

School of Education (Graduate Studies)

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The North Park University School of Education prepares competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities. Consistent with this mission and the university mission, graduate programs offered include a Master of Arts in Teaching with Certification (MATC), Master of Arts in Educational Leadership (MAEL), and Master of Arts in Education (MAEd).

The Master of Arts in Teaching with Certification (MATC) leads to State of Illinois certification in the following areas:

- Early Childhood Education
- Elementary Education
- Secondary Education
- K-12 (Art, Music, Physical Education, French, Spanish)

In addition, endorsements and approvals are offered in the following areas:

- Middle School Endorsement
- English as a Second Language (ESL) Endorsement
- Bilingual Endorsement
- Learning Behavior Specialist I Approval

The Master of Arts in Educational Leadership (MAEL) leads to State of Illinois certification which qualifies the graduate to serve as a principal, assistant principal and similar school leadership roles. Reciprocal certification agreements exist with many other states.

The Master of Arts in Education is for professionals already certified as teachers who wish to enhance and develop their knowledge and skills in the field of education.

The School of Education offers courses on the North Park campus in Chicago, Arlington Heights, and McHenry County with flexible schedules (including evenings and Saturdays). Cohort classes are taught by experienced faculty with a wide range of expertise.

Programs leading to certification are continually reviewed to ensure compliance with the requirements outlined by the Illinois State Board of Education. In addition to the programs listed above, the School of Education offers a certification only program which leads to a State of Illinois certificate but not towards a degree.

Admissions

North Park University encourages the application of all qualified candidates interested in becoming teachers, school administrators or furthering ones understanding of the field of education. The School of Education places a high value on a candidate's professional and academic work, past experience and the candidates commitment to service. The Admissions Committee looks carefully at each applicant's potential for success through a careful review of a candidate's academic background, professional experience, community service, personal achievement, test scores, and recommendations.

Master of Arts in Teaching with Certification (MATC)

The MATC program is designed for candidates who already hold a baccalaureate undergraduate degree from an accredited institution and who wish to earn a master's degree while completing the requirements for an Illinois teaching certificate. The Illinois teaching certificate is recognized

as a professional credential and often allows candidates to be certified to teach in other states.

Coursework is designed to provide a solid practical and theoretical foundation in education while preparing candidates to teach in traditional school settings. North Park attracts candidates from diverse social, cultural and economic backgrounds; all share a common passion for teaching and learning.

This program is designed so that most candidates are eligible for certification by the end of their second year in the program. Candidates typically complete the masters degree with teaching certification in two and a half years. Students may choose a thesis or non-thesis track option.

Admission requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, MATC candidates must fulfill the following requirements:

- Passing scores on the Illinois State Board of Education Test of Academic Proficiency
- Completion of the Graduate Record Examination (GRE) or Miller's Analogies Test (MAT) (applies to prospective candidates who have an undergraduate GPA below 3.0)
- Completion of personal essay
- Interview with the Graduate Admissions Committee
- Three professional letters of recommendation.
- For secondary and K-12 candidates, a content major that meets the learning outcomes of the Illinois Professional Teaching Standards (IPTS).
- For Elementary and Early Childhood candidates, a specialty area concentration that meets the learning outcomes of the Illinois Professional Teaching Standards (IPTS).

Program Requirements

- A range of 43 to 50 semester hours is required for this degree depending on specific certification requirements.
- A bachelor's degree recognized by the State of Illinois.
- An overall grade point average of 3.0, including a 3.0 in the major content area and 3.0 in education coursework.
- Passing scores on the Illinois State Board of Education Test of Academic Proficiency. For secondary and K-12 candidates, passing scores on the Content Area Test are required before beginning student teaching. For early childhood and elementary candidates, passing scores on the Specialty Area Test are required before student teaching.
- An Assessment of Professional Teaching (APT) Candidates must pass this before an application for certification can be filed with the state.

Clinical Experiences

One of the keys to the success of North Park's development of teaching professionals is our unique blend of clinical experiences. Candidates participate in three clinical experiences: teacher aiding, mini-teaching, and student teaching. School placements include a blend of public, private, urban and suburban. Supervision by North Park faculty provides feedback throughout all three clinical experiences to maximize the teaching skills learned and demonstrated by each candidate.

Early Childhood Education

- A minimum of 43 semester hours of graduate and certification coursework.

- 18 semester hours in specialty area concentration as stated in the Illinois Professional Teaching Standards.

For certification:

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| EDUC 5010 | Cognitive Thinking and Learning |
| EDUC 5120 | Policy Issues: Social and Cultural Diversity |
| EDUC 5180 | Language Development in Early Childhood |
| EDUC 5220 | Assessment and Evaluation |
| EDUC 5312 | Methods and Materials for Instruction in Gr. K-4 |
| EDUC 5300 | Infant, Child and Adolescent Psychology |
| EDUC 5320 | Technology in Education |
| EDUC 5330 | Principles & Practices of Play and Language in ECE |
| EDUC 5360 | Instruction in Early Childhood |
| EDUC 5430 | Survey of the Exceptional Learner |
| EDUC 5500 | Practicum A: Assessment of Competencies for the Teaching Profession |
| EDUC 5510 | Practicum B: Teacher Aiding |
| EDUC 5520 | Practicum C: Mini-Teaching and Seminar |
| EDUC 5800 | Student Teaching Early Childhood |
| EDUC 5810 | Student Teaching Elementary |
| EDUC 5853 | Practicum D: School Beginnings and Seminar |
| EDUC 5930 | Parent-Child Community Relations |

For completion of the Master's Degree:

