

NORTH
CENTRAL
COLLEGE

NAPERVILLE, ILLINOIS
Founded 1861



School of Education
& Health Sciences

DEPARTMENT OF EDUCATION

TEACHER CANDIDATE HANDBOOK

2018-2019

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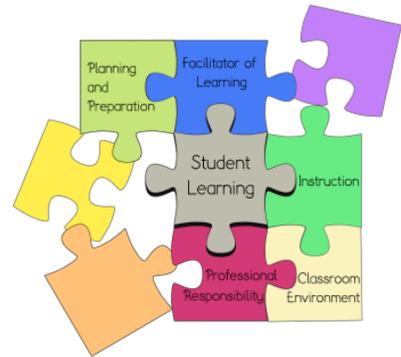
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WELCOME TO THE DEPARTMENT OF EDUCATION

We hope that the information included in this handbook will help you plan and successfully pursue your teacher licensure program. We have included an overall description of our program, the procedures for getting proper advising and successful admittance to the program, requirements for each of our programs, and the procedures for obtaining Illinois State Licensure. The Department of Education extends its appreciation to the department chairpersons and the many other college personnel who contributed to developing this handbook.

Teaching is a marvelous enterprise that helps you develop your own learning capacities as you educate others. We wish you a very happy and exciting journey as you pursue your preparation and training.



DEPARTMENT FACULTY - 2018-2019

Name	Title
Dr. Kathleen Black	Assistant Professor of Education, Coordinator of Graduate Programs
Dr. Jan Fitzsimmons	Director of NCC Urban Education Lab
Ms Judy Jackson	Partnerships and Placements Coordinator
Dr. Amy Kelly	Adjunct Assistant Professor of Education
Dr. Maureen Kincaid	Professor of Education
Ms Kathleen King	Assistant Professor of Education
Dr. Alicia Okpareke	Assistant Professor of Education, Program Assessment Coordinator
Dr. Mary Beth Ressler	Associate Professor of Education
Dr. Jennifer Shah	Assistant Professor of Education
Dr. Lindsay Wexler	Assistant Professor of Education
Dr. Bruce Spitzer	Professor of Education, Department Chair, Licensure Officer

MISSION

Valuing its diverse community of learners, the Department of Education is dedicated to preparing candidates to be culturally responsive and sustaining, curious, engaged, ethical, and purposeful teachers and leaders in local, national and global educational environments.

NON-DISCRIMINATION POLICY

The Department of Education at North Central College adheres to the College's Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy as partially described below:

North Central College ("College") is committed to maintaining a positive learning, working and living environment. The College does not discriminate or allow harassment on the basis of race, color, religion, national origin, sex, gender, gender identity, age, marital status, citizenship, mental or physical disability status, sexual orientation, order of protection status, military or veteran status, genetic information, unfavorable military discharge (except dishonorable discharges) or any other characteristic protected by law in admission and access to, and treatment and employment in, its educational programs and activities. In pursuit of these goals, the College will not tolerate acts of discrimination, harassment, sexual misconduct (including dating/domestic violence or stalking) or retaliation against or by any administrator, staff, faculty or student as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace.

The full policy can be found in the North Central College Student Handbook located on CardinalNet under the Students>Student Life Tab. The full Discrimination, Harassment, Sexual Misconduct, and Retaliation policy is on page 47.

DEPARTMENT OF EDUCATION CONTACT LIST

Title	Office	Phone	Email
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Teach First Program			
Director Ms Julie Carballo	Old Main 522	630.637.5155	jmcarballo@noctrl.edu
Urban Education Lab			
Director Dr. Jan Fitzsimmons	Stadium Room 238	630.637.5359	jcfitzsimmons@noctrl.edu

CONCEPTUAL FRAMEWORK

The Department of Education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime. Becoming a facilitator who affects student learning invites teacher candidates to learn the complexity of teaching. The teacher preparation program defines this complexity as being comprised of four components: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibility.

A facilitator of learning is more than a learned person (Barth, 1991, 2000; Darling-Hammond, 1998, Darling-Hammond & Bransford, 2005; Dewey, 1916; Wineburg & Grossman, 1998). The art of facilitating lies at the heart of mastering the complexities of teaching (Danielson, 2007; Cruickshank, 1985; Cruickshank, Bainer-Jenkins, & Metcalf, 2011; Eilam & Poyas, 2009; Good & Brophy, 2008; Richardson, 2001; Rubin, 1985; Shulman, 1986, 1987).

At the core of facilitator of learning is a set of major understandings teacher candidates must have in order to become effective facilitators of learning (Cochran, DeRuiter, & King, 1993; Good & Brophy, 2008; Oser & Baeriswyl, 2001).

- **Planning and Preparation:** Teacher candidates must possess a solid foundation of subject matter content comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989; Shulman, 1986). Teacher candidates also need a firm base of knowledge related to the students they teach. This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanistic studies (e.g., foundations of education, philosophy) (Cruickshank, 1985). Lastly, students need a solid foundation of assessment practices that provide them with data from which to make planning and preparation decisions (Butler & McMunn, 2006; Heritage, 2010).
- **Instruction:** Rubin (1985) defines pedagogy as involving “both art and science in teaching” (p. 91). The science aspect of pedagogy is comprised of teachers’ use of “learning principles, instructional principles, stylistic preferences and situational adaptations” (Rubin, 1985, p. 93) to facilitate learning. The art of pedagogy is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences (Brookfield, 1995; Dean, Hubbell, Pitler, & Stone, 2012; Henderson, 1992; Schön, 1983).
- **Classroom Environment:** This understanding is knowledge of the environmental context of learning. This is comprised of “social, political, cultural and physical environmental contexts that shape the teaching and learning process” (Cochran et al., 1993, p. 267). Additionally, Danielson (2007) embodies this understanding as “a culture of learning” where the classroom is “cognitively busy” (p. 67) and teachers are actively engaged in student learning (Heritage, 2010).
- **Professional Responsibility:** This is comprised of “self-assessment and reflection, communication with parents [/guardians], participating in ongoing professional development, and contributing to the school and district environment” (Danielson & McGreal, 2000, p. 23). In addition teachers apply what they learn through assessment to improve teaching and learning and they collaborate with other teachers (Crowther, 2009; Danielson, 2007; Yendol-Hoppey & Dana, 2010) creating learning communities whose focus is on improved student learning (Fullan, 1993, 2007; Lieberman & Miller, 2004).

