etc.)
 - Literature and fine arts

Selected courses from Weinberg College and professional schools throughout the University may be used to fulfill distribution requirements with the consent of the student's adviser and the assistant dean of SESP.

Professional Core (11 units)

- SESP 201 Human Development: Childhood and Adolescence
- TEACH ED 302 Social Contexts of Education
- TEACH ED 304 Seminar on Teaching: Introduction to Schooling in Communities
- TEACH ED 313 Problems in the Philosophy of Education
- TEACH ED 327 Educating Exceptional Children
- 1 unit chosen from TEACH ED 354–359 Methods and Techniques
- TEACH ED 378 Practicum/Seminar: Humanities or 379 Practicum/Seminar: Mathematics and Science
- TEACH ED 388 Student Teaching Seminar: Humanities or 389 Student Teaching Seminar: Mathematics and Science (4 units)

Note: Students seeking endorsement to teach art or foreign languages or in middle schools must also take TEACH ED 328 Dynamics of Middle School Curriculum and TEACH ED 329 Health and Physical Development.

Teaching Subject Area Requirements (12–19 units)

Programs in specific teaching major fields listed below are designed to meet requirements of the Illinois State Board of Education. Teaching major requirements may differ from those of a departmental major, and departmental course offerings change frequently. Teacher certification candidates are required to meet regularly with the advising staff of the Office of Student Affairs to ensure that certification requirements are met. In the event that courses listed here are no longer offered by the departments, suitable replacements will be found. Students are also responsible for any prerequisites.

Art (12 units)

- 4 introductory courses: ART 120, 125, 140, 150
- 5 studio courses: ART 210 or 310; 222 or 225; 231 or 232; 240 or 250; and 1 additional unit in painting and drawing, printmaking, sculpture, or photography
- 3 courses in art history, theory, and criticism: 2 chosen from ART HIST 220, 230, 240, 250; 1 chosen from ART 270, 272, 372 or ART HIST 360-1,2, 365-2, 366

Biological and Physical Sciences

Biological Sciences (16 units)

- 7 core science courses: ASTRON 101, 120, or 220; BIOL SCI 210-1; CHEM 101; EARTH 201; PHYSICS 135-1,2,3
- BIOL SCI 210-2,3; 301 or 309; 315
- 1 course chosen from BIOL SCI 330, 331, 332, 347, 349; ENVR SCI 202
- *SESP students*: 4 additional biological sciences courses
Weinberg College students: additional courses as needed for the major

Chemistry (17 units)

- 7 core science courses: ASTRON 101, 120, or 220; BIOL SCI 210-1; CHEM 101; EARTH 201; PHYSICS 135-1,2,3
- CHEM 102, 103, 342-1
- CHEM 210-1,2,3 or 212-1,2,3
- 4 courses chosen from BIOL SCI 301; CHEM 220, 316, 329, 333, 342-2,3, 393

Physics (14 units)

- 7 core science courses: ASTRON 101, 120, or 220; BIOL SCI 164 or 210-1; CHEM 101; EARTH 201; PHYSICS 135-1,2,3
- PHYSICS 330-1, 332, 333-1; 335 or 339-1
- 3 additional physics or astronomy electives

English (14 units)

- 3 introductory courses: ENGLISH 210-1,2 or 270-1,2; ENGLISH 298
- TEACH ED 324 Foundations of Reading and Language Acquisition and 325 Foundations of Writing Processes (Secondary)
- 8 literature courses:
 - 2 American literature courses
 - 2 English literature courses
 - 4 additional literature courses including 1 on non-Western literature
- 1 linguistics course chosen from LING 220, 221, 250, 260, 270, 311, 312, 321, 322, 323, 341, 342 or ENGLISH 206 or a poetry course

Foreign Languages

French (12 units)

- 6 language courses: FRENCH 202, 203, 301, 302, 303, 305
- 3 literature courses: FRENCH 210 and 2 additional 300-level literature courses taught in French
- 3 culture and civilization courses: FRENCH 201 or 211; 355; 1 chosen from 380, 390, 391-1,2, 396