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| EDUC 5140 | Comparative and International Education |
| EDUC 5210 | Understanding Research Design and Program Evaluation |

and either

Non-Thesis Track

| | |
|-----------|--|
| EDUC 5020 | Learning and Social Management Strategies in the Classroom |
| EDUC 5410 | Teacher Leadership |

or

Thesis Track

| | |
|-----------|------------------|
| EDUC 5903 | Proposal Writing |
| EDUC 5920 | Master's Project |

Elementary Education

- A minimum of 43 semester hours of graduate and certification coursework
- 18 semester hours in specialty area concentration as stated in the Illinois Professional Teaching Standards

For certification:

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| EDUC 5010 | Cognitive Thinking and Learning |
| EDUC 5011 | Middle School and Adolescent Development |
| EDUC 5120 | Policy Issues: Social and Cultural Diversity |
| EDUC 5220 | Assessment and Evaluation |
| EDUC 5310 | Curriculum Theory and Instructional Strategies |

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|-----------|---|
| EDUC 5311 | Middle School Methods and Materials in Grades 5-9 |
| EDUC 5312 | Methods and Materials for Instruction in Grades K-4 |
| EDUC 5320 | Technology in Education |
| EDUC 5350 | Reading and Writing across the Curriculum |
| EDUC 5430 | Survey of the Exceptional Learner |
| EDUC 5500 | Practicum A: Assessment of Competencies for the Teaching Profession |
| EDUC 5510 | Practicum B: Teacher Aiding |
| EDUC 5520 | Practicum C: Mini-Teaching and Seminar |
| EDUC 5810 | Student Teaching Elementary |
| EDUC 5853 | Practicum D: School Beginnings and Seminar |

For completion of the Master's Degree:

| | |
|-----------|--|
| EDUC 5140 | Comparative and International Education |
| EDUC 5210 | Understanding Research Design and Program Evaluation |

and either

Non-Thesis Track

| | |
|-----------|--|
| EDUC 5020 | Learning and Social Management Strategies in the Classroom |
| EDUC 5410 | Teacher Leadership |

or

Thesis Track

| | |
|-----------|------------------|
| EDUC 5903 | Proposal Writing |
| EDUC 5920 | Master's Project |

Secondary Education

- A minimum of 40 semester hours of graduate and certification coursework.
- 36 semester hours content major which meets the specified Illinois Professional Teaching Standards.

For certification:

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|-----------|---|
| EDUC 5010 | Cognitive Thinking and Learning |
| EDUC 5011 | Middle School and Adolescent Development |
| EDUC 5120 | Policy Issues: Social and Cultural Diversity |
| EDUC 5160 | Instruction in the Secondary School |
| EDUC 5220 | Assessment and Evaluation |
| EDUC 5310 | Curriculum Theory and Instructional Strategies |
| EDUC 5320 | Technology in Education |
| EDUC 5407 | Methods of Teaching in the Middle and Secondary School |
| EDUC 5430 | Survey of the Exceptional Learner |
| EDUC 5500 | Practicum A: Assessment of Competencies for the Teaching Profession |
| EDUC 5510 | Practicum B: Teacher Aiding |
| EDUC 5520 | Practicum C: Mini-Teaching and Seminar |
| EDUC 5820 | Student Teaching Secondary |

EDUC 5853 Practicum D: School Beginnings and Seminar

For completion of the Master's Degree:

EDUC 5140 Comparative and International Education

EDUC 5210 Understanding Research Design and Program Evaluation

and either

Non-Thesis Track

EDUC 5020 Learning and Social Management Strategies in the Classroom

EDUC 5410 Teacher Leadership

or

Thesis Track

EDUC 5903 Proposal Writing

EDUC 5920 Master's Project

K-12 Education (Art, French, Music, Physical Education, and Spanish)

- A minimum of 44 semester hours of graduate and certification coursework.
- Major subject area for certification which meet North Park approved programs and specified Illinois standards.
 1. Art – 36 semester hours
 2. Music – 72 semester hours
 3. Physical Education – 39-43 semester hours
 4. French – 39 semester hours
 5. Spanish – 40 semester hours

For certification:

EDUC 5010 Cognitive Thinking and Learning

EDUC 5011 Middle School and Adolescent Development

EDUC 5120 Policy Issues: Social and Cultural Diversity

EDUC 5170 Instruction in the Special K-12 Programs

EDUC 5220 Assessment and Evaluation

EDUC 5310 Curriculum Theory and Instructional Strategies

EDUC 5320 Technology in Education

EDUC 5407 Methods of Teaching in the Middle and Secondary School

EDUC 5430 Survey of the Exceptional Learner

EDUC 5500 Practicum A: Assessment of Competencies for the Teaching Profession

EDUC 5510 Practicum B: Teacher Aiding

EDUC 5520 Practicum C: Mini-Teaching and Seminar

EDUC 5810 Student Teaching Elementary

EDUC 5820 Student Teaching Secondary

EDUC 5853 Practicum D: School Beginnings and Seminar

For completion of the Master's Degree:

EDUC 5140 Comparative and International Education

EDUC 5210 Understanding Research Design and Program Evaluation

and either

Non-Thesis Track

EDUC 5020 Learning and Social Management Strategies in the Classroom

EDUC 5410 Teacher Leadership

or

Thesis Track

EDUC 5903 Proposal Writing

EDUC 5920 Master's Project

Master of Arts Degree in Literacy, Language and Culture (MALLC)

The purpose of this program is to prepare current elementary and secondary teachers who are working with linguistically and culturally diverse learners in multiple educational contexts. Students will have an opportunity to obtain the ESL and bilingual endorsement (if fluent in a language recognized by the ISBE).