It is the interaction among these understandings that results in effective teaching and the facilitation of learning for all students. These build the support structure that allows teacher candidates to prepare, teach, and assess groups of students, as well as focus on each student as an individual. This structure serves as a lens through which teacher candidates can select and embed research based practices (Dean, Hubbell, Pitler, & Stone, 2012; Marzano, 2003, 2007; Institute of Education Sciences, n.d.; US Department of Education, 2004), teaching approaches (e.g., differentiated instruction, cooperative learning, culturally responsive practice) (Eggen & Kauchak, 2011; Howard & Aleman, 2008; Joyce, Weil, & Calhoun, 2014; Landson-Billings, 1995; Villegas & Lucas, 2002), emerging ideas about learning (National Research Council, 2001), and expanded understanding of diversity (Banks 1988, 1996, 2001; Irvine, 2003; Nieto & Bode, 2011) to create effective learning environments and learning experiences.

LINK TO THE COLLEGE MISSION

Barth (1997) reminds us that “whether we are called teachers, principals, professors, or parent, our primary responsibility is to promote learning in others and ourselves”. Department faculty are encouraged and expected to promote learning through their teaching, service, and professional development as members in the North Central College community of learning. It is through this community of learning with our teacher candidates and colleagues that the conceptual framework understandings can be explored, applied, reflected on, and understood. Our contribution is to engage in thoughtfully planned experiences, dialogue with and guidance of our teacher candidates, and take advantage of teachable moments that contribute to preparing informed, involved, principled and productive citizens and leaders over a lifetime.

A facilitator of learning is involved in the total enterprise of teaching and learning. A facilitator of learning is principled and uses her/his principles as guides to creating effective learning environments. Facilitators of learning, as productive citizens, model their relationships and engagements with the larger community. Facilitators of learning are leaders who can influence the teaching and learning environment through best practice.

These major understandings in the Department mission and four descriptive qualities in the College mission provide guidance for curricular development and are complementary to meeting the knowledge, disposition, and performance indicators articulated in the INTASC standards (INTASC core standards, 2011), Illinois Professional Teaching Standards (Illinois State Board, n.d.a), and the knowledge and performance indicators which comprise the content standards for teachers in each subject area. The acquisition of and utilization of the skills that support these qualities are essential in order for graduates of our program to actualize the mission of the Department and the College. Additionally, the major understandings in the Department mission support teacher candidates to build the knowledge, skills, and dispositions needed to demonstrate planning, teaching and assessment effectiveness, as well as reflective skills, on the edTPA, a required state performance assessment.

The purpose of the undergraduate education program is to develop teacher candidates’ knowledge, skills, and dispositions to facilitate the learning of all students by developing teacher candidates’ pedagogical content knowledge. In order to achieve the Department’s mission, the following goals have been articulated:

- Through course work and experiences at North Central College, teacher candidates will gain a depth and breadth of knowledge related to planning and preparation.
- Through course work, methods courses, and graduated field experiences teacher candidates will gain an understanding of instruction.
- Through course work, methods courses, and graduated field experiences teacher candidates will gain an understanding of the classroom environment.
- Through methods courses and graduated field experiences teacher candidates will gain a broad base of professional responsibilities.

In order to provide a framework for assessment and further development of the undergraduate program to meet the knowledge, performance, and disposition indicators, the Department uses the Illinois Professional Teaching Standards, the Elementary Education Standards (ISBE and ACEI), and the Danielson Framework (2013). These works embody the essentials to developing sound teaching and learning experiences that comprise the Department's Elementary Education Program. The secondary education content departments use the SPA standards to ensure that candidates have solid content knowledge in their discipline.

TEACHER EDUCATION PROGRAMS

The Department of Education offers a specialized, undergraduate licensure program in education to prepare elementary (grades 1-6), secondary (grades 9-12), K-12 visual arts, K-12 foreign language, and K-12 music teachers.

The program is an experience-oriented Teacher Education Program (TEP) that combines a strong theoretical background in liberal arts and educational foundations and methodology with practical field experiences in the schools. The faculty is committed to the serious study of education and the promotion of professional standards to foster innovation in professional preparation. This commitment encompasses social issues, such as multicultural education, and increasing public awareness of education in general through programs such as those offered by the Urban Education Lab. The Illinois State Board of Education approves the program for licensure. Teacher Education Programs differ from other programs at the college in that additional specific criteria must be met in the area of general education, as well as in the area of the major.

Teacher candidates seeking to teach in elementary schools work toward a Bachelor of Arts degree in elementary education. Teacher candidates seeking to teach in secondary schools seek a double major in secondary education and in their chosen content area.

TEACHER LICENSURE

Teacher candidates meeting all requirements for the degree(s) and licensure, including passing scores on all required tests and the edTPA, will receive a Professional Educators License (PEL). Endorsements related to the grade range and academic content areas will be added for those teacher candidates meeting requirements.

Elementary Education (1-6). This endorsement qualifies the teacher candidate to teach in grades 1-6. Teacher candidates meeting the requirements for the Elementary Education program will earn this endorsement.

Secondary Education (9-12). This endorsement qualifies the teacher candidate to teach in grades 9-12 for the subject area in which they have their degree and meet licensure requirements:

- Biology
- Chemistry
- English
- History/Social Science
- Mathematics
- Physics

Secondary Education (K-12). This endorsement qualifies the teacher candidate to teach in grades K-12 for the subject area in which they have their degree and meet licensure requirements:

- Chinese
- French
- German
- Physical Education (to be phased out in December 2019)
- Music Education
- Spanish
- Visual Arts

ADVISING

It is important that teacher candidates working toward teacher licensure get proper and timely advising. We urge you to contact and meet with your advisor as early in your North Central College experience as possible so that s/he may assist you in the planning and completion of your program. This advising procedure includes preparing a four-year plan of courses to help you complete all of your requirements according to specified deadlines and taking into consideration all prerequisites. This program plan is updated each year when you meet with your advisor. A copy of this plan will eventually become part of



your application for admission to the Teacher Education Program. Information about the Teacher Education Program, as well as Advising Packets are available on CardinalNet:

<http://cardinalnet.northcentralcollege.edu/students/application-teacher-education>

<http://cardinalnet.northcentralcollege.edu/students/advising-packets>

TRADITIONAL TEACHER CANDIDATES (FIRST-YEAR STUDENTS REMAINING THROUGH GRADUATION)

Teacher candidates beginning their college experience at North Central College are assigned a professional advisor. Department of Education faculty will serve as mentors, providing support to teacher candidates in a variety of ways.

TRANSFER TEACHER CANDIDATES

Transfer teacher candidates meet with an education professional advisor to develop an overall program plan. A copy of this plan will ultimately become a part of the application for admission to the Teacher Education Program. Teacher candidates who have taken a course that requires a 40 or 50 hour field experience at a previous institution must have the course approved by the Chair of the Education Department on a case-by-case basis. Teacher candidates should expect to provide a syllabus of the course and written documentation from the institution noting the specific number of field experience hours that were completed and the activities completed in the experience.

