# School of Education (Graduate Studies)

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

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

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

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

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

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

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

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

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

# Admissions

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

# Master of Arts in Teaching with Certification (MATC)

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

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

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

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

# Admission requirements

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

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

# Program Requirements

- A range of 33 to 38 semester hours is required for this degree depending on specific certification requirements.
- · A bachelor's degree recognized by the State of Illinois.
- An overall grade point average of 3.0, including a 3.0 in the major content area and 3.0 in education coursework.
- Passing scores on the Illinois State Board of Education Test of Academic Proficiency. For secondary and K-12 candidates, passing scores on the Content Area Test are required before beginning student teaching. For early childhood and elementary candidates, passing scores on the Specialty Area Test are required before student teaching.
- An Assessment of Professional Teaching (APT) Candidates must pass this before an application for certification can be filed with the state.

# Clinical Experiences

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

## Early Childhood Education

 A minimum of 41 semester hours of graduate and certification coursework.

• 10 1		EDUC 5500	Income description on The abiting
<ul> <li>18 semester hours in specialty area concentration as stated in the Illinois Professional Teaching Standards.</li> </ul>		EDUC 5500	Introduction to Teaching
For certification:		EDUC 5510	Practicum B: Teacher Aiding
EDUC 5010	Educational Psychology	EDUC 5520	Practicum C: Mini-Teaching and Seminar
EDUC 5120	Multicultural Education	EDUC 5810	Student Teaching Elementary
EDUC 5180	Language Development in Early Childhood	EDUC 5853	Practicum D: School Beginnings and Seminar
EDUC 5220	Assessment and Evaluation		the Master's Degree:
EDUC 5312	Methods and Materials for Instruction in Gr. K-4	Non-Thesis Track	
EDUC 5300	Infant, Child and Adolescent Psychology	EDUC 5210	Understanding Research Design and Program Evaluation
EDUC 5310	Curriculum Theory and Instructional Strategies	EDUC 5410	Teacher Leadership
EDUC 5330	Principles & Practices of Play and Language in ECE	or	
EDUC 5350	Reading and Writing across the Curriculum	Thesis Track	D 1.W/
EDUC 5360	Instruction in Early Childhood	EDUC 5903	Proposal Writing
EDUC 5437	Methods in Special Education	EDUC 5920	Master's Project
EDUC 5500	Introducation to Teaching	Secondary Ed	
EDUC 5510	Practicum B: Teacher Aiding	<ul> <li>A minimum coursework.</li> </ul>	n of 34 semester hours of graduate and certification
EDUC 5520	Practicum C: Mini-Teaching and Seminar	• 36 semester	hours content major which meets the specified Illinois
EDUC 5800	Student Teaching Early Childhood	Professional Teaching Standards.	
EDUC 5810	Student Teaching Elementary	For certification:	
EDUC 5853	Practicum D: School Beginnings and Seminar	EDUC 5010	Educational Psychology
EDUC 5930	Parent-Child Community Relations	EDUC 5011	Middle School and Adolescent Development
For completion of the Master's Degree:		EDUC 5120	Multicultural Education
Non-Thesis Track		EDUC 5160	Instruction in the Secondary School
EDUC 5210	Understanding Research Design and Program Evaluation	EDUC 5220	Assessment and Evaluation
EDUC 5410	Teacher Leadership	EDUC 5310	Curriculum Theory and Instructional Strategies
or The state of		EDUC 5407	Methods of Teaching in the Middle and Secondary School
Thesis Track	D. J.W.	EDUC 5437	Methods in Special Education
EDUC 5903	Proposal Writing	EDUC 5500	Introduction to Teaching
EDUC 5920	Master's Project	EDUC 5510	Practicum B: Teacher Aiding
Elementary Education		EDUC 5520	Practicum C: Mini-Teaching and Seminar
A minimum coursework	of 37 semester hours of graduate and certification	EDUC 5820	Student Teaching Secondary
	nours in specialty area concentration as stated in the	EDUC 5853	Practicum D: School Beginnings and Seminar
<ul> <li>18 semester hours in specialty area concentration as stated in the Illinois Professional Teaching Standards</li> </ul>		For completion of	the Master's Degree:
For certification:		Non-Thesis Track	<b>C</b>
EDUC 5010	Educational Psychology	EDUC 5210	Understanding Research Design and Program Evaluation
EDUC 5011	Middle School and Adolescent Development	EDUC 5410	Teacher Leadership
EDUC 5120	Multicultural Education	or	
EDUC 5220	Assessment and Evaluation	Thesis Track	
EDUC 5310	Curriculum Theory and Instructional Strategies	EDUC 5903	Proposal Writing
EDUC 5311	Middle School Methods and Materials in Grades 5-9	EDUC 5920	Master's Project
EDUC 5312	Methods and Materials for Instruction in Grades K-4		
EDUC 5350	Reading and Writing across the Curriculum		
EDUC 5437	Methods in Special Education		