Admission requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, MALLC candidates must fulfill the following requirements:

- Bachelor's degree from an accredited, state-recognized institution.
- Completed application.
- Official transcripts from all colleges and universities previously attended, with a cumulative GPA of above 3.0 on a 4.0 scale.
- Three professional letters of recommendation.
- Personal interview.
- Proof of valid teaching certificate

Program Requirements

The MALLC program consists of eleven core courses and a capstone course for a total 34 semester hours. All hours must be taken through North Park University to graduate.

EDUC 5120 Policy Issues: Social and Cultural Diversity

EDUC 5540 ESL Practicum

EDUC 5601 Introduction to Linguistics

EDUC 5602 Sociolinguistics and Cross Cultural Differences

EDUC 5603 Theoretical Foundations of Teaching ESL & Foreign Languages

EDUC 5604 Assessment of ESL and Foreign Language Students

EDUC 5605 Methods & Materials for Teaching ESL & Foreign Languages

EDUC 5606 Foundations of Bilingual Education

EDUC 5607 Methods & Materials for Teaching Bilingual Students

EDUC 5610 Culture and Literacy for ELL and Bilingual Students

EDUC 5615 Methods for ELL and Bilingual Students

EDUC 5920 Masters Project (Capstone)

Master of Arts in Educational Leadership (MAEL)

The MAEL program is designed for certified teachers who wish to become certified as a principal, assistant principal or a similar role in the State of Illinois.

Admission requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, MAEL candidates must fulfill the following requirements:

- Bachelor's degree from an accredited, state-recognized institution.
- Completed application.
- Official transcripts from all colleges and universities previously attended, with a cumulative GPA of above 3.0 on a 4.0 scale.
- Three professional letters of recommendation.
- Personal interview.
- Proof of valid teaching certificate
- Candidate selection portfolio.
- Completion of two years of successful full-time teaching experience or if candidate is school service personnel, must possess a minimum of four years experience with that certificate.

Program Requirements

- The MAEL program consists of eleven core courses and a practicum in educational leadership to total 34 semester hours. All hours must be taken through North Park University to graduate.

Field Experiences

Candidates participate in field experiences through several courses. In addition, candidates participate in a one-year internship (typically two weeks before and two weeks after the school year). An additional minimum of 200 clinical hours throughout the internship is required. Placements will provide the breadth of administrative experiences in Grades P-12 that are necessary for the principal in training.

Core Courses

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| EDUC 6010 | Contemporary Issues in Educational Leadership |
| EDUC 6020 | Curriculum Development and Implementation |
| EDUC 6030 | Educational Leadership |
| EDUC 6120 | School Administration and Policy |
| EDUC 6210 | Cultural Diversity in the Schools |
| EDUC 6310 | Assessment in the Schools |
| EDUC 6320 | Technology and Education |
| EDUC 6410 | School Supervision |
| EDUC 6440 | School Law |
| EDUC 6450 | School Finance |
| EDUC 6903 | School Community Relations |
| EDUC 6920 | Practicum A in Educational Leadership |
| EDUC 6921 | Practicum B in Educational Leadership |

Master of Arts in Education (MAE)

The Master of Arts in Education program (MAE) is designed primarily for certified teachers who wish to extend their knowledge in the field of education and refine their pedagogical skills in an advanced studies

program. The following themes appear throughout the required coursework and field experiences:

- Theory as a basis for understanding educational environments
- Diversity in student populations, programs, resources, and instructional strategies
- Creativity in developing and implementing new ideas
- Collaboration in school decision-making and leadership roles
- Service to school and the community as a basis for personal and professional development

Program Requirements

- The M.A. Ed. program is an individually designed program that helps meet the needs of teacher practitioners. Students may choose to take the thesis or non-thesis track option. Six graduate credit hours may be transferred into the program from another accredited college or university. The M.A. Ed. program consists of 34 total graduate semester hours for both a Thesis or Non-Thesis track candidate. Four core courses are required for both Thesis and Non-Thesis track candidates;

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| EDUC 5140 | Comparative and International Education |
| EDUC 5210 | Understanding Research Design and Program Evaluation |
| Non-Thesis Track | |
| EDUC 5020 | Learning and Social Management Strategies in the Classroom |
| EDUC 5410 | Teacher Leadership |
| or | |
| Thesis Track | |
| EDUC 5903 | Proposal Writing |
| EDUC 5920 | Master's Project. |

Non-Thesis track candidates may fulfill the remainder of the credit hour requirement by taking graduate level education courses. All thesis track candidates are required to research and design a master's project. The final project must be presented to at least two members of the School of Education Faculty. Non-thesis track candidates are required to pass a comprehensive exam at the end of their coursework.

- After being admitted into the program, M.A. Ed. candidates will be assigned a faculty advisor with whom they will initially plan their program and work closely throughout their coursework at the university. It is important that students regularly stay in contact with their advisor during program completion.

Illinois Type 75 Certification Program

The Type 75 program is designed for students who are Illinois certified teachers who already hold a Masters degree from an accredited institution recognized by the Illinois State Board of Education and wish to earn a Type 75 (general administrative) certificate. The program is designed so that most candidates are eligible for certification by the end of a 12 month period, and are then eligible to take the State Exam.

Coursework is designed to provide a solid foundation in leadership to enable students to serve in administrative positions with confidence. The Illinois certificate is recognized as a professional credential and often allows candidates to be certified in other states.

