

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 (M.A.T.), Master of Arts in Educational Leadership (M.A.E.L.), and Master of Arts in Education (M.A.Ed.), and Master of Arts in Literacy, Language, and Culture (M.A.L.L.C.).

The Master of Arts in Teaching (M.A.T.) leads to State of Illinois licensure in the following areas:

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

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

- Middle School
- English as a Second Language (E.S.L.)
- Bilingual Endorsement
- Combined Bilingual/ESL
- Learning Behavior Specialist I

The Master of Arts in Educational Leadership (M.A.E.L.) leads to State of Illinois licensure as a principal or teacher leader. The M.A.E.L. is designed to develop leadership skills in already licensed teachers who wish to be prepared for leadership roles in today's schools. The Master of Arts in Literacy, Language, and Culture (M.A.L.L.C.) is for licensed educators who wish to add the E.S.L. and bilingual endorsements to their existing license. The M.A.L.L.C. is designed to provide professional development for teachers who work with linguistically and culturally diverse students in multiple educational settings. The Master of Arts in Education (M.A.Ed.) is for professionals already licensed 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 licensure are continually reviewed to insure compliance with the requirements of the Illinois State Board of Education. In addition to the programs listed above, the School of Education offers a licensure only program which leads to a State of Illinois license but not toward a degree.

Admissions

North Park University encourages the application of all qualified candidates interested in becoming teachers and school leaders, as well as those who want to further their understanding of the field of education. The School of Education places a high value on a candidate's professional and academic work, past experiences and the candidate's 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, personal achievement, test scores, and recommendations.

Master of Arts in Teaching (M.A.T.)

The M.A.T. 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 licensure. The Professional Educator License (PEL) is recognized as a professional credential and often allows candidates to be licensed 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.

Admission Requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, M.A.T. candidates must fulfill the following requirements:

- Passing scores on a test of basic skills
- Completion of personal essay
- Interview with 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)
- For candidates who have an undergraduate GPA below 3.0, completion of the Graduate Record Examination (G.R.E.) or Miller's Analogies Test

Program Requirements

- Coursework of 34 semester hours is required for this degree
- 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 a test of basic skills. 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 (A.P.T.) and edTPA. Candidates must pass the A.P.T. before an application for licensure can be filed with ISBE. After September 1, 2015, candidates must also pass the edTPA before licensure can be filed with ISBE.

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 57 semester hours of graduate and licensure coursework.

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

EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5180	Language Development in Early Childhood
EDUC 5220	Instruction and Assessment
EDUC 5300	Infant, Child and Adolescent Psychology
EDUC 5310	Curriculum Theory and Instructional Strategies
EDUC 5330	Principles & Practices of Play and Language in ECE
EDUC 5360	Instruction in Early Childhood
EDUC 5500	Introduction to Teaching
EDUC 5510	Practicum B: Teacher Aiding
EDUC 5520	Practicum C: Mini-Teaching Seminar
EDUC 5540	ESL Practicum
EDUC 5601	Intro to Linguistics
EDUC 5602	Sociolinguistics and Cross-Cultural Differences
EDUC 5603	Theoretical Foundations of Teaching ESL
EDUC 5604	Assesment of Bilingual Education and ESL
EDUC 5605	Methods and Materials of Teaching ESL
EDUC 5800	Student Teaching Early Childhood
EDUC 5853	Practicum D: School Beginnings and Seminar
EDUC 5930	Parent-Child Community Relations

Elementary Education

- A minimum of 34 semester hours of graduate and licensure coursework
- 18 semester hours in specialty area concentration as stated in the Illinois Professional Teaching Standards

EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum Theory and Instructional Strategies
EDUC 5312	Elementary Methods II
EDUC 5350	Elementary Methods I
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5500	Introduction to Teaching
EDUC 5510	Practicum B: Teacher Aiding
EDUC 5520	Practicum C: Mini-Teaching
EDUC 5810	Student Teaching Elementary
EDUC 5853	Practicum D: School Beginnings and Seminar

