Education (EDUC)

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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.

The strategic location of North Park University permits the students to acquire clinical experience in public, private, urban, and suburban schools.

The following programs received continued approval of the Illinois State Teacher Certification Board and the Illinois State Board of Education (ISBE): Early Childhood; Elementary; Secondary Education: Biology, Chemistry, Economics, English, History, Mathematics, Political Science and Physics; Special K-12: Art, French, Music, Physical Education, and Spanish.

Early Childhood/Elementary Education Majors

Acceptance into the early childhood and elementary education majors is based on:

- Formal application to the School of Education when enrolled in EDUC 2120
- An overall GPA of 2.5
- Acceptance into an area of concentration or approved major
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee
- Passing scores on the Illinois State Board of Education Test of Academic Proficiency
- Completion of health screening
- Successful results of criminal background check

Candidates are required to pass the Test of Academic Proficiency prior to acceptance into the Teacher Education Program. The Content Area Test must be passed prior to the student teaching field experience. An Assessment of Professional Teaching (APT) test must be passed prior to receiving a teaching certificate.

Once admitted to the Teacher Education Program, candidates also meet benchmark assessments at key transition points. Candidates meet the benchmarks for dispositions during Professional Terms A, B, C, and D. Candidates meet the benchmarks for their portfolio assessment in Professional Terms B, C, and D. These benchmark assessments are described fully in the School of Education, Teacher Education Handbook. Students are expected to complete all course requirements including clinical experiences.

International students may major in either Early Childhood or Elementary Education. Since they cannot become certified due to ISBE's requirement to be an United States citizen, they will be exempt from taking the required state examinations.

All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted toward fulfillment of the applicable requirements.

If a student requests Teacher Certification after graduation, he/she will need to either retake Practicum C: Mini Teaching or Practicum D: Student Teaching after the 2 state exams are passed successfully. (Passing of Basic Skills is required for Mini-Teaching and Early Childhood/Elementary Content Area Test is required for Student Teaching).

Early Childhood Certification Program

This program is designed for students who are planning to teach children from birth to age 8 leading to a type 04 initial teaching certificate in the state of Illinois. In addition to the early childhood major, an expanded general education package and one 18 semester hour "endorsement" or one 28 semester hour concentration is required.

The curriculum is organized in four professional terms:

Professional Term A: EDUC 2120, 2130, 2140, 2145 and 2155

Professional Term B: EDUC 2300, 3340, 3345, 3370, 3430, and 3510

Professional Term C: Preschool: EDUC 3180, 3330, 3360, 3520 (1 sh Preschool; 1 sh Elementary), and 3930

Professional Term D: EDUC 3130, 4100 (4 sh), 4110 (4 sh), and 4600

Elementary Education Certification Program

This program is designed for students who are planning to teach children in grades K-9 and to obtain an Illinois Type 03 initial teaching certificate.

The curriculum sequence is organized in four professional terms:

Professional Term A: EDUC 2120, 2130, 2140, 2145 and 2155

Professional Term B: EDUC 3011, 3260, 3270, 3340, 3345, 3370, 3430 and 3510

Professional Term C: EDUC 3230, 3240, 3280, 3310, 3380 and 3520

Professional Term D: EDUC 3130, 4110 (8 sh) and 4600

General Education Courses For Early Childhood and Elementary Education Majors

Students are advised to consult with their Education advisor to identify the classes that most appropriately helps address State Standards.

Math 1030 is a required course for all Early Childhood and Elementary Education Majors. This fulfills the Mathematics General Education requirement.

The equivalent of two semester hours of written communication is integrated across North Park Dialogue 1 and 2.

Academic Area Of Concentration

In addition to requirements in education, students must select one of the following: (1) an 18 semester hour area of endorsement, or (2) one 28 semester hour concentration from the categories listed below; or (3) a student may complete a second major, following the major requirements contained elsewhere in this catalog. Students are advised to work with department and education advisors in selecting appropriate courses.

1. Art
2. English
   - Literature
   - Writing
3. Foreign Language
   - French – Consult both the Education and the Departmental advisor for appropriate coursework.

- Spanish – Consult both the Education and the Departmental advisor for appropriate coursework.
- Swedish – Consult both the Education and the Departmental advisor for appropriate coursework.

4. Mathematics
5. Music
6. Philosophy
7. Sciences
   - Biology
   - Chemistry
   - Physics
8. Social Science
   - Economics
   - History
   - Political Science
   - Psychology
   - Sociology
9. Theater

Honors in Early Childhood Education and Elementary Education

For Departmental Honors in Early Education or Elementary Education, 8 sh of EDUC 4000 are required in addition to the hours stated for certification. Students must apply for admission into the program during the first semester of their third year. For honors in these majors, students must present their papers or project to the faculty of the Education department. For general departmental honors requirements and description of EDUC 4000, Departmental honors in Education (1-4 sh), see later pages in this section.