Candidates in the Type 75 Program must maintain a 3.0 GPA and take the required 7 courses at North Park University. Candidates will be able to complete Type 75 Program on Saturdays during the spring and fall semesters and during the day in the summer session.

Admission requirements:

In addition to the admission requirements listed earlier in the Graduate Catalog, candidates for the Type 75 must fulfill the following requirements:

- Be Illinois certified teachers
- Have completed 2 years of successful teaching
- Have earned a Master's degree from an accredited university

The certificate program consists of the following seven courses:

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| EDUC 6010 | Contemporary Issues in Educational Leadership |
| EDUC 6020 | Curriculum Development and Implementation |
| EDUC 6030 | Educational Leadership |
| EDUC 6210 | Cultural Diversity in the Schools |
| EDUC 6310 | Assessment in the School |
| EDUC 6320 | Technology in Education |
| EDUC 6410 | Supervision |
| EDUC 6440 | School Law |
| EDUC 6450 | School Finance |
| EDUC 6903 | School Community Relations |
| EDUC 6920 | Practicum A in Educational Leadership |
| EDUC 6921 | Practicum B in Educational Leadership |

The School of Education Graduate Faculty Committee may accept up to 11 semester hours of graduate credit from regionally accredited institutions of higher learning toward the Type 75 certificate including the following courses or equivalents:

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|-----------|---|
| EDUC 6010 | Contemporary Issues in Educational Leadership |
| EDUC 6210 | Cultural Diversity in the Schools |
| EDUC 6320 | Technology in Education |
| EDUC 6903 | School Community Relations |

Education Courses

5010 **Cognitive Thinking and Learning (2 sh)**

An advanced study of the psychological aspects of human behavior and development applied to the teaching and learning process. Topics include an understanding and function of brain development as it affects behavior and learning, neuropsychological aspects of school-related problems, learning styles, attention span, information processing, short-term and long-term memory, encoding and retrieval mechanisms, categorization, and problem-solving. Teacher certification candidates will develop a positive classroom discipline model as part of this course.

5011 **Middle School and Adolescent Development (3 sh)**

A study of the physical, intellectual, emotional, and social development of the young adolescents. Examination of developmental issues that impact the middle school, its philosophy, and its practices responsive to the adolescent, both cognitively and affectively. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5020 **Learning and Social Management Strategies in the Classroom (2 sh)**

The course begins with an introduction to basic counseling skills as an essential component of effective communication with all students. The course will examine interactional, group process, and conflict resolution strategies for school and community settings. The course will examine multiculturally responsive and restorative justice strategies for classroom management. The course will also examine institutional policies and procedures relative to the impact on all students.

5120 **Multicultural Education Diversity (2 sh)**

An examination of the issue of diversity with emphasis on the social, political, and cultural dimensions of school settings. Students will apply findings on this issue to their own classrooms and community contexts. Consideration will be given to the needs of ESL, bilingual, and bicultural students and the ways in which teachers respond to their needs. Legal requirements and funding issues will be addressed. Teacher certification candidates will develop a philosophy of diversity statement as a component of this course.

5140 **Comparative International Education (2 sh)**

The application of historiographic and social scientific theories and methods to international issues of education. This course emphasizes comparative analysis of policies and practices that constitute the organization, content, processes of educational systems and institutions found around the world. Selected topics include national, global, political, economic, social and cultural impact of education. Historical and contemporary examples are also used to emphasize the contributions and challenges of those involved in the field.

5160 **Instruction in Secondary Schools (2 sh)**

Basic principles of instruction for middle and high schools including analysis of teaching and learning experiences, organization for instruction, and assessment of students work. Students are videotaped for self-assessment. EDUC 5110, 5160 and 5510 comprise Professional Term B. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5170 **Instruction in Special K–12 Programs (2 sh)**

Basic principle of instruction. Preparing for teaching experiences, organizing for instruction, and working in a teacher aiding situation. Students are videotaped for self-assessment. EDUC 5110, 5170 and 5510 comprise Professional Term B. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5180 **Language Development in Early Childhood (2 sh)**

Methods of dealing with the development of language in the young child, speaking and listening skills, and preparation for reading and writing skills. Relationship to cognitive development. (M.A.T.C. only) Prerequisite: EDUC 5500, 5510.

5210 **Understanding Research Design and Program Evaluation (4 sh)**

An introduction to the process of research which includes conceptual frameworks, methodologies, and assessment strategies for both quantitative and qualitative studies. Emphasis will be on reading, interpreting and designing research studies.

5215 **Educational Research Methods (4 sh)**

This course is an introduction to the processes of research. The purpose of this course is intended to help students develop skills, insights, and an understanding of basic to performing research. This course also emphasizes the application of educational research methods and results into an educational setting. Both qualitative

and quantitative methods research methods are examined in this course.

5220 Assessment and Evaluation (2 sh)

An analysis of both traditional and alternative forms of assessment and evaluation, i.e., portfolio assessment, video performances, and student presentations. Philosophical foundations that form the basis for selected evaluation practices will be considered. Examination of literature on tests and measurements as well as alternative assessment and evaluation procedures will enable students to develop strategies that best meet the needs of their own educational objectives. Attention to grading procedures and other means for reporting student progress will enable teachers to evaluate a variety of strategies for reporting student progress.

5230 Methods and Techniques of Teaching Science in Grades 5-9 (1 sh)

Methods of teaching science at the elementary and middle school levels. The emphasis of the course is on relating the knowledge and skills of science to initiating inquiry into the learning activities.