Secondary Education

- A minimum of 35 semester hours of graduate and licensure coursework
- 36 semester hours content major which meets the specified Illinois Professional Teaching Standards

EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5160	Instruction in the Secondary School
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum Theory and Instructional Strategies
EDUC 5315	Methods of Teaching Content Reading (English majors only)
EDUC 5316	Content Reading and Writing Secondary Education
EDUC 5407	Methods of Teaching in the Middle and Secondary School
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5500	Introduction to Teaching
EDUC 5510	Practicum B: Teacher Aiding
EDUC 5520	Practicum C: Mini-Teaching Seminar
EDUC 5820	Student Teaching Secondary
EDUC 5853	Practicum D: School Beginnings and Seminar

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

- A minimum of 35 semester hours of graduate and licensure coursework
- Major subject area for licensure which meets the specified Illinois Professional Teaching Standards
 1. Art – 36 semester hours
 2. Music – 72 semester hours
 3. Physical Education – 39-43 semester hours
 4. Spanish – 40 semester hours

EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5170	Instruction in the Special K-12 Programs
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum Theory and Instructional Strategies
EDUC 5316	Content Reading and Writing in Secondary Education
EDUC 5407	Methods of Teaching in the Middle and Secondary School
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5500	Introduction to Teaching
EDUC 5510	Practicum B: Teacher Aiding
EDUC 5520	Practicum C: Mini-Teaching Seminar
EDUC 5810	Student Teaching Elementary
EDUC 5820	Student Teaching Secondary
EDUC 5853	Practicum D: School Beginnings and Seminar

Optional Bilingual Education Endorsement:

EDUC 5540, 5602, 5604, 5605, 5606 and 5607

Optional English as a Second Language (E.S.L.) Endorsement:

EDUC 5540, 5601, 5602, 5603, 5604 and 5605

Optional Combined Bilingual/English as a Second Language (E.S.L.) Endorsement:

EDUC 5540, 5601, 5602, 5603, 5604, 5605, 5606 and 5607

Optional Learning Behavior Specialist I:

EDUC 5430, 5431, 5436, and 5437

**Master of Arts Degree in Literacy,
Language and Culture (M.A.L.L.C.)**

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 E.S.L. 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, M.A.L.L.C. 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 M.A.L.L.C. program consists of eleven core courses and a capstone course for a total 34 semester hours. Six graduate credit hours may be transferred into the program from another accredited college or university.

EDUC 5120	Multicultural Education
EDUC 5140	Comparative International Education
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

**Master of Arts in Educational
Leadership (M.A.E.L.)**

The MAEL program is designed for certified/licensed teachers who wish to earn either the Principal Endorsement or Teacher Leader Endorsement on the new Professional Educator License. Candidates admitted to

the M.A.E.L. Program may choose either the Principal Preparation Endorsement Track or the Teacher Leader Endorsement Track.

Principal Preparation Endorsement Track:

Admission Requirements

Candidates for the M.A.E.L. Program must meet all the admission requirements listed earlier in the Graduate Catalog. Admissions to the M.A.E.L. Program is a two phased process. Candidates must meet the following requirements:

Phase I: Admission to NPU/EDUC 6030: Educational Leadership

- A four-year undergraduate degree (BA/BS)
- Hold a valid and current Illinois teaching certificate/license (e.g., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificates/licenses)
- Earn a passing score on a test of basic skills if the candidate has not been required to take the test for receipt of his/her Illinois teaching certificate/license
- Document four years of teaching experience on an Illinois teaching certificate/license (or comparable license from another state with comparable certification requirements)

Phase II: Admission to the Master of Arts in Educational Leadership (M.A.E.L.) Principal Preparation Endorsement Track :

- Successful completion of EDUC 6030: Educational Leadership as a pre-admissions requirement
- Discussion and review of the contents of the candidate's completed Admissions Portfolio
- In-person interview with the program's faculty members and representatives of partnerships schools
- Three letters of recommendation regarding the candidate's capacity to master principal leadership standards, skills, and strategies, including one letter from the candidate's current principal or comparable administrator
- Successful completion of an on-site written response to a scenario presented by the interviewers

Program Requirements

- The M.A.E.L. program consists of twelve core courses including two internship courses, totaling 34 semester hours. All hours must be taken through North Park University.