LICENSURE-ONLY TEACHER CANDIDATES

Teacher candidates who have received an undergraduate degree before entering the program will be assigned a faculty advisor. Licensure-only teacher candidates whose undergraduate major is the same as their initial licensure program must pass the Test of Academic Proficiency or have a qualifying ACT or SAT score **AND** pass the Content Area Exam before they can apply for admission to the Teacher Education Program.

PLANNING AND COMPLETING THE PROGRAM

What to do	When to do it
<p>Meet with your assigned advisor Together, you'll complete a tentative four-year program plan. Refer to program requirements in the appropriate section of this handbook. Advising packets are available on the Department's web site: http://cardinalnet.northcentralcollege.edu/students/advising-packets</p>	<p>Upon arrival at NCC, but definitely by the end of the first year.</p>
<p>Complete a background check and tuberculosis (TB) test Teacher candidates must follow NCC procedures for the both the background check and TB test.</p> <p>Procedures for the background check can be found at: http://cardinalnet.northcentralcollege.edu/students/background-checks-0</p> <p>Procedures for the TB test can be found at: http://cardinalnet.northcentralcollege.edu/students/tb-test-0</p>	<p>Prior to taking EDN 101 or your first field experience at North Central College.</p> <p><i>Teacher candidates will not be able to register for EDN 101 or any course with a field experience unless they have completed these requirements.</i></p>
<p>Meet minimum academic proficiency requirement. Pass the Illinois Test of Academic Proficiency (TAP) or meet the requirement with qualifying ACT Plus Writing or SAT with Writing scores. Links to qualifying score information may be found on page 14.</p> <p><i>Submit proof of passing the Test of Academic Proficiency or have qualifying ACT or SAT scores prior to beginning student teaching. Licensure-only teacher candidates (those who already hold a college degree) must also pass the Content Area exam for their major area before they can apply for admission to the Teacher Education Program.</i></p>	<p>By the end of the first year.</p> <p><i>Note: TAP is a high-stakes test and preparation is critical. Please visit the Education Department website for information on preparing for this test. Teacher candidates cannot be admitted to the Teacher Education Program unless they have met the requirements listed in the below link: https://cardinalnet.northcentralcollege.edu/sites/default/files/Documents/proof_of_basic_skills_7_2016.pdf</i></p>
<p>Apply for entry to the Teacher Education Program Download the application from the Department's web site: http://cardinalnet.northcentralcollege.edu/students/application-teacher-education</p> <p><i>***Note: TEP applications will <u>NOT</u> be accepted from August 12, 2019, until Monday of week 2 in fall term. A teacher candidate must be admitted to the TEP by August 11, 2019, in order to take any courses requiring admittance to the program in the fall term.</i></p>	<p>Teacher candidates should submit the application to the Teacher Education Program as soon as they have completed EDN 200/201 (secondary/K-12) or EDN 228/229 and all of the admission criteria have been met. Candidates who wait to submit the application close to the deadline date run the risk of not being able to get into classes that are full.</p> <p><i>Teacher candidates must be accepted into the Teacher Education Program in order to register for EDN 276/360/361, 324, 326/327/362, 320, 330/436, 331/332, 333, 338, 340, 342, 344, 346, 348, 353, 371, 373, 401, 403, 460/461, 470, 480/481.</i></p>
<p>Apply for Student Teaching Residency. Download the application from the Department's web site: http://cardinalnet.northcentralcollege.edu/students/student-teaching-residency</p>	<p>In fall term ONE YEAR prior to expected term of Student Teaching Residency.</p>
<p>Take Content Area Test. Registration can be done at: http://www.il.nesinc.com</p> <p><i>Teacher candidates who do not pass the Content Test will not be allowed in the Student Teaching Residency courses until passing scores are received by the Department of Education from ILTS. Scores must be received before the first day of the Student Teaching Residency experience. To obtain study guides or to have questions answered regarding the test/registration, go to http://www.il.nesinc.com.</i></p>	<p>Teacher candidates should take the content area test <u>at least one term prior to the Student Teaching Residency term. Results must be received by the Department of Education prior to the first day of the Student Teaching Residency.</u></p> <p><i>The North Central College TEP and the Illinois State Board of Education require that a teacher candidate must pass his/her Content Area Test before he/she can participate in Student Teaching Residency.</i></p> <p><i>The Department's licensure officer will only recommend those teacher candidates who have passed the edTPA for licensure.</i></p>
<p>Complete and turn in Graduation Application to the Registrar.</p>	<p>During the first term of senior year.</p>

LICENSURE GRADE POLICY

The Illinois State Board of Education has a regulation that prohibits teacher candidates from getting licensed as a teacher if they have any grades below C- in any course in their major area of licensure, professional education, and any endorsement courses.

ELEMENTARY EDUCATION TEACHER CANDIDATES

For elementary education teacher candidates, this policy includes any courses in the major, which requires grades of C- or higher for all **professional education courses**. This also includes **specific general education and content** courses that are required for the degree in elementary education as prerequisites to education courses, including MTH 106, 107, and 108; ENG 196; KIN 231; HST (one American History course); HST 150; PSC 101; and three Science courses with labs. The other condition for elementary majors includes all courses in any endorsement teacher candidates are seeking.

SECONDARY EDUCATION/K-12 TEACHER CANDIDATES

For secondary education/K-12 teacher candidates, this policy includes any courses in the Supplemental Education Major. Additionally, secondary education teacher candidates cannot receive any grade lower than a C- for any course in their content major completed to fulfill licensure requirements or in any courses in content areas in which they are pursuing subsequent endorsements beyond their major content area.

WHAT SHOULD I DO IF I HAVE A “D” OR “F” IN A COURSE REQUIRED FOR LICENSURE OR ENDORSEMENT?

Teacher candidates should meet with their advisor to set up a plan for retaking any relevant course with a grade of D or F. Teacher candidates do not need permission to retake a course with a grade of D or F. In all cases, college policy regarding course retakes and subsequent GPA adjustments will prevail.

BACKGROUND CHECKS

North Central College requires that all teacher candidates seeking Illinois licensure complete a criminal background fingerprint check prior to their first field experience in the schools. Teacher candidates will also be responsible for any additional background check requirements for the district in which they are placed. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for **licensed and non-licensed** positions. The College has chosen Accurate Biometrics (<http://www.accuratebiometrics.com>) to conduct these background checks on its behalf. NCC will not accept criminal background check reports from other sources.