5240 Methods and Techniques of Teaching Social Studies in Grades 5-9 (1 sh)

Methods and techniques of teaching social studies at the elementary and middle school levels. The emphasis of the course is on relating the knowledge, skills, values, attitudes, and social participation to the social science discipline.

5260 Methods in Art for Elementary Teachers (1 sh)

This course will consist of methods of teaching art in the elementary school. Emphasis will be placed on both the theoretical and the practical information and skills essential for the teaching of art.

5270 Method in Music Education for Elementary Teachers (1 sh)

Methods and techniques of teaching music by the classroom teacher at all levels in the elementary school. Special emphasis will be placed on current music educational trends.

5280 Methods of Teaching Physical Education and Health for K-8 Teachers (1 sh)

A presentation of the current trends in elementary physical education and health; human body systems and promotion of social, emotional, physical, mental and environmental health; theories and principles of health promotion and disease prevention; methodology, class organization, basic movement principles, and identifying teaching resources for physical education.

5300 Infant, Child and Adolescent Psychology (2 sh)

Exploration of major theories dealing with stages and changes relating to physical, cognitive, social, personality, and emotional development in childhood and adolescence. Student must have completed an introductory course in Psychology.

5310 Curriculum Theory and Instructional Strategies (2 sh)

An examination of numerous philosophies, conceptual frameworks and perspectives related to curriculum design and instructional strategies. Students will evaluate a variety of responses to curricular problems as they develop their own perspectives. Students will also explore instructional strategies and materials which complement or evolve from various curriculum designs.

5311 Middle School Methods and Materials In Grades 5-9 (3 or 4 sh)

Emphasis on the middle school classroom and its structure (curriculum and instruction) of the young adolescent. Examination of curriculum development, teaching and instructional strategies, support of students as changing young people, parent and community development, service learning, advisor-advisee programs, block scheduling, learning communities, homework and assessment,

exploratories, teaming, reading and writing across the curriculum, and other current middle school issues that impact curriculum and instruction for the 10 to 15 year old. Pedagogy is based on middle school philosophy, curriculum, instruction, and instructional models for designing and teaching developmentally appropriate programs including content area reading instruction. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5312 Methods and Materials for Instruction in Grades K-4 (2 sh)

Emphasis on emergent literacy and primary methods in the areas of reading, language arts, mathematics, social studies and science as they are integrated with art, music, health and physical education in the schools. Materials suitable for these ages and stages of development are reviewed. Assessment of students is discussed. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5315 Methods of Teaching Content Reading and Writing for Grades 5-9 (2 sh)

The purpose of this course is to extend your knowledge of young adolescent literature, instructional strategies, methodology, and assessment procedures used in grades 5-9. We will explore the following content areas: evaluation of instructional materials, comprehension instruction, learning vocabulary, reading and writing across the curriculum, assessment of student progress, diversity in the classroom, and current approaches to content reading.

5320 Technology in Education (2 sh)

An introduction to the range of communication and computer technologies now available to teachers for classroom use. Participants will receive instruction in the use of computers, interactive video, CD-ROM, Livetext, and other advanced technologies. Applications of software packages such as spreadsheets, HyperCard, and simulation and visualization software will be offered. Students will investigate pedagogical implications of these technologies and programs.

5330 Principles and Practices of Play and Language in Early Childhood Education (2 sh)

Methods and techniques of teaching socialization, art, music, and physical education to the young child along with the materials available and appropriate for the infant and young child. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5340 Methods in Science K-4 (1 sh)

Methods and techniques of teaching science in grades K-4. Emphasis is on concept development and discovery approach.

5350 Reading and Writing Across the Curriculum (2 sh)

This course is intended for candidates working towards an elementary certification. Candidates will explore instructional strategies in order to guide their students in acquiring writing and reading skills in content areas. Emphasis is on the functional teaching of writing and reading including designing and preparing materials to use with curriculum materials in all school subjects.

5360 Instruction in Early Childhood (2 sh)

Methods and techniques of teaching mathematical, social, and scientific concepts to young children. The relation of learning theories to the selection process. Diagnostic and evaluation techniques and procedures. Prerequisite: EDUC 5010, 5110, 5310, 5312, 5320, 5500, 5510. Co-requisite: EDUC-5520.

5370 Methods in Mathematics K-4 (2 sh)

Methods and techniques of teaching mathematics in grades K-4. Emphasis is on NCTM Teaching Standards for concept development, problem-solving, critical thinking ability, and

use of manipulatives. Student must have successful score on the mathematics area test.

5380 Methods in Mathematics Grades 5-9 (2 or 3 sh)

Methods and techniques of teaching mathematics in the intermediate and middle school grades. Emphasis is on NCTM Teaching Standards for algorithms for the basic operations as well as developing problem solving and critical thinking abilities.

5390 Methods and Materials for Teaching Art K-8 (2 sh)

Lesson planning, methods, and material selection for teaching art in the elementary school. Integration with the program of regular classroom teacher as well as planning for an entire art curriculum for elementary students.

5407 Methods of Teaching in the Middle and Secondary School (2 sh)

Specific methods and materials for teaching middle and secondary school subjects: topics and problems of general concern to 6-12 teachers; selection and use of instructional media. Mini-teaching assignment in a local school. Basic principles of instruction, preparing for teaching experiences and organizing for instruction. Regular and special populations are included. Music education majors must register for MUS 3408 and 3409 in place of this course.

5410 Teacher Leadership (2 sh)

A focus on opportunities and strategies for teacher leadership in developing ideas, programs, and policies within school settings. Shared decision-making, school restructuring, school based management, and peer coaching are among several issues explored from both administrative and classroom teachers' perspectives. Research studies in areas of teacher organizational culture will be utilized to develop strategies for teacher leadership and followership.