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

- A minimum of 38 semester hours of graduate and certification coursework.
- Major subject area for certification which meet North Park approved programs and specified Illinois standards.
  - 1. Art 36 semester hours
  - 2. Music 72 semester hours
  - 3. Physical Education 39-43 semester hours
  - 4. French 39 semester hours
  - 5. Spanish 40 semester hours

#### For certification:

EDUC 5010	Educational Psychology			
EDUC 5011	Middle School and Adolescent Development			
EDUC 5120	Multicultural Education			
EDUC 5170	Instruction in the Special K-12 Programs			
EDUC 5220	Assessment and Evaluation			
EDUC 5310	Curriculum Theory and Instructional Strategies			
EDUC 5407	Methods of Teaching in the Middle and Secondary School			
EDUC 5430	Methods in Special Education			
EDUC 5500	Introduction to Teaching			
EDUC 5510	Practicum B: Teacher Aiding			
EDUC 5520	Practicum C: Mini-Teaching and Seminar			
EDUC 5810	Student Teaching Elementary			
EDUC 5820	Student Teaching Secondary			
EDUC 5853	Practicum D: School Beginnings and Seminar			
For completion of the Master's Degree:				
Non-Thesis Track				
EDUC 5210	Understanding Research Design and Program Evaluation			
EDUC 5410	Teacher Leadership			
or				
Thesis Track				

Optional Bilingual Education Endorsement:

Proposal Writing

Master's Project

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

**EDUC 5903** 

**EDUC 5920** 

Optional English as a Second Language (ESL) Endorsement:

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

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

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

#### Admission requirements

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

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

#### Program Requirements

The MALLC program consists of eleven core courses and a capstone course for a total 34 semester hours. Six graduate credit hours may be transferred into the program from another accredited college or university.

EDUC 5120	Policy Issues: Social and Cultural Diversity
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 5604 EDUC 5605	Assessment of ESL and Foreign Language Students  Methods & Materials for Teaching ESL & Foreign  Languages
	Methods & Materials for Teaching ESL & Foreign
EDUC 5605	Methods & Materials for Teaching ESL & Foreign Languages
EDUC 5605 EDUC 5606	Methods & Materials for Teaching ESL & Foreign Languages Foundations of Bilingual Education
EDUC 5605  EDUC 5606  EDUC 5607	Methods & Materials for Teaching ESL & Foreign Languages Foundations of Bilingual Education Methods & Materials for Teaching Bilingual Students

# Master of Arts in Educational Leadership (MAEL)

The MAEL program is designed for certified teachers who wish to earn the Principal Endorsement on the new Educator License to serve as an assistant principal or principal in the State of Illinois.

## Admission requirements

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

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

A four-year undergraduate degree (BA/BS)

Hold a valid and current Illinois teaching certificate (e.g., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificates).

Earn a passing score of test of basic skills if the candidate has not been required to take the test for receipt of his/her IL teaching certificate.

Document four years of teaching experience on an Illinois teaching certificate (or comparable certificate from another State with comparable certification requirements.

Phase II: Admissions to the Master of Arts in Educational Leadership (MAEL) Principal Preparation Program:

Successful completion of EDUC 6030: Educational Leadership as a pre-admissions requirement.