Teacher candidates will not be able to register for a course with a field experience until the NCC Department of Education receives a receipt indicating the teacher candidate has completed the check through Accurate Biometrics. Teacher candidates will pay all fees associated with the background check.

Teacher candidates will need to have a background check done when taking EDN 101 or their first field experience if the teacher candidate transferred in EDN 101. A background check is required for any North Central College Education course having a field component or any other course requiring interactions with school-age children.

If a teacher candidate's background check reveals an arrest and/or conviction, a determination regarding placement will be made based on the nature of the crime. Most school districts will place a teacher candidate who has a record if the nature of the crime is such that it would not prohibit the teacher candidate from securing a teaching position/licensure. However, some districts will not accept teacher candidates who have been convicted of offenses that are not reflective of the candidate being a positive role model for students (e.g., DUI, drug offenses, etc.)

In instances when an arrest and/or conviction is reported, a teacher candidate may be asked to disclose additional information (relevant details of the arrest or conviction) verbally and/or in writing to a school district considering placement of the teacher candidate, particularly if the charge or conviction involves children and/or includes behavior that could be of concern to a school district. Teacher candidates who refuse to provide additional information about an arrest or conviction may not be placed or may have their placement delayed or canceled. The school in which the teacher candidate is placed/potentially placed has the final decision as to whether or not a teacher candidate with a "hit" on their background check is able to maintain their placement.

If the Department Chair determines that the conviction(s) would not prohibit the teacher candidate from securing an Illinois teaching license, s/he may ask the teacher candidate to disclose the details of the conviction to the district in which placement(s) are sought. The school in which the teacher candidate is placed/potentially placed has the final decision as to whether or not a teacher candidate with a "hit" on their background check will be accepted for placement. In order to ensure the privacy of teacher candidates, all background checks will be kept in a locked file cabinet accessed only by education staff as needed for the placement process.

Teacher candidates can complete the check by completing the form located on CardinalNet and taking it to a local Accurate Biometrics fingerprinting location. Accurate Biometrics locations and times are listed on their website at <http://www.accuratebiometrics.com>.

Please contact the Placement Office with questions via phone at 630.637.5747 or email at placement@noctrl.edu if you have questions about background check requirements at any point in your program of study.

TB TESTS

TB tests are required for all Education courses where the teacher candidate will be working with students in local school districts. If the teacher candidate will be registering for a field experience, including EDN 101, he/she is required to get a TB test before registering for the class. Results of the TB test should be turned in to the Education Department Academic Assistant in Stadium 244.

There are two options for completing this requirement:

Option 1:

Visit your personal physician or a Walgreens/CVS location that has a care center inside.

Option 2:

Complete this requirement at the NCC Dyson Wellness Center. The Dyson Center hours are Monday and Thursday 8:00 a.m.-5:30 p.m.; Tuesday and Friday 8:00 a.m.-5:00 p.m.; and Wednesday 8:00 a.m.-6:00 p.m. Call 630-637-5550 to schedule an appointment.

LICENSURE TESTS/TEST-TAKING SUGGESTIONS

WHAT STATE LICENSURE TESTS SHOULD I TAKE?

All candidates successfully completing the NCC elementary, secondary, or K-12 program, passing all required state exams and the edTPA, will meet the requirements for a Professional Educator License (PEL). Grade level and content endorsements will be added to the PEL based on the grade level and content area(s) associated with the major. Teacher candidates need to take the corresponding content-area test.

Endorsement	Contest-Area Tests (Test Code and Test Name)
Elementary Education License (1-6)	197-200 Elementary/Grades 1-6
Secondary License (9-12) For teacher candidates majoring in →	207: English Language Arts 246: Social Science: History 208: Mathematics <i>Science:</i> 105: Biology 106: Chemistry 116: Physics
Special License (K-12) For teacher candidates majoring in →	<i>Foreign Language</i> 126 Chinese/Mandarin 252: French 253: German 260: Spanish 212: Music 144: Physical Education 145: Visual Arts

STUDY STRATEGIES/TEST-TAKING SUGGESTIONS

Successful completion of the licensure tests is one of the requirements for receiving an Illinois Professional Educator License. The Illinois content-area test that you are required to pass assesses your knowledge of material that the State Board of Education has identified as necessary for teachers in your field.

Whether you are planning to take the content-area test for the first time or you are retaking a test, the following material was compiled to help you:

- Understand what material is covered on the test;
- Identify your areas of strength and weakness;
- Identify resources that will help you prepare for the tests; and
- Provide you with test-taking suggestions.

To begin, you will need an Illinois Licensure Testing System Study Guide for the test you will be taking. Copies of study guides are available at no cost and may be downloaded from <http://www.il.nesinc.com>.

REQUESTING ALTERNATIVE TESTING ARRANGEMENTS

If you have a disability or if English is not your first language, you may benefit from alternative testing arrangements.

When a need is appropriately documented, a variety of alternative arrangements may be made. For example:

- It may be that you need extra time when taking the test; OR
- If you have a documented learning disability such as dyslexia, it may be that you need someone to read the test to you.

All alternative testing arrangements...

- Are based upon individual need
- Must be appropriately documented
- Must be requested and approved during the test registration process

For more information on how to request alternative testing arrangements, see the current ILTS registration bulletin – available at www.il.nesinc.com/ by calling 800.239.8107.

<p style="text-align: center;">FOR INFORMATION about licensure and test requirements visit Illinois State Board of Education at: https://www.isbe.net/Pages/Licensure.aspx</p>

TEST OF ACADEMIC PROFICIENCY PREPARATION (TAP 400)

The Test of Academic Proficiency is a high-stakes test. It is critical that you prepare for this test. For information regarding resources, please visit ILTS website: http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL400_PrepMaterials.html

ACT PLUS WRITING & SAT WITH WRITING

Teacher candidates may also meet the above requirement for TAP with qualifying ACT Plus Writing or SAT with Writing scores. See <http://cardinalnet.northcentralcollege.edu/students/tap-act-writing-sat-writing> for details.

Official ACT Plus Writing and SAT with writing scores must be ordered and sent to the Illinois State Board of Education before the student applies for the Teacher Education Program. Go here for information:

<https://www.isbe.net/Documents/act-sat-testing-in-lieu-of-tap.pdf>

INTRODUCTION TO THE GATEWAY COMPETENCIES

Earning a Professional Educators License is a privilege, not a right. This privilege is granted only to those teacher candidates who are deeply committed to investing fully in the teacher preparation program and the field experiences embedded in the program. The Department of Education at NCC and the teaching profession have high expectations for teacher candidates and each teacher candidate enrolled in EDN courses at NCC must provide evidence of competency at four Gateways, strategically placed across the four years of the elementary and secondary/K-12 programs. Teacher candidates must meet each and every Gateway competency before moving to the next level of EDN course work.