5430 Survey of Exceptional Learners (3 sh)

Survey of characteristics of learners with physical, mental, emotional or learning disabilities. Implications for the school situation; observation in special education classes for five clinical observation hours. Prerequisite: EDUC 5010, 5310, 5320, 5500.

5431 Characteristics of Special Needs Students (3 sh)

An introduction to the characteristics of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments and implications of these characteristics in the educational setting and throughout the lifespan. The provisions of the Individuals with Disabilities Education Act (IDEA) for these learners are explored as well as the definitions of the disabilities, etiologies, preventions, and interventions. Issues related to the identification, screening, labeling, and placement of, students, particularly culturally and linguistically diverse students in Special Education will also be presented. IFSP and IEP development is explored well as past, present, and future issues and trends in the field. Early childhood through high school student populations are included. Leads to cross-categorical approval for early childhood, elementary, and 6-12 certificates when combined with EDUC 5430 and 5436. Student must have completed an introductory course in Educational Psychology and in Curriculum. Prerequisite: EDUC 5430.

5436 Psychological and Educational Assessment for Special Populations (3 sh)

An examination of assessment and evaluation instruments appropriate for use with special populations. Standardized, aptitude, achievement, personality, diagnostic, and criterion reference tests will be analyzed. Validity, reliability, norming, and standard scores

will be examined. Student must have completed an introductory course in Statistics. Prerequisite: EDUC 5010, 5310, 5430.

5437 Methods of Teaching Students with Special Needs (3 sh)

An introduction to the philosophies and theories underlying the variations in educational programming for students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments. Educational approaches and best practices used by teachers to design curriculum, and instruct and assess students with disabilities will be presented. Applied behavioral analysis techniques and behavior change plan will be explored. Issues of identification, screening, placement, and family involvement of culturally and linguistically diverse students will also be explored. Student must have completed an introductory course in Educational Psychology and in Curriculum. To be taken as part of Professional Term C. Prerequisite: EDUC 5430.

5500 Practicum A: Assessment of Competencies for the Teaching Profession (0 sh)

Introduction to the school setting as a professional: Students are required to pass the Illinois Certification Testing System Basic Skills Exam/North Park University Teacher Entry Test and College Base Academic Subjects Examination. Students are required to design and present their website and multimedia projects. The North Park University School of Education Teacher Education Handbook and Portfolio Guidelines for Students in the Teacher Pre-Service Program are explained. Students are also required to complete the application for the Teacher Education Program, prepare the Introduction section of the Portfolio, and submit a Health Service Form for the education sequence in order to receive a passing grade and become eligible for the teacher education program. (M.A.T.C. only)

5510 Practicum B: Teacher Aiding (0 sh)

Observation and teacher aiding to total a minimum of 40 hours; to be taken as a part of Professional Term B. Early childhood candidates will participate in an infant toddler program for 20 hours and will complete the remainder of time in grades K-3 in a practicum in reading. Elementary candidates may select 1-3, 4-6, or 6-8 for this experience, with the remaining levels taken in 5520 or 5810. Secondary candidates may select 6-8 or 9-12 for this experience. A variety of urban, suburban, public, and private schools need to be selected across practicum settings. In addition to the 40 hour requirement in a regular education setting, a 10 hour experience in a special education setting is required. (M.A.T.C. only)

5520 Practicum C: Mini-Teaching and Seminar (1 sh)

Minimum of 35 hours of mini-teaching in a local school in connection with methods courses. To be taken as part of Professional Term C. Early Childhood candidates take this practicum twice, once at the preschool level and once at the grade levels 1-3. Elementary and secondary candidates must take this practicum at a level and in a setting different from the one chosen for practicum B. K-12 candidates should choose a 6-8 level. (M.A.T.C. only) Prerequisite: (Early Childhood and Elementary) EDUC 5110, 5312, 5510. Prerequisite: (Secondary) EDUC 5110, 5160, 5510. Prerequisite: (Special K-12) EDUC 5110, 5170, 5510.

5540 ESL Practicum (0 or 1 sh)

The purpose of this course is to observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. The requirements for this course may also be met through verification of three months of teaching experience with ESL students. Only those who have verification by a principal or other administrators of three

months of teaching ESL students prior to entering the program may take this for no credit. To be taken at the end of the five-course ESL sequence.

5601 Introduction to Linguistics (3 sh)

Introduction to the basic principles of linguistics, the study of human language. Origins of language, what it means to know a language, comparisons of the difficulty levels of different languages, how children acquire language, and common threads that may connect languages will be explored.

5602 Sociolinguistics and Cross-Cultural Differences (4 sh)

Exploration of various aspects of the relationship between language and society. Culture, sex differences, communities, dialects, and speech will be examined.

5603 Theoretical Foundations of Teaching ESL and Foreign Languages (3 sh)

Philosophical and theoretical considerations for teaching a second language. An explanation of theories as well as comparisons among the different theories of teaching a second language will be explored. The student will build a personal framework for teaching a second language. Kindergarten through high school student populations will be the focus of attention, including design and sequencing of ESL courses.

5604 Assessment of ESL and Foreign Language Students (4 sh)

Assessment techniques of ESL students. Different types of assessment instruments, the theoretical viewpoints of these instruments and testing procedures in general will be discussed. Assessment of all levels of proficiency and grade levels will be considered.

5605 Methods and Materials for Teaching ESL and Foreign Languages (4 sh)

Introduction to the various methods of teaching a second language in K-12 based on the philosophies and theories presented in 5603. Strategies used when working with ESL or second language students and exposure to the issues of multicultural diversity and socioeconomic diversity.