Discussion and review of the contents of the candidate's completed Admissions.

In-person interview with at least two of the program's full-time faculty members and representatives of the 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.

Successful completion of an on-site written response to a scenario presented by the interviewers.

#### Program Requirements

• The MAEL program consists of twelve core courses including two internship courses, totaling 34 semester hours. All hours must be taken through North Park University to graduate.

## 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 a PK-12 school site under the supervision of a certified 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

Core Courses	
EDUC 6020	Curriculum Development and Implementation
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

EDUC 6930 The Capstone Experience

# Master of Arts in Education (MAE)

The Master of Arts in Education program (MAE) is designed primarily for certified teachers who wish to extend their knowledge in the field of education and refine their pedagogical skills in an advanced studies program. The following themes appear throughout the required coursework and field experiences:

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

# Program Requirements

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

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EDUC 5120 Evaluation	Understanding Research Design and Program			
EDUC 5410	Teacher Leadership			
or				
Thesis Track				
EDUC 5903	Proposal Writing			

Master's Project.

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

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

# **Education Courses**

EDUC 5920

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

5230 Methods and Techniques of Teaching Science in Grades 5-9 (1 sh)
Methods of teaching science at the elementary and middle school
levels. The emphasis of the course is on relating the knowledge and
skills of science to initiating inquiry into the learning activities.

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

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

# 5260 Methods in Art for Elementary Teachers (1 sh)

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

5270 **Method in Music Education for Elementary Teachers (1 sh)**Methods and techniques of teaching music by the classroom teacher at all levels in the elementary school. Special emphasis will be placed on current music educational trends.

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

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

# 5300 Infant, Child and Adolescent Psychology (2 sh)

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

## 5310 Curriculum Theory and Instructional Strategies (2 sh)

An examination of numerous philosophies, conceptual frameworks and perspectives related to curriculum design and instructional strategies. Students will evaluate a variety of responses to curricular problems as they develop their own perspectives. Students will also

explore instructional strategies and materials which complement or evolve from various curriculum designs.

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

Emphasis on the middle school classroom and its structure (curriculum and instruction) of the young adolescent. Examination of curriculum development, teaching and instructional strategies, support of students as changing young people, parent and community development, service learning, advisor-advisee programs, block scheduling, learning communities, homework and assessment, exploratories, teaming, reading and writing across the curriculum, and other current middle school issues that impact curriculum and instruction for the 10 to 15 year old. Pedagogy is based on middle school philosophy, curriculum, instruction, and instructional models for designing and teaching developmentally appropriate programs including content area reading instruction. Prerequisite: EDUC 5010, 5310, 5320, 5500.

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

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

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

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

# 5320 Technology in Education (2 sh)

An introduction to the range of communication and computer technologies now available to teachers for classroom use. Participants will receive instruction in the use of computers, interactive video, CD-ROM, Livetext, and other advanced technologies. Applications of software packages such as spreadsheets, HyperCard, and simulation and visualization software will be offered. Students will investigate pedagogical implications of these technologies and programs. 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 Reading and Writing Across the Curriculum (2 sh)

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

#### 5360 Instruction in Early Childhood (2 sh)

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

#### 5370 Methods in Mathematics K-4 (2 sh)

Methods and techniques of teaching mathematics in grades K-4. Emphasis is on NCTM Teaching Standards for concept development, problem-solving, critical thinking ability, and use of manipulatives. Student must have successful score on the mathematics area test.

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

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

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

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

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

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

### 5410 Teacher Leadership (2 sh)

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

#### 5430 Survey of Exceptional Learners (3 sh)

Survey of characteristics of learners with physical, mental, emotional or learning disabilities. Implications for the school situation; observation in special education classes for five clinical observation hours. Not required for students who begin the program in the fall of 2013 or later. 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. (M.A.T.C. only)

# 5510 Practicum B: Teacher Aiding (0 sh)

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

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

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

(Early Childhood and Elementary) EDUC 5110, 5312, 5510. Prerequisite: (Secondary) EDUC 5110, 5160, 5510. Prerequisite: (Special K-12) EDUC 5110, 5170, 5510.