German (12 units)

- 4 language courses chosen from GERMAN 201, 205-1,2, 207, 209, 230, 303, 305

- 3 literature and culture courses chosen from GERMAN 211, 221-1,2,3, 223, 227, 245
- 5 other 300-level literature and culture courses chosen from GERMAN 321-1 or higher

Latin (12 units)

- 3 language courses: LATIN 101-1,2,3
- 4 literature courses: LATIN 201-1,2,3, 310
- 5 other 200- or 300-level Latin, Greek, or classics courses

Spanish (13 units)

- 3 language and composition courses: SPANISH 201 or 202 or an appropriate substitute for heritage speakers; 203 or 207; 204
- SPANISH 220
- 3 literature courses chosen from SPANISH 250, 251, 260, 261
- 1 culture and civilization course chosen from SPANISH 360, 361, 380
- 5 additional 300-level courses taught in Spanish, with at least 1 course from a period earlier than 1800

Mathematics (12 units)

- 6 calculus/analysis courses: MATH 220, 224, 230, 234, 240, 300
- 1 probability and statistics course chosen from MATH 310-1,2,3; SESP 210; STAT 210, 302
- 1 computer science course
- 5 additional 300-level mathematics courses

Students enrolled in Mathematical Experience for Northwestern Undergraduates courses should consult with the SESP adviser to determine course equivalencies.

Social Science**History (15 units)**

- HISTORY 201-1,2, 210-1,2
- 2 non-Western civilization courses chosen from HISTORY 255-1,2,3, 270, 281, 284-1,2 285, 381-1,2, 384-1,2, 385, 365, 366, 368-1,2
- 6 additional history courses
- 3 related courses chosen from ANTHRO 214; ECON 201, 202; GEOG 341; POLI SCI 220; PSYCH 110; SOCIOL 110; SOCIOL 226 or SESP 210 or STAT 202 or 210

Economics (19 units)

- ECON 201, 202, 281, 310-1,2, 311, 323-1,2
- 4 additional economics courses
- *SESP students:* complete a minor in history (7 units)
Weinberg College students: economics majors complete a minor in history (7 units) or take 7 history courses including 4 in U.S. history (HISTORY 201-1,2 and 210-1,2 recommended)

Political Science (19 units)

- POLI SCI 220, 395
- 2 courses chosen from POLI SCI 201, 230, 240, 250
- 1 course chosen from POLI SCI 310, 311, 312

- *SESP students:* 7 additional political science courses including 4 at the 300 level

Weinberg College students: political science majors take additional courses to meet requirements for the major

- *SESP students:* complete a minor in history (7 units)
Weinberg College students: political science majors complete a minor in history (7 units) or take 7 history courses including 4 in U.S. history (HISTORY 201-1,2 and 210-1,2 recommended)

Sociology (19 units)

- SOCIOL 110, 226, 303, 329
- *SESP students:* 8 additional sociology courses including 6 at the 300 level
Weinberg College students: sociology majors take additional courses to meet requirements for the major
- *SESP students:* complete a minor in history (7 units)
Weinberg College students: sociology majors complete a minor in history (7 units) or take 7 history courses including 4 in U.S. history (HISTORY 201-1,2 and 210-1,2 recommended)

Electives

Additional units of elective course work must be taken to complete the 45-unit degree requirement. Students are encouraged to discuss their elective plans with the teacher certification manager.

Teacher Preparation Program

Students who wish to be certified as teachers must apply to the SESP teacher preparation program. This program is approved by the Illinois State Teacher Certification Board, and those completing the following requirements qualify for secondary or K–12 certification in Illinois.

Note that requirements for the program parallel and are related to courses in the professional core, notably TEACH ED 304, 354–359, 378, 379, 388, and 389. Completion of the courses alone does not result in certification, nor is certification required for completion of the SESP degree.