5606 Foundations of Bilingual Education (3 sh)

This course provides the current research and theories forming the foundation of bilingual education. It examines and reviews the historical, legal, philosophical, theoretical, pedagogical, and political issues concerning bilingual education programs in the United States. It also analyzes the linguistic, psychological, social, and cultural underpinnings of current practices in the field and cultivates multicultural perspectives.

5607 Meths & Mts for Teaching Bilingual Stds (3 sh)

This course introduces various models, philosophies, and theoretical underpinnings of bilingual education for language minority students. It provides and prepares the participants with the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms.

5610 Culture and Literacy for ELL and Bilingual Students (3 sh)

This course explores reading and writing as a dynamic, strategic and goal-directed process of language and tools that utilizes native language (L1) and second language (English as L2) for learning in academic and social contexts. The course examines research-based best practices and pedagogy for literacy and language arts to help Bilingual and ELL students transition into English language fluency. Multimedia literacy and multimodal tools, such as computer graphics, video clips, blogs, wikis, and electronic resources are also examined. Theories of learning, assessment of Bilingual and ELL students, Rt1, the role of classroom environment, and parent

?community partnerships are included. Academic and social competencies in multicultural and global citizenship are explored through the extensive use of multicultural literature for middle school and young adolescents.

5615 Methods for ELL and Bilingual Students (3 sh)

This course examines the current research, theories, and best-practices instructional strategies for disciplinary literacy and content literacy in Social Studies, Science, Math, Art, and Music for Bilingual and ELL students. The course applies national and discipline-specific standards to the instructional program and learning strategies that are most effective for Bilingual and ELL students. The course also examines the new technologies and multimodal literacies that enhance student learning and require 21st century literacy.

5800 Student Teaching - Early Childhood (4 sh)

Supervised observation and teaching in an appropriate educational facility. Early Childhood teacher candidates must complete five weeks each in 5800 and 5810. Prerequisite: passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 5520. Prerequisite: EDUC 5520.

5810 Student Teaching - Elementary Education (4, 6 or 8 sh)

Supervised observation and teaching in the elementary school. Early childhood teacher candidates must complete five weeks in grades 1-3 (4sh). Elementary Education teacher candidates must complete ten weeks in grades 2-4 (8 sh). K-12 majors must complete eight weeks in grades 1-8 (6 sh) and eight weeks in EDUC 4120, grades 6-12 (6 sh). Prerequisite (Early Childhood): EDUC 5010, 5110, 5180, 5220, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Prerequisite (Elementary): EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 5853 Prerequisite: (Early Childhood) EDUC 5010, 5110, 5180, 5220, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520. Prerequisite: (Elementary) EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520.

5820 Student Teaching - Secondary (6 or 8 sh)

Supervised observation and teaching in the secondary school. Secondary Education teacher candidates must complete this experience as follows: 6-12 majors must complete ten weeks (8 sh) in grades 6-12. K-12 majors must complete eight weeks in 5810, grades 1-8 (6 sh) and eight weeks in 5820, grades 6-12 (6 sh). Students must pass the State Content Area Exam, the Assessment of Professional Teaching (APT) test, and show proof of acceptance by the Committee on Educational Screening. (M.A.T.C. only). Prerequisite: (Secondary) EDUC 5010, 5110, 5160, 5310, 5311, 5320, 5500, 5510. Prerequisite: (Special K-12) EDUC 5010, 5110, 5160, 5170, 5310, 5311, 5320, 5500, 5510.

5853 Practicum D: School Beginnings and Seminar (1 sh)

As the capstone course in the teacher education program, this course enables students to create personal syntheses of the educational experiences as graduate students and as prospective educators. Students will examine selected philosophies of education in order to develop their own. Minimum of 15 hours of opening day school experience in assigned school, alternating weekly teaching seminar, preparation of student profile, and work with instructional media. Students will assemble professional portfolios, prepare for teacher certification, and outline future areas of inquiry for further

professional development. Prerequisite: (Early Childhood) EDUC 5010, 5110, 5180, 5220, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520. Co-requisite: EDUC 5810. Prerequisite: (Elementary) EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520.

Co-requisite: EDUC 5810. Prerequisite: (Secondary) EDUC 5010, 5110, 5160, 5310, 5311, 5320, 5500, 5510. Co-requisite: EDUC 5820. Prerequisite: (Special K-12) EDUC 5010, 5110, 5160, 5170, 5310, 5311, 5320, 5500, 5510. Co-requisite: EDUC 5810, 5820.

5901 Topics in Education (1-4 sh)

Intensive investigation of a selected topic. Topics include Creativity and Problem Solving. Consent of graduate advisor.

5902 Independent Study in Education (1-4 sh)

Advanced work in a field of special interest. Consent of graduate advisor and the Teacher Education Committee.

5903 Proposal Writing - Masters Project (2 or 4 sh)

Development of a written proposal outlining a research project that includes a well defined research topic, literature review, conceptual framework, and appropriate methodology. Presentation of the completed proposal to the student's Review Committee is required at the completion of the course. This proposal will be constructed according to guidelines printed in the Research Manual for Writing a Master's Project in Education. Student must have completed a minimum of 12 sh in core requirements. Prerequisite: EDUC 5210.