Field Experience

Field experiences are embedded in each course, totaling approximately 200 hours. In addition, candidates participate in a required two semester internship program which includes a two week summer residency and an additional 200 hours of experience. Candidates must complete specific projects and required experiences as required by the State of Illinois. The internship must be completed in PK-12 school sites under the supervision of a licensed school principal working in conjunction with a university supervisor. Candidates must have experience working with students and teachers in general education, special education, bilingual, and gifted education settings.

Core Courses

EDUC 6020	Instructional Leadership
EDUC 6030	Educational Leadership
EDUC 6040	The Principalship

EDUC 6310	Assessment in the Schools
EDUC 6330	Leading Professional Learning Communities
EDUC 6410	School Supervision
EDUC 6440	School Law
EDUC 6450	School Finance
EDUC 6903	School and Community Relations
EDUC 6920	Internship I
EDUC 6921	Internship II

Teacher Leader Endorsement Track:

Admissions Requirements

Candidates for the Teacher Leader Endorsement Track must meet all the admission requirements listed earlier in the Graduate Catalog. Admission to the Teacher Leader Endorsement Track of the M.A.E.L. Program is a two phase process. Candidates must meet the following requirements:

Phase I: Admission to NPU/EDUC 6030: Educational Leadership

- A four-year undergraduate degree (B.A./B.S.)
- Hold a valid and current Illinois teaching certificate/license (e.g., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificates/licenses)
- Earn a passing score on a test of basic skills if the candidate has not been required to take the test for receipt of his/her Illinois teaching certificate/license
- Document two years of teaching experience on an Illinois teaching certificate/license (or comparable license from another state with comparable certification requirements)

Phase II: Admission to the Master of Arts in Educational Leadership (M.A.E.L.) Teacher Leader Endorsement Track:

- Successful completion of EDUC 6030: Educational Leadership as a pre-admissions requirement
- Discussion and review of the contents of the candidate's completed Admissions Portfolio
- In-person interview with the program's faculty members and representatives of partnerships schools
- Three letters of recommendation regarding the candidate's capacity to master teacher leader standards, skills, and strategies, including one letter from the candidate's current principal or comparable administrator
- Successful completion of an on-site written response to a scenario presented by the interviewers

Program Requirements

The M.A.E.L. Program Teacher Leader Endorsement Track consists of eight core courses, two practicum courses, and eight semester hours of electives, totaling 34 semester hours.

Core Courses (26 semester hours)

EDUC 6020	Instructional Leadership
EDUC 6030	Educational Leadership
EDUC 6050	Teacher Leadership and School Success
EDUC 6060	Coaching for Transformation

EDUC 6310	Assessment in the Schools
EDUC 6330	Leading Professional Learning Communities
EDUC 6903	School and Community Relations
EDUC 6925	Practicum I
EDUC 6926	Practicum II
Elective Course Options (8 semester hours)	
EDUC 5140	Comparative and International Education
EDUC 5210	Understanding Research Design and Program Evaluation
EDUC 5430	Survey of Teaching the Exceptional Learners
EDUC 5431	Characteristics of Special Needs Students
EDUC 5436	Psychological and Educational Assessment for Special Populations
EDUC 5437	Methods of Teaching Students with Special Needs
EDUC 5601	Introduction to Linguistics
EDUC 5602	Sociolinguistics and Cross-Cultural Differences
EDUC 5603	Theoretical Foundations of Teaching ESL and Foreign Languages
EDUC 5604	Assessment of ESL and Foreign Language Students
EDUC 5605	Methods and Materials for Teaching ESL and Foreign Languages
EDUC 5606	Foundations of Bilingual Education
EDUC 5607	Methods for Teaching Bilingual Students
EDUC 5610	Culture and Literacy for ELL and Bilingual Students
EDUC 5615	Methods for ELL and Bilingual Students
EDUC 6450	School Finance

Master of Arts in Education (M.A.E.)