Application and Admission

Students apply to the teacher preparation program when enrolled in TEACH ED 304 Schooling in Communities or by the fall of junior year. To be admitted, they must have received a passing score on the Illinois Certification Testing System (ICTS) Basic Skills exam and have a GPA of 2.5 overall as well as in the teaching subject area requirements. SESP students must be eligible for entrance to the program no later than the end of fall quarter of junior year. Weinberg College students may start the program later than the fall of junior year but then may finish later than June of senior year. Students are required to attend meetings about the certification process.

Clinical Experience

Students complete three clinical experiences: a 30-hour nonschool experience (completed during winter of sophomore or junior year as part of TEACH ED 304); a 100-hour school practicum (typically completed during fall of senior year); and student teaching (typically completed during winter of senior year).

To be eligible for the 100-hour practicum, students must have met the GPA requirements for and been admitted to the teacher preparation program and have enough courses from the teaching subject area to be placed. Those meeting these requirements will be placed with a department or teacher mentor at a local school.

Students are encouraged to begin the practicum at the start of the school year at the assigned site. This is typically one to three weeks prior to the beginning of classes at Northwestern. Clinical experiences gained at the site are central to the discussions of methods and theories in the practicum seminar (TEACH ED 378 or 379) and methodology courses (TEACH ED 354–359).

To be eligible for student teaching, students must have successfully completed TEACH ED 354–359 and TEACH ED 378 or 379, earned a passing score on the ICTS subject exam, fulfilled minimum GPA requirements for student teaching, and completed 9 subject area courses. Some school districts also require a criminal background check.

Student teaching involves full-time placement in a local school for the entire quarter, during which no other courses are taken. Teacher candidates attend an evening seminar (TEACH ED 388 or 389). The internship and seminar together earn 4 units. Teacher candidates are evaluated by their school mentor, a Northwestern supervisor, and the seminar instructor.

Other Requirements

In addition to successful completion of student teaching, teacher candidates must take and pass three ICTS professional teaching exams and complete the digital portfolio final assessment.

Foreign language teacher candidates other than those in Latin are required to complete the Oral Proficiency Interview of the American Council of Teachers of Foreign Languages with a rating of “intermediate high” or better.

Candidates must be U.S. citizens or possess evidence of permanent resident status. Those without this status must indicate their intention to obtain it within six years of applying for certification.

Recommendation for Certification

Students are recommended for certification when they successfully complete degree requirements and all courses in the teacher education program, earn a rating of recommendation for certification for student teaching, pass all outside examinations as noted above, and successfully complete the digital portfolio.

Although legal requirements for certification vary from state to state, the teacher training program offered through SESP is sufficiently flexible to permit students who plan carefully to complete provisional requirements for most states. As it is easier to obtain a teaching license in another state through reciprocity than through independent certification, we encourage all students who have completed the program to apply for an Illinois license before leaving the state.

Students should apply for the certificate immediately upon graduation. Graduates of the teacher-training program at Northwestern who are recommended for certification but do not apply for certification upon graduation may not be eligible for certification at a later date due to changes in state requirements.

The Illinois School Code has provided that school districts may not knowingly employ individuals who have been convicted of certain offenses (principally those related to sex or drugs). All Illinois school districts require that applicants submit to a criminal background check.

COURSES

First-year students are restricted from most SESP 300-level courses, with the exception of research courses and HDPS 341.

Core Courses

SESP 201-0 Human Development: Childhood and

Adolescence Personal, social, and cognitive development, birth through adolescence. Interplay of biological and experiential factors on linguistic and conceptual development, ego, and personality.

SESP 202-0 Introduction to Community Development

Historical and contemporary community building efforts, focusing on Chicago’s neighborhoods. Community development strategies: the settlement house, community organizing, and community economic development.

SESP 203-0 Human Development: Adulthood and Aging

Psychological, sociological, and biological factors influencing socialization and development from young and middle adulthood through old age. Influences of family, school, and work on the individual.