Optional Bilingual Education Endorsement:

EDUC 3540, 3602, 3603, 3604, 3606, and 3607.

Optional English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, and 3605.

Optional Combined Bilingual/English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, 3605, 3606 and 3607

Optional Learning Behavior Specialist I:

EDUC 3430, 3431, 3436, and 3437

Secondary Education Major Program

The secondary education major is a second major only. No student may graduate from North Park University with secondary education as his or her only major.

The secondary education major leads to teacher certification. In order to be certified for secondary education in Illinois, a candidate must complete a state approved program in a specific content area. Currently, North Park's approved programs in the content areas noted below are the equivalent of the North Park departmental major (with certain additional courses for core standards and some exceptions as noted in the university catalog) combined with School of Education courses for the secondary education major.

A secondary education major without a content-area major would not lead to state certification. As a result, students may not graduate from North Park with secondary education as their only major.

Acceptance into the secondary education major is based on:

- Formal application to the School of Education when enrolled in EDUC 2120
- An overall GPA of 2.5
- Acceptance into appropriate major
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee
- Passing scores on the Illinois State Board of Education Test of Academic Proficiency
- Completion of health screening
- Successful results of criminal background check

Candidates are required to pass the Test of Academic Proficiency prior to acceptance into the Teacher Education Program. The Content Area Test must be passed prior to the student teaching field experience. An Assessment of Professional Teaching (APT) test must be passed prior to receiving a teaching certificate.

Once admitted to the Teacher Education Program, candidates also meet benchmark assessments at key transition points. Candidates meet the benchmarks for dispositions during Professional Terms A, B, C, and D. Candidates meet the benchmarks for their portfolio assessment in Professional Terms B, C, and D. These benchmark assessments are described fully in the School of Education, Teacher Education Handbook. Students are expected to complete all course requirements including clinical experiences.

All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted toward fulfillment of the applicable requirements.

Secondary Teaching Certification Program

The secondary education major leading to teacher certification is designed for students who are planning to teach in grades 6-12 and obtain an Illinois Type 09 initial teaching certificate. Requirements under general education, professional education, and a North Park major.

The curriculum is organized in four professional terms:

Professional Term A: EDUC 2120, 2130, 2140, 2145 and 2155.

Professional Term B: EDUC 3011, 3430, 3160 and 3510

Professional Term C: EDUC 3130 and 3520

Select Course Based on Major:

EDUC 3310: English and Foreign Language Majors only

EDUC 3315: All majors except English and Foreign Language

Select Course Based on Major:

EDUC 3230: Science Major

EDUC 3240: Social Studies Major

EDUC 3355: English Major

EDUC 3380: Math Major

Professional Term D: EDUC 3407, 4120, and 4600

General Education Courses For Secondary/Special K-12

(See chart under Early Childhood and Elementary Education major, above)

Content Area Majors

(36 semester hours or more)

The Illinois State Board of Certification has approved the following programs at North Park University; State Content Area Tests are given to verify the appropriate level of mastery of the State Standards. The State Standards for each area can be found on the Illinois State Board of Education website (www.isbe.net) See individual departments for additional requirements such as comprehensive examinations.

1. Biology
2. Business and Economics:: Economics
3. Chemistry
4. English
5. History
6. Mathematics
7. Physics
8. Politics and Government

Optional Bilingual Education Endorsement:

EDUC 3540, 3602, 3603, 3604, 3606, and 3607.

Optional English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, and 3605

Optional Combined Bilingual/English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, 3605, 3606 and 3607

Optional Behavorial Specialist I (SED) Approval:

EDUC 3430, 3431, 3436, and 3437

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

Acceptance into the Special K-12 sequence is based on:

- Formal application to the School of Education office when enrolled in EDUC 2120
- An overall GPA of 2.5
- Declaration of an appropriate content area major
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee
- Passing scores on the Illinois State Board of Education Test of Academic Proficiency
- Completion of health screening
- Successful results of criminal background check

Candidates are required to pass the Test of Academic Proficiency prior to acceptance into the Teacher Education Program. The Content Area Test must be passed prior to the student teaching field experience. An Assessment of Professional Teaching (APT) test must be passed prior to receiving a teaching certificate.