Teacher candidates who do not meet all competencies at any Gateway will need to engage in remediation/professional development activities in order to further develop his/her knowledge, skills, and/or dispositions in the competency deficiency(ies). Candidates should know that the faculty in the Education Department are committed to supporting candidates and helping them grow. Through all remediation and professional development processes and activities, the faculty will work diligently to mentor and support candidates as appropriate.

Remediation/professional development activities could include, but are not limited to

1. Enrollment in one or two sections of EDN 281 or 381, an individualized field experience;
2. Enrollment in additional content and/or pedagogy course work;
3. Participation in professional counseling services;
4. Participation in regular tutoring through services provided by the Center for Student Success;
5. Completion of weekly attendance sheets and/or weekly checks on field experience paper work; and/or
6. Participation in other targeted interventions to address the concern(s) identified through the Gateway competencies.

Each term, all EDN faculty, field experience supervisors, and cooperating teachers will complete an overall evaluation of each teacher candidate in his/her course/field experience. Faculty/supervisors/cooperating teachers will select one of the following ratings for each teacher candidate:

“Recommend” continued participation in the teacher education program;

“Recommend with Reservation” for continuation in the teacher education program; or

“Do Not Recommend” continued participation in the teacher education program.

Teacher candidates who receive one or more “Recommend with Reservation” and/or “Do Not Recommend” ratings will be required to meet with Education Department faculty and the Department Chair in order to develop a plan for remediation or professional development that addresses issues raised in the recommendations. These teacher candidates must engage in remediation/professional development activities to address the concerns that resulted in ratings of “Recommend with Reservation” and/or “Do Not Recommend”; and provide evidence that the concerns have been adequately addressed. This evidence must be presented to the Department of Education Chair and/or the Teacher Education Committee.

The teacher candidate must have compelling evidence that the deficiencies in meeting Gateway competencies and/or ratings below “Recommendation” have been addressed during the remediation process in order to request a hearing with the Teacher Education Committee. In order to ensure that compelling evidence is available to the committee, the teacher candidate must present evidence to the Department of Education Chair upon request for a hearing with the Teacher Education Committee.

Teacher candidates who choose not to engage in remediation/professional development activities to address the deficiencies in meeting competencies and/or ratings below “Recommendation” will not be allowed to progress to the next level of the Education Program. Teacher candidates who receive “Recommend with Reservation” and/or “Do Not Recommend” ratings over multiple terms will not advance in the program.

GATEWAY COMPETENCIES – ELEMENTARY EDUCATION

Gateway 1 Competencies: Prior to taking EDN 228

- Complete EDN 101, PSY 205, and PSY 210 with a grade of “C-” or above **AND** pass EDN 101F.
- Pass Technology Workshop competencies provided by Oesterle Library staff
- GPA 2.500 Overall and in the Major.
- Evaluations
 - Positive Disposition Evaluation from teacher candidate’s EDN 101 instructor.
 - Positive EDN 101F Field Experience Evaluation.
 - EDN 101F Self-evaluation of Dispositions.
- Transfer Teacher Candidates ONLY
 - Transfer teacher candidates may secure a dispositions evaluation from a PSY instructor if EDN 101 was taken at another institution.
 - Transfer teacher candidates who have taken EDN 101 at another institution must complete the EDN 101F Field Experience at North Central College.

Gateway 2 Competencies: Admission to the Teacher Education Program

- GPA: Overall 2.750; Major 2.750; Professional Education 2.750.
- Evaluations
 - Positive Gateway Evaluation from teacher candidate’s EDN 228 and EDN 260 instructor.
 - Positive Cooperating Teacher Evaluation from EDN 229.
 - Positive Supervisor Evaluation from EDN 229, including strengths and areas of concerns, as well as goals for growth.
- Read Aloud
 - Evidence of effective read aloud skills and engagement of students through questioning demonstrated through videotape and reflection/commentary. This competency will be assessed in EDN 260.
- Basic Lesson Planning
 - This competency will be assessed in EDN 228 on the first submission of Lesson Plan II. If the first submission of Lesson Plan II does not meet criteria, the teacher candidate will need to complete an individualized field experience in EDN 281 to address lesson planning deficits. Teacher candidates who do not meet the basic lesson planning competency in EDN 281 will not be able to apply for admission to the Teacher Education Program.

Gateway 3 Competencies (Final Gate before Student Teaching Residency):

After completion of all Professional Education Courses for the Elementary Major with the exception of EDN 411

- A positive recommendation from the Department of Education for Student Teaching Residency.
- GPA: Overall 2.750; Major 2.750; Professional Education 3.000 (the term prior to Student Teaching Residency).
- Passing Score on ILTS Elementary Education Content Test.
- Meet requirement of passing the Illinois Test of Academic Proficiency (TAP 400 test) OR have a qualifying ACT or SAT score. Please see requirements: <https://www.northcentralcollege.edu/education/testing-requirements>
- Evaluations
 - Positive Cooperating Teacher Evaluation from EDN 327/461.
 - Positive Supervisor Evaluation from EDN 327/461.
 - Positive evaluation completed by practitioners; after a successful interview with practitioners (e.g., teachers and administrators).
- A passing score on the practice edTPA (EDN 460). Teacher candidates who do not receive a passing score will need to register for EDN 381 and complete another practice edTPA prior to the Student Teaching Residency.
- A passing score on the Advanced Lesson Planning competency. Teacher candidates who do not pass the Advanced Lesson Planning competency will need to complete EDN 381 to address lesson planning deficits. The second lesson plan competency will be evaluated within EDN 381 and a passing score must be attained. Teacher candidates who do not meet the Advanced Lesson Planning competency in EDN 381 will not be able to proceed to Student Teaching Residency.

Gateway 4: Licensure

- Passing Score on edTPA.
- Completion of Post-Student Teaching Residency Experience.
- Completion of Degree Requirements.
- A grade of “C-” or higher for all courses required for licensure and endorsements.