The Master of Arts in Education program (M.A.E.) 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.E. 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. Graduate students will be assigned a faculty advisor with whom they will initially plan their program and monitor it throughout their coursework at the university. It is important that students regularly stay in contact with their advisor during program completion.

Education Courses

5010 Educational Psychology (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. Not required for students who begin their students in the fall of 2013 or later.

5120 Multicultural Education (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)

This course examines 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. (MATC only) Prerequisite: EDUC 5500, 5510.

5210 Understanding Research Design and Program Evaluation (2 or 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, e.g., 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 Elementary Methods II in Grades K-4 (3 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.

5313 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.

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.

5316 Content Reading and Writing in Secondary Education (3 sh)

As a content literacy course in the graduate program, this course enables students to critically examine the current research, theories, and best-practices instructional literacy strategies for all content literacy for pre-service secondary teachers. It integrates a fundamental knowledge on reading, writing, and oral communication within all content to student learning. The major emphasis of the course is to provide knowledge of pedagogical approaches to evaluation of instructional materials, comprehension instruction, vocabulary, fluency, reading and writing across the curriculum, assessment of student progress, diversity in the classroom, and current approaches to content reading and writing.

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. Not for students who begin the program in the fall of 2013 or later.

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 Elementary Methods II the Curriculum (3 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.

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 Teaching 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 Introduction to Teaching for the Teaching Profession (2 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. (MATC only)

5510 Practicum B: Teacher Aiding (1 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 grades 1-3, 4-6, or 6-8 for this experience, with the remaining levels taken in 5520 or 5810. Secondary candidates may select grades 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. (MATC only)

5520 Practicum C: Mini-Teaching Seminar (2 sh)

Minimum of 35 hours of mini-teaching in a local school in connection with methods courses. To be taken in the second year of the program. Prerequisite: (Early Childhood and Elementary) EDUC 5312, 5510. Prerequisite: (Secondary) EDUC 5160, 5510. Prerequisite: (Special K-12) EDUC 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 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.

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 Literacy 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,

5820 Student Teaching - Secondary (4, 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. (MATC 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 (4 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 required.

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 required.

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. (MATC only)

6020 Instructional Leadership Implementation (4 sh)

This course will introduce the principles of PK-12 curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery (integration), and organization. Candidates will examine the role of the principal in curriculum design and implementation. Candidates will be asked to examine their own personal beliefs and those of their school system regarding curriculum issues. Candidates 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. Candidates will use this understanding of curriculum and instruction to focus on the role of the principal as instructional leader. Candidates will develop skills to support and guide faculty to improve literacy instruction, math instruction, and student achievement through improving classroom lesson planning and delivery, classroom assessments, and classroom instruction. Candidates will develop knowledge and skills in assisting staff to provide quality instruction for all student populations in a safe and bully-free climate and culture for learning.

6030 Educational Leadership (2 sh)

This introductory course will explore the important role of leadership in organizations. Candidates will examine what it means to be a leader, what traits leaders display and begin to develop their own style of leadership. An emphasis on ethical decision-making and the challenges that educational leaders face will be addressed. The course is designed to help candidates develop the competencies they will need as future educational leaders in any PK-12 school and to understand how their work will affect students, teachers, and the school community. Candidates will begin to study the Interstate School Leader Licensure Consortium (ISLLC) standards and the Southern Regional Education Board (SREB) Competencies and Critical Success Factors that effective leaders practice. At the conclusion of this course, students will determine if they wish to seek the principal's license through the Master of Arts in Educational Leadership Program. This is a required, pre-admission course to the Master of Arts in Educational Leadership at North Park University.