#### 5540 ESL Practicum (0 or 1 sh)

The purpose of this course is to observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. The requirements for this course may also be met through verification of three months of teaching experience with ESL students. Only those who have verification by a principal or other administrators of three months of teaching ESL students prior to entering the program may take this for no credit. To be taken at the end of the five-course ESL sequence.

#### 5601 Introduction to Linguistics (3 sh)

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

#### 5602 Sociolinguistics and Cross-Cultural Differences (4 sh)

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

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

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

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

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

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

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

### 5606 Foundations of Bilingual Education (3 sh)

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

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

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

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

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

#### 5615 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, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520. Prerequisite: (Elementary) EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520.

### 5820 Student Teaching - Secondary (6 or 8 sh)

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

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

As the capstone course in the teacher education program, this course enables students to create personal syntheses of the educational experiences as graduate students and as prospective educators. Students will examine selected philosophies of education in order to develop their own. Minimum of 15 hours of opening day school experience in assigned school, alternating weekly teaching seminar, preparation of student profile, and work with instructional media. Students will assemble professional portfolios, prepare for teacher certification, and outline future areas of inquiry for further professional development. Prerequisite: (Early Childhood) EDUC 5010, 5110, 5180, 5220, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520. Co-requisite: EDUC 5810. Prerequisite: (Elementary) EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520. Co-requisite: EDUC 5810. Prerequisite: (Secondary) EDUC 5010, 5110, 5160, 5310, 5311, 5320, 5500, 5510. Co-requisite: EDUC 5820. Prerequisite: (Special K-12) EDUC 5010, 5110, 5160, 5170, 5310, 5311, 5320, 5500, 5510. Co-requisite: EDUC 5810, 5820.

#### 5901 Topics in Education (1-4 sh)

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

#### 5902 Independent Study in Education (1-4 sh)

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

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

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

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

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

#### 5920 Master's Project (2 or 4 sh)

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

# 5930 Parent-Child Community Relationships (2 sh)

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

#### 5991 Transfer Elective (1-4 sh)

#### 6010 Contemporary Issues in Educational Leadership (2 sh)

An effective principal needs timely knowledge and skils in many areas, as well as throughout the P-12 grade span. This course will be used to develop and clarify topics for further investigation and is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America's schools. Included in these major issues will be the role of the principal in special education and in technology. The questions that emerge will become the focus for subsequent inquiry and study in graduate education courses.

#### 6020 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, classroomm assessmentss, and classroom instruction. Candidates will develop knowledge and skills in assisting staff to provide quality instruction for all studnet 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 whith 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.

### 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 intiatives 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. PLC's are becoming more commonplace in schools as school principals work for sustained school improvement.

#### 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 frequentand 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.

### 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 dipositions as an educational leader, and finalize a professional portfolio as evidence of their work in leading schools.

# School of Music (Graduate Studies)

Johnson(dean), Bauer (director of graduate programs), Davids, Hudgens, Lill, Shofner-Emrich, Zelle

The mission of the School of Music for the Master of Music in Vocal Performance is to prepare students for lives of significance and service through professions in music including performing and teaching.

# **Program Description**

In a student centered learning environment led by a professional faculty and enhanced by our location in a major metropolitan area, we nurture a high degree of competence in order to prepare our students for the rigorous and multi-faceted career demands of a professional singer.

The design of the curriculum provides an advanced educational experience in both the theory and practice of vocal performance and pedagogy. This includes intensive studies in vocal technique, music history, analysis, performance practice, pedagogy, and ensemble performance including choral and opera. It provides a career seminar to bridge the gap between the school environment and the professional world.