GATEWAY COMPETENCIES - SECONDARY/K-12

Gateway 1 Competencies: Prior to taking EDN 200

- Complete EDN 101, PSY 205, and PSY 220 with a grade of “C-” or above AND pass EDN 101F.
- Pass Technology Workshop competencies provided by Oesterle Library staff.
- GPA 2.500 Overall and in the Majors (content and supplemental education majors).
- Nine (9) hours in the Content Area Major.
- Evaluations
 - Positive Disposition Evaluation from teacher candidate’s EDN 101 instructor.
 - Positive EDN 101F Field Experience Evaluation.
 - EDN 101F Self-evaluation of Dispositions.
- Transfer Teacher Candidates ONLY
 - Transfer teacher candidates may secure a dispositions evaluation from a PSY instructor if EDN 101 was taken at another institution.
 - Transfer teacher candidates who have taken EDN 101 at another institution must complete the EDN 101F Field Experience at North Central College.

Gateway 2 Competencies: Admission to the Teacher Education Program

- GPA: Overall 2.750; Content Major 2.500; Supplemental Education Major 2.750.
- Evaluations
 - Positive Gateway Evaluation from teacher candidate’s EDN 200 instructor.
 - Positive Cooperating Teacher Evaluation from EDN 201.
 - Positive Supervisor Evaluation from EDN 201, including strengths and areas of concerns, as well as goals for growth.
- Summarizer
 - Evidence of engagement of students demonstrated through the presentation of the activity in class. This competency will be assessed in EDN 200.
- Basic Lesson Planning
 - This competency will be assessed in EDN 200 on the first submission of Lesson Plan II. If the first submission of Lesson Plan II does not meet criteria, the teacher candidate will need to complete an individualized field experience in EDN 281 to address lesson planning deficits. Teacher candidates who do not meet the basic lesson planning competency in EDN 281 will not be able to apply for admission to the Teacher Education Program.

Gateway 3 Competencies (Final Gate before Student Teaching Residency): After completion of all Professional Education Courses for the Secondary/K-12 Supplemental Major, with the exception of EDN 411

- A positive recommendation from the Dept. of Education and Content Area Major Dept. for Student Teaching Residency.
- GPA: Overall 2.750; Major 2.500; Supplemental Education Major 3.000 (the term prior to Student Teaching Residency).
- Passing Score on ILTS Content Test.
- Meet requirement of passing the Illinois Test of Academic Proficiency (TAP 400 test) OR have a qualifying ACT or SAT score. Please see requirements: <https://www.northcentralcollege.edu/education/testing-requirements>
- Evaluations
 - Positive Cooperating Teacher Evaluation from EDN 371/373.
 - Positive Supervisor Evaluation from EDN 371/373.
 - Positive evaluation completed by practitioners; after a successful interview with practitioners (e.g., teachers and administrators).
- A passing score on the practice edTPA (EDN 3xx, EDN 403). Teacher candidates who do not receive a passing score will need to register for EDN 381 and complete another practice edTPA.
- A passing score on the Advanced Lesson Planning competency. Teacher candidates who do not pass the Advanced Lesson Planning competency will need to complete EDN 381 to address lesson planning deficits. The second lesson plan competency will be evaluated within EDN 381 and a passing score must be attained. Teacher candidates who do not meet the Advanced Lesson Planning competency in EDN 381 will not be able to proceed to Student Teaching Residency.

Gateway 4: Licensure

- Passing Score on edTPA.
- Completion of Post-Student Teaching Residency Experience.
- Completion of Degree Requirements.
- A grade of “C-” or higher for all courses required for licensure and endorsements.

ADMISSION TO THE TEACHER EDUCATION PROGRAM



All teacher candidates pursuing teacher licensure must apply for admission to the Teacher Education Program. An application form is available on-line from: <http://cardinalnet.northcentralcollege.edu/students/application-teacher-education> and must be completed and submitted to the Education Department as soon as the admission criteria below have been met.

The deadline for applying to the Teacher Education Program during the 2018-2019 academic year is 5:00 PM, Friday, August 2, 2019. Applications to the Teacher Education Program will **NOT** be accepted from August 3, 2019, until Monday of week 2 in fall term 2019. A teacher candidate must be admitted to the TEP by August 2, 2019, in order to take any EDN course other than EDN 101, EDN 200/201, EDN 228/229, or EDN 260 in the Fall 2019 term.

The Teacher Education Committee (TEC) established the following criteria as requirements for admission to the program, effective Fall 2014:

1. Complete and submit an application (**as soon as** items 2-10 below have been completed).
2. Successfully complete EDN 101 with a grade of "C-" or higher and EDN 101F with a grade of Pass.

Secondary Education

3. Teacher candidates with a supplemental major in **Secondary Education** must successfully complete a minimum of nine (9) credit hours in their primary academic (teaching) major and EDN 200/201 with grades of "C-" or higher.
4. Teacher candidates with a supplemental major in **Secondary Education** must have a 2.500 grade point average in the major field and a 2.750 grade point average overall and in the professional education courses. This includes course work from all institutions attended. **Note: A 3.000 GPA in professional education courses must be earned by the end of the term just prior to the Student Teaching Residency experience.**

Elementary Education

3. Teacher candidates majoring in **Elementary Education** must successfully complete a minimum of nine (9) credit hours in the major including EDN 228/229 and EDN 260, with grades of "C-" or higher.
4. Teacher candidates majoring in **Elementary Education** must have a 2.750 grade point average overall, in the major field, and in the professional education courses completed at the time of application. This includes course work from all institutions attended. **Note: A 3.000 GPA must be earned by the end of the term just prior to the Student Teaching Residency experience.**
5. Must have a C- or higher in all professional education courses completed at the time of application.
6. Pass the Illinois Test of Academic Proficiency (TAP 400) **or** provide documentation of qualifying ACT Plus Writing or SAT with Writing scores. Teacher candidates must request that their TAP scores be reported to NCC when registering for TAP. Teacher candidates who took the TAP 400 prior to coming to NCC and did not send scores must submit the original score report to the education office (a copy will be made and the original returned); **OR** meet ACT or SAT requirements specified at: https://cardinalnet.northcentralcollege.edu/sites/default/files/u819/proof_of_basic_skills_7_2016_1.pdf
7. Declare major in elementary education or supplemental major in secondary education (not applicable for licensure-only candidates).
8. Self-assessment of dispositions (the form and directions for completing this can be found within the TEP application).
9. Evaluation of dispositions by a faculty member* in the major (the form and directions for submitting the form to the faculty member can be found within the TEP application).
10. Four-year plan signed by the teacher candidate's assigned advisor (to be submitted with the application).
11. "Licensure-only" teacher candidates must submit a copy of their transcript evaluation with the application.

***Professors are not obligated to be on campus during the summer so be sure to secure your advisor's signature on your four-year plan and obtain the dispositions evaluation from a faculty member in your major before spring term ends if you are applying to the program during the summer.**

Teacher candidates must earn a grade of C- or better in all courses leading to licensure. Because of the effect on a candidate's GPA, a grade of C- may delay a candidate's progress to graduation. Courses with grades of D or F must be repeated. Repeating a course may delay a candidate's progress to graduation.