6040 The Principalship (4 sh)

This course describes the role of the principal, in PK - 12 schools as one who creates a vision of an educationally effective culture for learning and teaching and then plans and organizes time, resources, and technology to communicate the vision to teachers, students, parents, and community members. This course will examine the challenges and responsibilities faced by principals and will incorporate team-building and collaboration skills. The course will focus on the significant leadership role the principal plays in meeting the needs of all students with special attention given to students with disabilities, English language learners, gifted students, and students in early childhood programs. The course will also include discussion of the importance of teaching, promoting, and rewarding a peaceful and productive school climate where bullying is not tolerated.

6050 Teacher Leadership and School Success (4 sh)

This course is designed to examine the Teacher Leader's role in collaboration with the building principal in fostering a collaborative culture to support educator development and student learning. Candidates will examine teacher evaluation models including all aspects of the Legal Requirements Related to Supervision and Evaluation: Performance Evaluation Act of 2010 (PERA). Candidates will develop the skills and strategies necessary to complete evidenced-based classroom observations by utilizing The Framework for Teaching by Charlotte Danielson. The Teacher Leader will develop competencies to facilitate colleague's individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator. The unique and specific needs for new teacher induction and mentoring are included. Although not required for endorsement, Teacher Leader candidates may want to complete State of Illinois online requirements for teacher evaluation and supervision.

6060 Coaching for Transformation (4 sh)

This course is designed to provide Teacher Leader candidates an introduction to the role of instructional coaches as agents of change for teaching and learning. Candidates will examine various coaching models and the role of the teacher leader in collaboration with the building principal in establishing a school culture that focuses on student learning. Coaching strategies and competencies will allow the teacher leader candidate to develop the necessary skills to provide professional development to meet teaching and learning needs of the school.

6310 Assessment in the Schools (2 sh)

This course is designed to develop skills in selecting, developing and interpreting assessment methods and developing a plan for assessment. 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. The educational leader will develop skills in using meaningful data to drive, guide and support school improvement decisions. The principal as assessment leader will develop skills to assist teachers in utilizing assessment data to identify needs and align instruction. Educational leaders must promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning. School improvement initiatives are frequently centered on student assessment and achievement results and data. Educational leaders must be able to review, analyze, interpret, implement, and disseminate assessment results for school improvement. Students are expected to demonstrate that they have learned the skills needed to select, develop, and interpret assessment methods that will provide

valid, reliable and fair measures of valued educational achievement targets and to develop assessment strategies for effective integration and implementation of assessment plans.

6330 Leading Professional Learning Communities (2 sh)

This course provides a foundation and an applied practice approach for understanding and using concepts of leading professional learning communities (PLC) in PK-12 schools. The emphasis of this course is on the school as a learning community. Candidates will examine what school leaders do to support professional development as a process to enhance classroom practice and improve students' learning and school success. PLCs are becoming more commonplace in schools as school principals work for sustained school improvement.

6340 Teacher Leadership and School Success (4 sh)

This course is designed to examine the Teacher Leader's role in collaboration with the building principal in fostering a collaborative culture to support educator development and student learning. Candidates will examine teacher evaluation models including all aspects of the Legal Requirements Related to Supervision and Evaluation: Performance Evaluation Act of 2010 (PERA). Candidates will develop the skills and strategies necessary to complete evidenced-based classroom observations by utilizing The Framework for Teaching by Charlotte Danielson. The Teacher Leader will develop competencies to facilitate colleague's individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator. The unique and specific needs for new teacher induction and mentoring are included. Although not required for endorsement, Teacher Leader candidates may want to complete State of Illinois online requirements for teacher evaluation and supervision.

6410 School Supervision (4 sh)

This course is designed to provide PK-12 Principal candidates an introduction to school supervision of certified and non-certified staff. Supervision strategies will be developed and practiced with a focus on school improvement through the improvement of teaching and learning. Supervision of certified staff is based on Charlotte Danielson's Framework for Teaching and reflects the state adopted teacher evaluation model as stated in the Performance Evaluation Reform Act (PERA). The PK-12 Principal candidates will learn various theories on supervision, apply them to the instructional setting, and develop skills in observational techniques for data and evidence gathering. All PK-12 candidates will be required to pass online evaluation training as required by the state.