SESP 210-0 Introduction to Statistics and Research

Methodology Definitions and classifications of terms used in quantitative methods; measures of typical and maximum performance, reliability, and validity checks; reporting and displaying data; interpreting results.

SESP 303-0 Program Development and Implementation

Characteristics of successful programs in a variety of areas, including human development, education, social welfare, and health promotion.

SESP 316-0 Moral Values and Human Development:

An Introduction Moral development of the individual from several perspectives: age-developmental differences, cross-cultural and gender differences, relationship between moral reasoning and moral behavior.

SESP 317-0 Gender and the Life Course How age and sex serve as a basis for the social construction of men's and women's lives. How social forces operate to create contrasting life trajectories, role patterns, and transitions; the role of social policies. Comparative view of different societies and periods in recent history.

SESP 318-0 Adult Development and Work Careers Adult development and careers from the perspectives of psychology, sociology, and organizational behavior. Individual career-development strategies and alternative career systems.

SESP 319-0 Family Development in Changing Society Societal changes and their effects on the family.

SESP 351-0 Special Topics Advanced work on special topics.

SESP 372-0 Methods of Observing Human Behavior

Guided practice in systematic and participant observation of human behavior. Observer bias, field notes, unobtrusive measures.

SESP 383-0 Practicum Functioning as participant-observers at the practicum site, students engage in professional activities and projects relevant to their concentration, such as program development and management, learning design, therapeutic rehabilitation, policy research, and implementation and evaluation. Students contribute to the organization in meaningful ways while expanding their knowledge, skills, and awareness of the issues and professional culture in their fields of interest. Taken concurrently with 385. Prerequisites: 372 and consent of program director.

SESP 385-0 Practicum Analysis Seminar (2 units)

Students produce a field study — culminating in a final research paper — of the workplace patterns and events they observed during their practicum experiences. Drawing upon daily field notes and class discussions, students analyze their observations, integrating concepts and theories from the social sciences. Taken concurrently with 383. Prerequisites: 372 and consent of program director.

Research and Other Opportunities

SESP 298-0 Student-Organized Seminar Students initiate courses supervised by sponsoring faculty to explore topics not covered in other courses. Consulting with a faculty sponsor, students prepare a seminar plan and submit it to the director of undergraduate education by the posted deadline. The plan includes a topic description, reading list, specifications of term papers and written examinations, prerequisites, and meeting schedule. All proposals are formally reviewed and approved before the seminar is offered. A student may enroll in only 1 Student-Organized Seminar per quarter, only under the pass/no credit option. Consult with the assistant dean for further details.

SESP 299-1, 2 Civic Engagement Capstone Research

Independent study courses leading to the completion of a capstone project for the Civic Engagement Certificate Program.

SESP 390-0 Research Apprenticeship Opportunity for undergraduates to apprentice with faculty mentors. Prerequisites: consent of instructor directing the research project and assistant dean. (Students wishing to register must first complete the Request for Independent Study/Special Courses Form available in the SESP Office of Student Affairs.)

SESP 391-0 Advanced Research Methods Overview of research methods that may be used in the design and implementation of the honors thesis. Prerequisites: 210 and 372 recommended.

SESP 398-0 Honors Thesis (3 units) Research experience in which students develop, design, implement, and evaluate a research project under the guidance of a faculty adviser. Prerequisites: senior status; a cumulative GPA of 3.5 by the end of winter quarter of the junior year; recommendation for the honors program by the SESP 391 instructor(s); and consent of program director.

SESP 399-0 Independent Study Under the direction of faculty members, students pursue special topics not covered in regular courses. Prerequisites: consent of instructor directing the study and of the assistant dean. (Students wishing to register must first complete the Request for Independent Study/Special Courses Form available in the SESP Office of Student Affairs.)