Once admitted to the Teacher Education Program, candidates also meet benchmark assessments at key transition points. Candidates meet the benchmarks for dispositions during Professional Terms A, B, C, and D. Candidates meet the benchmarks for their portfolio assessment in Professional Terms B, C, and D. These benchmark assessments are described fully in the School of Education, Teacher Education Handbook. Students are expected to complete all course requirements including clinical experiences.

All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted toward fulfillment of the applicable requirements.

This program is designed for students who are planning to teach the subjects of Art, Foreign Language, Music, or Physical Education at both elementary and secondary school levels.

Summary of requirements in the major, including prerequisites.

The curriculum is organized in four professional terms:

Professional Term A: EDUC 2120, 2130, 2140, 2145 and 2155

Professional Term B: EDUC 3011, 3170, 3510 and 3430

Art majors only: EDUC 3390

Foreign Language majors only: EDUC 3290

Professional Term C: EDUC 3310 or 3315, 3407, 3520

Select course based on major:

EDUC 3310: Foreign Language major

EDUC 3315: Art, Music and Physical Education major

Professional Term D: EDUC 3130, 4110/4120, 4600

Teaching Certification Only- Post B.A. Degree

The North Park University School of Education prepares competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities.

This program is designed for students who possess an undergraduate degree recognized by the Illinois State Board of Education and wish to return to become certified to teach. The program is offered in the evenings and on Saturdays as well as the regular day schedule until the time pre-student teaching begins.

Certification-only candidates must meet the same program (Early Childhood, Elementary, Secondary, or K-12) and GPA requirements as undergraduate certification candidates, that is 2.5 overall, 2.75 in the major/concentration, and 2.75 in education coursework, Secondary and K-12 candidates must take a minimum of 24 sh at North Park University and early childhood and elementary candidates must take a minimum of 28 sh at North Park University.

All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade of no lower than “C” in order to be counted toward fulfillment of the applicable requirements.

2120 **Practicum A - Introduction to Teaching (1 sh)**
An introduction to the teaching profession. The education program is complex and multi-faceted, requiring proper planning. Admissions exams for certification and state education requirements are included. Due to the rigor of the mandatory certification tests (which must be passed prior to formal admission to the School of Education), students will prepare for the appropriate examinations.

2130 **Educational Psychology (2 sh)**
Study of the psychological aspects of human behavior and development applied to teaching and learning processes, including learning theories, motivation, and classroom management. Must have completed 45 credits and a current GPA of 2.50. Co-requisite: EDUC 2120, 2140, 2145, 2155 as part of Professional Term A.

2140 **Curriculum (2 sh)**
Basic principles of curriculum including, planning, organizing and developing objectives in relation to the individual learner, the school, and the society are discussed. Historical developments and recent innovations in school curricula and instruction will be analyzed. Needs of multi-cultural students are addressed. An e-portfolio will be developed. Must have completed 45 credits and a current GPA of 2.50. Co-requisite: EDUC 2120, 2130, 2145, 2155 as part of Professional Term A.

2145 **Assessment (2 sh)**
Basic principles of assessment including planning, organizing and developing objectives in relation to the individual learner, the curriculum, and the school is discussed. Needs of diverse learning styles of students are addressed. Analysis of assessment theory, strategies, and measures and their application will be explored. Co-requisite: EDUC 2120, 2130, 2140, 2155 as part of Professional Term A. Must have completed 45 credits and a current GPA of 2.50.

2155 **Technology with Teaching (2 sh)**
Integration of current methods in instructional technology into the K-12 classroom, including multimedia presentations, Internet navigation and production, basic computer maintenance, and the critical evaluation of educational software. Needs of diverse learning styles of students are addressed. Must have completed 45 credits and a current GPA of 2.50. Co-requisite: EDUC 2120, 2130, 2140, 2145 as part of Professional Term A.

2300 **Infant and Child Development (2 sh)**
Intensive study of developmental theory and research related to physical, cognitive, psychosocial and faith development in infants and children. An experiential learning component is included. Prerequisite: PSYC 1000.

3011 **Middle School and Adolescent Development (3 sh)**
A study of the physical, intellectual, emotional, and social development of the young adolescent. Examination of developmental issues that impact the middle school, its philosophy, and its practices which are responsive to the adolescent, both cognitively and affectively. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3130 **Multicultural Education Practices: Challenges for the Diverse Classroom (2 sh)**
This course examines diversity in the classroom with attention to the linguistic, cultural, academic and cognitive dimensions of student development and learning. This course will also examine the instructional planning, instructional strategies and culturally responsive practices for diverse learners. Consideration will be given to the ways racial-ethnic segregation, ESL, bilingual, bicultural and special education programs have impacted schools and their communities.