6440 School Law (2 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 Internship I (4 sh)

A quality internship program creates the opportunity for aspiring principals to demonstrate, under the guidance of an experienced and trained school leader and a university supervisor, that they have mastered the necessary knowledge and skills to change schools and classrooms and can apply these skills effectively in a school setting where they must work with real teachers to accelerate student achievement. This course is designed to provide opportunities for the candidate to observe, participate in, and lead real school-change activities in diverse school settings and to receive frequent and meaningful feedback from experienced and successful principals and university supervisors. This is the first of two internship courses. Candidates will complete their internships in public or nonpublic schools for a sustained, continuous, structured and supervised experience, with leadership experiences at all levels, PK-12. Candidates must participate in activities that are directly related to the provision of instruction and lead instructional activities for general education, special education, bilingual education, and gifted education teachers.

6921 Internship II (4 sh)

A quality internship program creates the opportunity for aspiring principals to demonstrate, under the guidance of an experienced and trained school leader and a university supervisor, that they have mastered the necessary knowledge and skills to change schools and classrooms and can apply these skills effectively in a school setting where they must work with real teachers to accelerate student achievement. This course is designed to provide opportunities for the candidate to observe, participate in, and lead real school change activities in diverse school settings and to receive frequent and meaningful feedback from experienced and successful principals and university supervisors. This is the second internship course. Candidates must have prior approval from the Program Coordinator to register for Internship II. Candidates will complete their internship in public or nonpublic schools for a sustained, continuous, structured and supervised experience, with leadership experiences at all levels, PK-12. Candidates must participate in activities that are directly related to the provision of instruction and lead instructional activities for general education, special education, bilingual education, and gifted education teachers. Prerequisite EDUC 6920.

6925 Practicum I (2 sh)

This practicum experience will focus on the development of a plan for the actual practicum experience. Candidates will work with a University faculty member and supervisor in a PK-12 setting to develop a plan that will allow them the opportunity to demonstrate skills in data analysis; developing school improvement plans; instructional leadership; providing effective professional development through coaching, mentoring, induction; building school culture that focuses on student learning or other topics approved by the North Park supervisor. The course will help candidates to examine, review, analyze, synthesize and develop the activities of the teacher leader to: Apply knowledge and understanding of effective communication with all stakeholders. Apply knowledge and understanding of the importance of staff professional development. Recognize the value and strength of diversity in the school and school community. Demonstrate an understanding of the importance of ethical behavior by school leaders. Understand the

political, social, economic, legal and cultural contexts of educational leadership.

6926 Practicum II (2 sh)

The continuation of the practicum experience will involve the completion of the candidate working under the direction of a mentor in a PK-12 school setting on an approved project involving data analysis; developing school improvement plans; instructional leadership; providing effective professional development through coaching, mentoring, induction; building school culture that focuses on student learning or other topics approved by the North Park supervisor. The final project will be presented to class members, the on-site supervisor and School of Education faculty. The course will help candidates to examine, review, analyze, synthesize and develop the activities of the teacher leader to: Apply knowledge and understanding of effective communication with all stakeholders. Apply knowledge and understanding of the importance of staff professional development. Recognize the value and strength of diversity in the school and school community. Demonstrate an understanding of the importance of ethical behavior by school leaders. Understand the political, social, economic, legal and cultural contexts of educational leadership.

6930 The Capstone Experience (2 sh)

This course is designed as the capstone experience in the Master of Arts in Educational Leadership Program. Candidates will be required to analyze, synthesize and apply all of the learning from coursework, field experience, and the internship, as well as their own professional experience. Candidates will be expected to finalize a personal statement of leadership skills, reflect on their own professional dispositions as an educational leader, and finalize a professional portfolio as evidence of their work in leading schools.