Acceptance into the Teacher Education Program is a prerequisite for methods courses beyond EDN 200 or EDN 228. In order to enroll in a methods course beyond EDN 200 or 228, teacher candidates must be admitted to the Teacher Education Program and registered for the course/field experience at least 15 days prior to the start of the term in which the field experience needs to be taken to allow time for a placement to be secured.

Teacher candidates who receive ratings of “recommend with reservation” and/or “do not recommend” in EDN courses and/or field experiences taken may not be admitted to the teacher education program or may be admitted conditionally, even if all other criteria above are met.

Teacher candidates must maintain the above-stated, required GPAs after admission to the Teacher Education Program and through Student Teaching Residency. If a teacher candidate’s GPA drops below the required minimum in any area, the teacher candidate will be moved to probationary status in the Teacher Education Program. The teacher candidate will have one term while on probation to raise the GPA. If after one term the teacher candidate is able to raise the GPA, she/he will maintain acceptance in the Teacher Education Program. If after one term the teacher candidate is unable to raise the GPA, the teacher candidate will be dismissed from TEP. Once minimal GPA requirements are met, the teacher candidate may then reapply to the Teacher Education Program.

ADMISSION TO THE TEACHER EDUCATION PROGRAM DOES NOT GUARANTEE PLACEMENT FOR STUDENT TEACHING RESIDENCY

Teacher candidates who have been admitted to the Teacher Education Program are not guaranteed participation in the Student Teaching Residency experience. Teacher candidates who have received multiple “recommend with reservation” and/or “do not recommend” ratings in course work and/or field experiences will not be allowed to proceed to the Student Teaching Residency experience.

MONITORING OF ACADEMIC AND PROFESSIONAL BEHAVIOR

The Department of Education prepares teacher candidates to successfully complete the Teacher Education Program. The following process serves in the identification of concerns so that teacher candidates can receive support to address the concerns early and prior to the Student Teaching Residency experience. This process is used with candidates who are admitted to the Teacher Education Program and those who have not yet applied but are in professional education courses. A teacher candidate's academic and professional behaviors are closely monitored by faculty prior to admission to the Teacher Education Program and throughout the period of time the teacher candidate is in the program. This process is only used by faculty and supervisors in the Department of Education.

ALERT SYSTEM

The alert system is a means for faculty and supervisors to alert teacher candidates to concerns throughout the term, rather than waiting until the end of the term for the recommendation process. If any concern about a teacher candidate's academic and/or professional behavior is noted during the term, faculty members will submit an "alert" to 1) the Department of Education Chair for any academic/disposition concern identified in a course; or 2) the relevant Placement Coordinator for any concern related to a field experience, including disposition issues manifested in the field experience. The teacher candidate will receive a copy of the alert form and the faculty member and/or supervisor will request a meeting with the teacher candidate to discuss the concerns noted on the form. Alerts may also be submitted by the Coordinator of Placements and Partnerships.

Teacher candidates receiving an alert(s) will be required to develop a plan to address the concerns noted in the course and/or field experience. This plan will need to be presented to the Department Chair and/or the relevant Placement Coordinator to determine if the teacher candidate will be allowed to continue in the course/field experience. Teacher candidates receiving an alert(s) will likely also receive a "recommend with reservation" or "do not recommend" rating at the end of the term. Teacher candidates receiving multiple alerts will likely not be allowed to continue taking EDN courses/field experiences.

TEACHER EDUCATION COMMITTEE HEARING

A faculty member or supervisor may request that a teacher candidate appear before the Teacher Education Committee for:

1. A single incident of significant concern;
2. A pattern of behavior that occurs across multiple situations/people; or
3. Removal from Student Teaching Residency.

On the *Recommendation for a Hearing* form, the faculty member or supervisor indicates why the hearing is being requested and attaches a copy of all documentation, including the *Professional Characteristics Evaluation* form(s).

The teacher candidate has the opportunity to respond to concerns expressed on the *Recommendation for a Hearing* form. The teacher candidate must respond in writing to the Department of Education Chair within five (5) business days of the date on the *Recommendation for a Hearing* form.

The hearing will take place within 15 school days of the date on the *Recommendation for a Hearing* form.

A teacher candidate may request a hearing with the TEC when the teacher candidate is dismissed from:

1. The Teacher Education Program;
2. A field experience; or
3. Student Teaching Residency.

Teacher candidates may request a hearing with the TEC by emailing the Chair of TEC and copying the Chair of the Education Department.

TEACHER EDUCATION COMMITTEE HEARING OUTCOMES

For Teacher Candidates Who Have Not Been Admitted to the Teacher Education Program:

During the hearing, the teacher candidate is asked to speak to the committee about the concerns that have been raised, sharing information regarding any pertinent reasons for the concerns, ways in which the teacher candidate is addressing the concerns, etc. The committee members ask questions to assist them in understanding the concerns and the teacher candidate's dispositions and perceptions of the concerns.

Depending on the information disclosed at the hearing, the committee determines that:

- a. The teacher candidate will continue in the course sequence;
- b. Upon application to the program, the teacher candidate will enter the program on a probationary status, pending satisfactory submission of the application (all requirements met) and the development and satisfactory progress toward a plan of remediation;
- c. The teacher candidate is denied continued enrollment in the EDN course sequence.

For outcomes a-b, the committee often establishes stipulations for the teacher candidate's continued enrollment in professional education courses and the teacher candidate is asked to develop a plan of remediation to address the concern(s). The Department Chair or relevant Placement Coordinator monitors this plan through ongoing meetings with the teacher candidate.

For Teacher Candidates Who Have Already Been Admitted to the Teacher Education Program:

During the hearing, the teacher candidate is asked to speak to the committee about the concerns that have been raised, sharing information regarding any pertinent reasons for the concerns, ways in which the teacher candidate is addressing the concerns, etc. The committee members ask questions of clarification to assist them in understanding the concerns and the teacher candidate's dispositions and perceptions of the concerns.

Depending on the information disclosed at the hearing, the committee determines that:

- a. The teacher candidate will continue in the program;
- b. The teacher candidate will be put on probation, pending the development and satisfactory progress toward a plan of remediation; or
- c. The teacher candidate is dismissed from the program.

For outcomes a and b, the committee often establishes stipulations for the teacher candidate's continued enrollment in professional education courses and the teacher candidate is asked to develop a plan of remediation to address the concern(s). The Department Chair or relevant Placement Coordinator monitors this plan through ongoing meetings with the teacher candidate.