Human Development and Psychological Services

HDPS 201-0 Introduction to Psychological Services

Overview of professional degrees, sites, and various populations in psychological services. Introduction to the most common mental disorders and counseling fundamentals used in clinical mental health careers.

HDPS 222-0 Career Development: Theory and Counseling

The process of career development and its relation to the world of work. Discussion of career development theories. Focus on self-assessment; decision-making skills; educational, occupational, and community information; and job-seeking skills.

HDPS 301-0 Introduction to Counseling Overview of counseling theories, techniques, client systems, and service settings.

HDPS 302-0 The Human Personality Classic and contemporary psychological approaches to personality; understanding the whole person in his or her societal and historical context. Emphasis on both theory and research.

HDPS 311-0 Group Dynamics Theory and research in the social psychology of groups and social systems. Small- and large-group dynamics; intergroup relations. Participation in a group relations conference.

HDPS 341-0: Marriage 101 The intricacies and problems of close, committed, interpersonal relationships, especially marriage.

HDPS 351-0 Special Topics in Human Development and Psychological Services Advanced work on special topics.

*Learning and Organizational Change***LOC 211-0 Introduction to Organization Theory and Practice**

Major organizational behavior theories are introduced; students have opportunities to examine these theories and practice through organizational analysis.

LOC 212-0 Learning and Understanding Explores how people learn and understand information, both as individuals and in organizations.

LOC 213-0 Macro-cognition: Intelligence in Context How people learn to understand, reason, and solve problems; knowledge representation, expertise, transfer, and meta-cognition; study of distributed cognition.

LOC 306-0 Studies in Organizational Change Theories and methods of organizational changes are examined through analysis of organizational adaptations using theories from learning sciences and organizational behavior.

LOC 310-0 Learning Organizations for Complex Environments Major change factors, including technology, globalization, and demographics, and their impact on organizations; how organizations are creating and responding to these changes through organizational design, learning systems, and human resource changes.

LOC 311-0 Tools for Organizational Analysis Understanding cause-and-effect relationships pertaining to organizational behavior and performance.

LOC 313-0 Learning and Thinking in Organizations Examines learning in organizations.

LOC 314-0 Psychology of Instructional Design Introduction to theory and practice in the development of technologies for both formal and informal learning in the classroom, the workplace, and our everyday world.

LOC 351-0 Special Topics in Learning and Organizational Change Advanced work on special topics.

LOC 391-0 Organizational Planning and Analysis Culminating academic experience in which students apply knowledge and skills to analysis of real-world learning and organizational change problems and to the design and analysis of solutions.

Secondary Teaching

TEACH ED 302-0 Social Contexts of Education How social contexts such as families, schools, and the workplace shape individuals; how individuals' intellectual and interpersonal capacities, preferences, and goals are shaped by their social contexts. Societal structures that organize, supply, and channel individual learning experiences and how they provide the formal and informal settings in which social interaction takes place. How participation in these socializing settings molds the development of individuals' capacities and forms their goals.

TEACH ED 304-0 Seminar on Teaching: Introduction to Schooling in Communities Action research methods — including observation/field notes, interviewing, and artifact analysis — as means to understanding how schools work

and how theory and practice relate. Includes 30 hours of field experience. *Note:* Students seeking certification must take the Illinois Basic Skills Test before the end of the quarter of enrollment in TEACH ED 304.

TEACH ED 313-0 Problems in the Philosophy of Education Classical and modern philosophies of education. Text interpretation, analysis of ideas, argument construction; relationship of philosophy to educational issues. Students develop their own philosophy of education.

TEACH ED 324-0 Foundations of Reading and Language Acquisition Cognitive foundations of reading comprehension processes and their influences on methods of instruction and assessment. Interrelationships between reading processes and language learning and their implications for instruction and assessment.

TEACH ED 325-0 Foundations of Writing Processes (Secondary) Cognitive and sociocultural foundations of writing processes and their implications for instruction and assessment.