# Objectives

To elicit significant and positive outcomes that are required for success in professional singing careers, the curriculum offers a two-fold approach that merges academics and performance. In breadth and depth it is designed to elicit the knowledge and skills that are relevant to the specific demands of singing careers, including work in solo, opera, choral and teaching settings. Ongoing assessment of student development and programmatic impact will ensure successful outcomes. Therefore, through this program, the student will be equipped to develop the following:

- Demonstrated understanding of the history, styles, and performance
  practices of vocal literature, enlightened by lecture research, and score
  analysis, and modeled with guided listening and in-class coaching of
  the genre under study
- Skillful vocal technique enhanced with a grounding in supportive academic studies resulting in authoritative and artistic interpretation and performance of vocal music from varying periods and styles
- Demonstrated understanding of the anatomy and physiology of singing leading to pedagogical methods that can successfully address the wide variety of vocal problems encountered in the teaching studio
- Applied competence in ensemble work including part-song, opera and oratorio

# **Entrance Requirements**

The MMVP requires the completion of a bachelor's degree with an accumulation of at least 120 sh of credits and an audition appropriate to a graduate performance degree. An undergraduate cumulative grade point average should be at least a 3.0 on a 4.0 scale, unless the talent portion of the audition warrants accepting less than that on a provisional basis. Provisional acceptance limits the first year enrollment to no more than 8 sh, during which success must be demonstrated before full acceptance is granted. Transfer credits up to 12 semester hours, may be accepted, if they have been completed in the last seven years.

The MMVP is designed to serve students with music degrees, although other degrees may be accepted. Students without a bachelor's degree in music but who pass the audition will be required to take specific undergraduate music courses as prerequisites to the MMVP coursework. These will be determined by advisement, taking into consideration previous training and music entrance test results.

# Prerequisites and Exams

Any course listed below which has not been completed or in which the student has not passed the entrance test is considered a deficiency and must be made up as early in the program as possible. The completion of some deficiencies may be required for enrollment in certain MMVP classes. Until all deficiencies are successfully completed, the student is considered provisionally accepted.

- Languages: A minimum of one year of German, French or Italian language study
- Theory: Two years of undergraduate theory with demonstrated competency
- Aural Skills: Two years of undergraduate study with demonstrated competency
- Music History: Eight semester credits or 3 semesters, whichever is more, including the Baroque, Classical and Romantic periods

All students must take entrance tests in Aural Skills. Proficiency comparable to NPU's Level III, fluency in sight singing of diatonic melodies with small and large skips and including complex rhythmic elements, must be demonstrated in a comprehensive test. Proficiency must be attained before the degree can be completed. This may mean continued registrations in an Aural Skills class or AMUS 5005 (Applied Theory/Sight Singing Tutorial) for one credit (by advisement) depending on test results. The test can be taken no more than once a semester.

Students who have studied Lyric Diction in one or more languages, and who feel they are proficient at a master's level (including the IPA), may take a placement test to determine if they can pass out of parts fo the Lyric Diction requirement.

Entrance tests in Music History, Theory and language studies may be required if previous coursework in these areas was completed more than five years before or if grades received for this work were not at the B level or higher.

A competency test in Analysis may be required if a previously taken analysis course is proposed to substitute for the required Applications in Musical Analysis, MUS 5300. If a student has taken an analysis course and proposes to substitute the course for the required Applications in Musical Analysis, MUS 5300, the student must take a competency test in analysis.

All students must write an essay on site during orientation week.

#### FSL

Students should attain a score of 600 on the TOEFL. Some courses may be undertaken with a TOEFL score of 550, depending on the academic and performance background of the student. A writing assessment, for students with English as a second language, may be made early in the first semester. Students who are not proficient in English writing skills should enroll, by advisement, in either WRIT 5000 (a writing course for graduate students), in individual tutoring sessions arranged through the Writing Center, or in some other appropriate mode. It should be done at the beginning of the MMVP program and continue until competency is reached.

# Admission, Financial Aid, and Registration

#### Admission Requirements

- Completed application with application fee of \$30
- Three recommendations
- · Official transcripts from all previously attended institutions
- Audition/Interview/On site short essay

 Optional FAFSA form for financial aid apart from that offered by the School of Music

### Financial Aid

Tuition reductions on a percentage basis may be granted on the basis of previous academic work, vocal audition/interview and recommendations. Some awards may be offered in the form of Assistantships and require several hours of work per week within the School of Music. Awards are only granted for officially accepted students with full-time enrollment in at least the first year, the residency year. However, the reduction (percentage based) may continue for up to 3 years beyond the residency year with either full or part-time enrollments. Assistantship requirements remain intact as long as the tuition reduction continues.