5915 Academic Odyssey to Greece: Applying Classical Ideals to the Arts and Education (1-4 sh)

The Academic Odyssey to Greece is a three week short term study abroad program offered through the School of Education to all students at North Park University. It focuses on comparing classical Greek ideals to current day themes and enables students to learn how the birthplace of democracy shaped the way we see and experience the world and ourselves. By incorporating both scholarly/didactic approaches to learning with experiential approaches (excursions, field trips), this program investigates a wide spectrum of disciplines in the arts and sciences and provides students with the opportunity to develop an appreciation and understanding of the Greek people and country within a lived experience.

5920 Master's Project (2 or 4 sh)

Students will be required to design, implement, and assess their own research project. This project is a culmination of work in the master's program. Students will integrate knowledge, skills, and experiences emanating from previous course work. They will present their work to two members of the School of Education Faculty. Candidates may choose to design a classroom-based project, case study, or original research study. Prerequisite: EDUC 5210, 5310, 5903.

5930 Parent-Child Community Relationships (2 sh)

Exploration of the role families and community services play in the education of young children. Teacher candidates will identify social, economic, and cultural trends that impact families of young children and will develop strategies to communicate with families to disseminate information regarding school and community services. (M.A.T.C. only)

5991 Transfer Elective (1-4 sh)

6010 Contemporary Issues in Educational Leadership (2 sh)

An effective principal needs timely knowledge and skills in many areas, as well as throughout the P-12 grade span. This course will be used to develop and clarify topics for further investigation and is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing

America's schools. Included in these major issues will be the role of the principal in special education and in technology. The questions that emerge will become the focus for subsequent inquiry and study in graduate education courses.

6020 Curriculum Development and Implementation (2 sh)

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery (integration), and organization. Students will examine various curriculum models and will be asked to examine their own personal beliefs and those of all grades (P-12) regarding curriculum issues. Students will become familiar with current theories on curriculum development and best practices in curriculum development and apply that knowledge to their own experiences as school professionals. The purpose of this course is to explore various issues, history and philosophies of curriculum development and implementation. Included will be the role of the principal in special education and technology. Curriculum development through team-building will be incorporated. The social emotional learning standards will be addressed in the curriculum development process. Students will learn and apply the three-tier instruction and intervention model (curriculum, instruction, and assessment). Candidates will develop their electronic professional portfolios during this course.

6030 Educational Leadership (4 sh)

This course describes the role of the educational leader, specifically the principal, in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate the vision to teachers, students, parents and community members. This course will examine leadership challenges, responsibilities and leadership styles, and will incorporate team-building and collaboration skills. Included will be the role of the principal in special education and technology.

6120 School Administration and Policy (4 sh)

This course provides students with collegial and collaborative orientation toward school administration. A focus will be on transferring concepts, assumptions and generalizations in educational administration to various learning environments, including grades P-12. Included will be the role of the principal in special education and technology. Students will investigate current policies which effect administration, policy making and school improvement.

6210 Cultural Diversity in the Schools (2 sh)

Cultural diversity, its definitions and the implications for the administrative leader with respect to the impact of cultural diversity in our schools, will be explored. This course will provide students with opportunities to learn about diversity and as it applies to the classroom and school settings. The focus of the class will be on all P-12 students including special education, English Language Learners, early childhood, and gifted. The contemporary issues of bullying and school safety will be addressed.

6310 Assessment in the Schools (2 sh)

This course is designed to develop skills in selecting, developing and interpreting assessment methods. This course will provide the educational leader with opportunities to examine valid, reliable and fair measurements to determine achievement in teaching and learning and decision making for school improvement. Students will assess student progress and design effective interventions for struggling students in P-12, including special needs students.

6320 Technology and Education (2 sh)

This course will investigate the use of technology for administration, teaching, and learning. This course will develop hands on skills in integrating technologies into all areas of our schools. Appropriate and timely applications for principals will be developed.

6410 School Supervision (4 sh)

This course provides students with an introduction to the supervision of instruction. Supervision strategies will be developed and practiced with a focus on school improvement through the improvement of teaching and learning. Students will learn various theories on supervision and apply them to the instructional setting.

6440 School Law (4 sh)

This course provides students with a comprehensive examination of the interaction between the school and law. The legal basis for American public education and its direct impact on school operations will be explored. Principals deal directly with issues regarding special education law which will be directly addressed in this class.

6450 School Finance (2 sh)

This course examines the history of school finance with emphasis on the significant role of funding public education. The role of local, state and national school funding issues will be examined. Emphasis will be given to the role of the school administrator and school finance issues. Issues relating to special education and technology impact school finances and will be specifically incorporated.

6903 School Community Relations (2 sh)

This course provides an overview of the importance of community involvement in developing effective schools and effective change. Students will examine ways to involve parents and the members of the wider learning community in the schools. Techniques will be developed for developing better parent-teacher-administrator communication and fostering better school-community relations.

6920 Practicum A in Educational Leadership (2 sh)

The first half of a capstone experience, this practicum will focus on the development of a plan for the actual practicum. Students will work with a university faculty member and a supervisor in a P-12 setting to develop a plan that will allow them the opportunity to demonstrate skills in data analysis, developing school improvement plans, instructional leadership, personnel matters (hiring, evaluation, induction, mentoring, and professional development), resource management or other topics approved by their North Park supervisor.

6921 Practicum B in Educational Leadership (2 sh)

The continuation of the capstone experience will involve the completion of the practicum working under the direction of a certified administrator in a P-12 school setting on an approved project involving data analysis, developing school improvement plans, instructional leadership, personnel matters (hiring, evaluation, induction, mentoring, and professional development), resource management or other topics approved by the North Park supervisor. The final project will be presented to class members, on site supervisors and School of Education faculty. Prerequisite EDUC 6920.