3160 **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. This course is part of Professional Term B. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3170 **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. This course is part of Professional Term B. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3180 **Language Development in Early Childhood (2 sh)**
Methods of dealing with the development of language in young children. The emphasis is on speaking and listening skills, and preparation for reading and writing skills. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3230 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3240 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3260 **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. Prerequisite: EDUC 2120 2130, 2140, 2145, 2155.

3270 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3280 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3290 **Methods in Foreign Language K-8 (2 sh)**
Lesson planning, methods, and material selection for teaching foreign language in the elementary school. Integration with the program of regular classroom teachers as well as planning for an entire foreign language curriculum for elementary students. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3307 **Materials and Methods for Elementary and Middle School Music Education (2 sh)**
An analytic overview of public school music texts, audio-visual material and computer technologies including multi-cultural resources and their applications. An investigation into the means of integrating the music unit into the host school as well as building community relations with the music unit. Introduction to the building, marketing, and defense of the arts in education. Prerequisite: EDUC 2130, 2140, 2145, 2155, 2510, 3510.

3310 **Methods of Teaching Reading and Language Arts in Grades 5-9 (2 sh)**
An analysis of the materials and the methodologies used in writing, reading and language arts including children's literature. A review of theories, research, and the differentiated instructional needs of struggling and special education students. Emphasis on the learner in grades 5 through 9. Prerequisite: (Early Childhood) EDUC 2120, 2130, 2140, 2145, 2155, 2300, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Elementary) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3260, 3270, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Secondary) EDUC 2120, 2130, 2140, 2145, 2155, 3160, 3430, 3510.

3311 **Middle School Curriculum and Instruction (2 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 2120, 2130, 2140, 2145, 2155.

3315 **Methods of Teaching Content Reading and Writing for Grades 5-9 (2 sh)**
The purpose of this course is to extend your knowledge of reading/writing, 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 and writing. Prerequisite: (Early Childhood) EDUC 2120, 2130, 2140, 2145, 2155, 2300, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Elementary) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3260, 3270, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Secondary) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3160, 3430, 3510.

3330 **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 2120, 2130, 2140, 2145, 2155.

3340 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3345 **Methods of Reading, Language Arts, and Social Studies K-4 (4 sh)**
Emphasis on theory, methodology, strategies, and principles of instruction related to reading, language arts, and social science in grades Kindergarten through grade four. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155. Co-requisite: EDUC 3510.

3355 **Grammar and Writing Pedagogy (2 sh)**
Intended for English majors in the secondary education sequence, and candidates for elementary education, this course will review grammar basics and will study methods of teaching writing. Student must have completed foundational course in composition or the equivalent.

3360 **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: (Early Childhood) EDUC 2120, 2130, 2140, 2145, 2155, 2300, 3340, 3345, 3370, 3430, 3510. Co-requisite EDUC-3520. Prerequisite: (Elementary) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3260, 3270, 3340, 3345, 3370, 3430, 3510. Co-requisite: EDUC-3520.

3370 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3380 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3390 **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. Prerequisite: EDUC 2120, 2130, 2140, 2145, 2155.

3407 **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. Prerequisite: EDUC 2120, 2130, 2140, 3510; EDUC 3160 or 3170. Co-requisite: EDUC 3520.

3430 **Survey of Exceptional Learners (3 sh)**
Survey of characteristics of learners with physical, mental, emotional or learning disabilities. Implications for the school situation.

3431 **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 life-span. 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 culturally and linguistically diverse students in Special Education will also be presented. Attention to past, present, and future issues and trends in the field are given. Early childhood through high school student populations are included. Leads to cross-categorical approval for early childhood, elementary, secondary and K-12 certificates when combined with EDUC 3430, 3436 and 3437. Prerequisite: EDUC 2120, 2130, 2140, 3430.

3436 **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, diagnostic, and criterion reference tests will be analyzed. Validity, reliability, norming, and standard scores will be examined. Prerequisite: EDUC 2120, 2130, 2140, 3430.

3437 **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. Prerequisite: (Early Childhood) EDUC 2120, 2130, 2140, 3340, 3345, 3370, 3430. Prerequisite: (Elementary) EDUC 2120, 2130, 2140, 3230, 3240, 3310, 3315, 3380, 3430. Prerequisite: (Secondary) EDUC 2120, 2130, 2140, 3160, 3430.