TEACH ED 327-0 Educating Exceptional Children Students with disabilities, including learning disabilities resulting from human development and/or accidents; understanding and application of approved emergency, educational, and rehabilitative activities; interrelationships with medical, health, and educational personnel.

TEACH ED 328-0 Dynamics of Middle School Curriculum Identifying and understanding the effects of middle school dynamics (such as principles, structures, and practices) on classroom learning and instruction. Focuses on the development and social problems of children in grades five through eight. This course is required for middle school endorsement and enrollment in type-10 programs.

TEACH ED 329-0 Health and Physical Development Interaction and interdependence of physical well-being, mental and emotional health, and the surrounding social environment for 10- to 14-year-old children. This course is required for middle school endorsement and enrollment in type-10 programs.

TEACH ED 351-0 Special Topics in Teacher Education Advanced work on special topics.

TEACH ED 354–59 Methods and Techniques Students in the secondary teaching concentration take 1 of the following 6 methods courses:

- 354 Methods and Techniques: Art
- 355 Methods and Techniques: Foreign Languages
- 356 Methods and Techniques: English
- 357 Methods and Techniques: Secondary Mathematics
- 358 Methods and Techniques: Sciences
- 359 Methods and Techniques: Social Sciences

These methods courses analyze the literature and research related to the subject area and teaching methodology. In addition, they examine the development of learning experiences, methods, and educational techniques appropriate to the middle and high school levels. Concurrent registration in 378 or 379 required.

TEACH ED 378-0 Practicum/Seminar: Humanities**TEACH ED 379-0 Practicum/Seminar: Mathematics and**

Science Students complete a practicum that requires a minimum of 10 hours per week for the whole quarter observing and assisting in a school approved by the director of undergraduate teacher education. Concurrent registration in the applicable methods and techniques course (354–359) required. Prerequisites: 304 and passing score on the Illinois Basic Skills Test.

TEACH ED 388-0 Student Teaching Seminar: Humanities**TEACH ED 389-0 Student Teaching Seminar: Mathematics**

and Science (4 units) This seminar and accompanying internship, which last the entire quarter, help develop teaching methodologies through intensive clinical experience and teaching under the supervision of master teachers in the teacher-training schools. Increasingly sophisticated teaching responsibilities and, finally, primary responsibility for teaching a group or a class. Prerequisites: 304; 378 or 379; the applicable methods and techniques course (354–59); successful completion of the practicum experience; an approved contract for the internship experience; consent of the director of undergraduate teacher education; and passing score on the Illinois subject area test.

Social Policy

SOC POL 201-0 Introduction to Social Policy Social policy formulation: the substance of major American social policies, the agenda-setting process, and the manner in which the political system shapes social policy in this country.

SOC POL 303-0 Administration and Policy Studies Education and human development as a multi-institutional, ecological, and macrosociological phenomenon. Issues in the philosophy, history, economics, and politics of education.

SOC POL 304-0 Social Policy and the Human Services

Development of social policy for human services in the United States. Human service policies for education, mental health, physical health, prisons, income, and aging.

SOC POL 305-0 Law and Social Policy Use and influence of the legal system in and on social institutions and policy.

SOC POL 306-0 Contemporary Issues in Education Through exploration of current K–12 education policy issues, students gain an understanding of the major debates arising in education and build a skill set that enables them to be critical consumers of policy. Specific topics vary by year.

SOC POL 307-0 Educational Policy Conflict between societal imperatives for selecting and preparing youth for future careers and offering youth opportunity; how society and schools address this conflict; various approaches to policy reform.

SOC POL 310-0 Legal Aspects of Education Structure of school governance; decision making; relevant state and federal legislation; role of the U.S. Supreme Court in affecting public schooling.

SOC POL 330-0 Economics of Social Policy How economists view social policy issues. Economic models of household

decision making. How economists account for costs and benefits of public and private programs and decisions.

Prerequisite: ECON 201, 202, or consent of instructor.

SOC POL 351-0 Special Topics in Social Policy Advanced work on special topics.