#### Registration

Registration can be accomplished in person or online after the following have been processed:

- All the admission requirements are met (see above)
- An NPU letter of acceptance has been sent to the student along with a contract
- The student must return a signed contract and a \$200 tuition deposit
  by the due date given, in order to confirm the student's acceptance
  and to hold a place for him/her in the program. This deposit is nonrefundable within 12 weeks of the beginning of the first semester of
  study.

After accepting and making the tuition deposit, the student should do the following:

- Contact the Supervisor of the MMVP for consultation and registration approval.
- Create a North Park computer account. Using your student identification number provided to you by the Music Recruiter, go to https://www.northpark.edu/Account-Management.aspx and follow the prompts.
- Once your account is set up, you may log into WebAdvisor and register for classes. Visit http://www.northpark.edu, click on "My North Park" and then "WebAdvisor".

# Student at Large Registrations

Students may register for classes in the Master of Music of Vocal Performance without officially applying. However, an informal audition may be required to assess readiness for the master's level. The standard tuition rates will apply. At a later point in time, the student may initiate a formal application/audition process to determine official candidacy.

To initiate a Student at Large registration, an application and fee (\$30) must be submitted. Registration can then be completed in consultation with the supervisor of the MMVP program. Recommendations are not required at this time, but will be required if and when a formal application/audition is initiated. The application fee for this formal application will be waived.

Student at Large registrations which do not include applied voice are limited to a total of 3 credits. Registrations which include applied voice allow a total of 6 credits but with the following stipulations:

Applied study for credit requires the registration of concurrent and equal number of credits in classroom course registrations. For example, to take 3 credits of voice would require 3 credits of a Survey Course, Analysis, Bibliography, etc. or some such combination, taken in the same semester as the voice lessons.

Student at Large students must plan carefully so that there are enough remaining requirements to constitute a year of residency, two consecutive semesters, minimum of 8 credits each.

Credits are potentially transferable as they are documented on official transcripts. If official entrance into the NPU program commences within 5 years of all Student at Large registrations, all Student at Large coursework with a minimum of 3.0 grade will apply to the MMVP pending official acceptance into the program. Applied work may also apply, but must meet a level of attainment consistent with advanced placement in the program, to be determined at the official audition.

Being accepted as a student at large does not guarantee acceptance as an official candidate for the MMVP.

# Continuing Requirements

# Residency

One year (two consecutive semesters) of fulltime enrollment (a minimum of 8 credits per semester) is required to establish residency and to be eligible for aid/assistantships in the first year. Beyond that, the student may choose to make part-time enrollments of their choice and number. After the initial year of residency, aid/assistantship awards may continue for five more years even with part-time enrollments as long as assistantship duties continue to be fulfilled. The program must be finished within 6 years.

# Employment

During full-time enrollments of 8 credits or more, students must limit work outside of school.

The student must submit a work schedule to the MMVP Supervisor if such work is to consume more than 15 hours per week for assistantship holders or 20 hours per week for students without an assistantship. Work schedules must be flexible enough not to interfere with commitments required of the MMVP program or the quality of time put into study and practice.

#### Academics

All students must maintain a B average in order to continue in the program. No D's are accepted.

Students need to gain faculty approval to register for more than 10 credits in a single semester.

A 3.9 GPA is required to graduate with distinction.

#### Reviews

Ongoing assessments of the work of MMVP students are made through juries, exams, papers, and performances as detailed in this Handbook. Ongoing mentorship of students includes a general review by the School of Music faculty at the end of each semester to confirm that appropriate development is occurring. Issues addressed in the review will include progress in terms of vocal technique, interpretation and presentation, but will focus on areas such as work ethic, preparedness, dependability, attitude, and performance history at NPU. These are all qualities that will affect success in professional careers for singers and it is to the students' advantage to be aware of any problem areas. If problems surface, the student will be so advised in order to better address them.