3510 **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. Elementary candidates may select 1-3, 4-5, or 6-8 for this experience, with the remaining levels taken in 3520 or 4110. 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. Teacher aides meet periodically with faculty observers to share and reflect on the experience. In addition to the 40 hour requirement in a regular education setting, a 10 hour experience in a special education setting is required. Prerequisite: EDUC 2120 2130, 2140, 2145, 2155. Acceptance into Teacher Education Program.

3520 **Practicum C: Mini-Teaching (1 sh)**
Mini-Teachers meet periodically with faculty observers to share and reflect on the experience. There will be a minimum of 35 hours of mini-teaching in a local school in connection with methods courses. The student must meet the required grade point average and have a receipt by School of Education of successful scores on the ISBE Basic Skills Test. Early Childhood candidates take this practicum twice, once at the preschool level and once at the Kindergarten level. 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. To be taken as part of Professional Term C. Prerequisite: (Early Childhood) EDUC 2120, 2300, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Elementary) EDUC 3011, 3260, 3270, 3340, 3345, 3370, 3430, 3510. Prerequisite: (Secondary) EDUC 3011, 3160, 3430, 3510. Co-requisite: MUS 3408 (required). Prerequisite: (K-12) EDUC 3011, 3170, 3390, 3430, 3510. Co-requisite: B.Mus. Ed only: MUS 3408 (required). Prerequisite: (K-12 Foreign Language) EDUC 3011, 3170, 3430, 3510, 3910.

3540 **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 certification 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 course sequence.

3601 **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.

3602 **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.

3603 **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.

3604 **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. Co-requisite: EDUC 3540.

3605 **Method 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 that were presented in 3603. Strategies used when working with ESL or second language students and exposure to the issues of multicultural diversity and socioeconomic diversity.

3606 **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.

3607 **Methods and Materials for Teaching Bilingual Students (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.

3910 **Topics in Education (1-4 sh)**
Intensive examination of a selected theme.

3915 **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 currant 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.

3930 **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.

4000 **Departmental Honors in Education (1-4 sh)**
A project in a school setting emanating from a proposal that has been approved by the education department.

4100 **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 4100 and 4110. Prerequisite: EDUC 2120,2130, 2140, 2145, 2155, 2300, 3180, 3330, 3340, 3345, 3360, 3370, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600.

4110 **Student Teaching Elementary Education (4, 6 or 8 sh)**
Supervised observation and teaching in the elementary school. Early Childhood teacher candidates must also 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 2120, 2130, 2140, 2145, 2155, 2300, 3180, 3330, 3340, 3345, 3360, 3370, 3430, 3510, 3520, 3930; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600. Prerequisite: (Elementary) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3230, 3240, 3260, 3270, 3280, 3310, 3340, 3345, 3370, 3380, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600. Prerequisite: (K-12 Art) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3170, 3315, 3390, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600. Prerequisite: (K-12 Foreign Language) EDUC 2120,2130, 2140, 2145, 2155, 3011, 3170, 3310, 3407, 3430, 3510, 3520, 3910; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600. Prerequisite: (K-12 PE) EDUC 2120,2130, 2140, 2145, 2155, 3011, 3170, 3315, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC-4600.

4120 **Student Teaching Secondary (6 or 8 sh)**
Supervised observation and teaching in the secondary school. Secondary Education teacher candidates must complete 10 weeks (8 sh) in grades 6-12. K-12 teacher candidates must complete eight weeks in EDUC 4110, grades 1-8 (6 sh) and eight weeks in EDUC 4120, grades 6-12 (6 sh) Prerequisite: (Secondary English) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3160, 3310, 3355, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (Secondary Science) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3160, 3230, 3315, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (Secondary Social Studies) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3160, 3240, 3315, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (Secondary Math) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3160, 3315, 3380, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (K-12 Art) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3170, 3315, 3390, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (K-12 Foreign Language) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3170, 3310, 3407, 3430, 3510, 3520, 3910; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600. Prerequisite: (K-12 PE) EDUC 2120, 2130, 2140, 2145, 2155, 3011, 3170, 3315, 3407, 3430, 3510, 3520; passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee. Co-requisite: EDUC 4600.

4600 **Educational Philosophy Capstone: Seminar for Student Teachers (2 sh)**
As the capstone course in the teacher education program, this course enables students to create personal syntheses of their educational experiences as university students and as future educators. Students will develop their own philosophy of teaching. Students will assemble professional portfolios and prepare for teacher certification. Part of Professional Term D. Co-requisite: EDUC 4100, 4110, or 4120.

4970 **Internship in Education (1-4 sh)**
An assignment outside a school setting in a business or not-for-profit institution in which education is the primary goal. Please refer to the Internship section of the catalog for internship requirements and guidelines.