Teacher candidates who do not willingly participate in the alert process will not be allowed to continue pursuing licensure.

ACADEMIC/PROFESSIONAL DISPOSITION ALERT FORM - SAMPLE

Teacher Candidate _____ Date _____

Faculty Member/Supervisor _____ Course/Current grade _____

The following concerns have been identified (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Tardiness | <input type="checkbox"/> Professional attitude |
| <input type="checkbox"/> Interaction skills with instructor/peers | <input type="checkbox"/> Late assignments | <input type="checkbox"/> Other _____ |
| | <input type="checkbox"/> Absences | |

Describe briefly the **behavior**, situation, or class requirement that motivated the completion of this form and the **actions taken** with the teacher candidate to address these concerns.

This process is intended to support the teacher candidate's success in the Teacher Education Program.

Signature of Faculty Member/Supervisor: _____ Date: _____

I understand that failure to follow-through/implement monitoring goals and strategies will result in dismissal from the Teacher Education Program and exclusion from further participation in courses leading to teacher licensure.

Signature of Teacher Candidate: _____ Date _____

Original copy: Department Chair
Copies to: Advisor; Faculty/Supervisor; Teacher Candidate

RECOMMENDATION FOR A HEARING WITH THE TEACHER EDUCATION COMMITTEE - SAMPLE

Teacher Candidate _____ Date _____

Faculty Member/Supervisor _____ Course/Current Grade _____

State briefly the reason for the request that a candidate appear before the Teacher Education Committee and attach other relevant documentation. If this request for a hearing is based on a single serious incident, please describe that incident.

This process is intended to support the teacher candidate's success in the Teacher Education Program.

Signature of Faculty Member/Supervisor: _____ Date _____

Signature of Teacher Candidate: _____ Date _____

Teacher Candidate signature indicates acknowledgement that the concerns noted above were discussed. It does not necessarily imply agreement with the content.

Upon receipt of this form, the teacher candidate has five (5) business days to respond to the above, in writing, to the Department of Education Chair

Original: Department Chair

Copies to: Advisor; Chair of Teacher Education Committee; Faculty/Supervisor; Teacher Candidate

APPEAL/JUDICIAL PROCEDURES

Teacher candidates who believe they have not received due process in any decisions related to the Teacher Education Program have an appeal procedure available to them.

Decisions that might warrant appeal include, but are not limited to:

- Admission to the Teacher Education Program;
- Participation in Student Teaching Residency or other field experiences;
- Dismissal from the Teacher Education Program including field or Student Teaching Residency experiences;
- Evaluation of the teacher candidate's performance and/or professional behavior in required teacher education courses, field experience, Student Teaching Residency, or any other regularly provided or required activity having a direct bearing on the teacher candidate's recommendation for licensure or for employment; and/or
- Failure to be recommended for licensure, in a timely fashion, upon successful completion of all requirements for licensure.

In the first step of the appeal process the teacher candidate requests a conference with the Chair of the Department of Education. Appeals to the decision made by the Department Chair are submitted in writing to the Teacher Education Committee (TEC) through its chair. The Teacher Education Committee has the final say in decisions for appeals. Requests for an additional appeal to the Teacher Education Committee may be granted on the basis of the availability of additional information.

REINSTATEMENT/READMISSION TO THE TEACHER EDUCATION PROGRAM

Teacher candidates who have withdrawn from the Teacher Education Program while in good academic standing will be automatically reinstated if the period of withdrawal has not exceeded one term (excluding summer).

Teacher candidates who wish to be readmitted to the Teacher Education Program after a withdrawal period of two terms or more must reapply and meet all current admission criteria for the Teacher Education Program.

Teacher candidates who are dismissed from the program by the Teacher Education Committee may apply for readmission to the program to the Teacher Education Committee after one year from the dismissal date. Teacher candidates reapplying to the program must appear before the Teacher Education Committee and provide the committee with compelling evidence as to how s/he has addressed the issues that had prohibited him/her from performing to the level of expectations of the Teacher Education Program leading to dismissal. Teacher candidates who do not show compelling evidence of how s/he addressed the issue/problem will not be reinstated.

Teacher candidates who have been dismissed because they did not meet required minimum GPA requirements may reapply to the program when the minimum GPA requirements are met.

Teacher candidates who have been dismissed from the college due to a low cumulative grade point average must first reapply to the college. Teacher candidates may then reapply to the Teacher Education Program after they have met the GPA requirements.

FIELD EXPERIENCE

All North Central College teacher candidates must complete at least 180 hours of field experience (elementary) or 155 hours of field experience (secondary/K-12) prior to Student Teaching Residency. Teacher candidates complete these hours as part of the required coursework. Teacher candidates who transfer in course work with a corresponding field experience may provide documentation for up to 30 hours of field experience completed at another institution. The remaining hours must be completed at North Central College.

The placement office makes every attempt to ensure that all North Central College teacher candidates will have at least one 40 or 50-hour field experience in a school district that has some diversity before Student Teaching Residency. All secondary teacher candidates will have one field experience in a middle school/junior high school and one field experience in a high school. All K-12 teacher candidates (PE/Kinesiology, Art, Music, and Foreign Language) will have a field experience at an elementary school, middle school/junior high school, and high school. It is essential that teacher candidates inform the placement office of any schedule changes altering the timing of the field experiences. In order to take any course with a field experience, teacher candidates must be registered at least 15 days prior to the start of term in which the field experience needs to be taken to allow time for a placement to be secured.

Acceptance into the Teacher Education Program is a prerequisite for all EDN methods courses beyond EDN 200 (K-12 or secondary) and EDN 228 (elementary). To enroll in a methods course with a field experience beyond EDN 200 or 228, teacher candidates must be admitted to the Teacher Education Program and be registered for the course/field experience at least 15 days prior to the start of the term in which the field experience needs to be taken to allow time for a placement to be secured.

In addition, teacher candidates must complete a TB test and show verification that s/he is clear of TB and must complete the required background check and submit the receipt to the education department prior to registering for a course with a field experience.

CREDIT FOR FIELD EXPERIENCE

Credit will be given for most field experiences. The grade will be Pass/No Pass. If a teacher candidate does not pass the field experience, the teacher candidate must retake the field experience the next time it is offered. If a teacher candidate passes the field experience but not the methods class, then both must be retaken.

EDN 330 and its accompanying field experience EDN 330F are uniquely integrated in such a way that passing both EDN 330 and EDN 330F in the same term are required. Failure to pass both in the same term means retaking both the course and field experience.

TRANSFER OF FIELD EXPERIENCE HOURS

Teacher candidates may transfer up to 30 field experience hours from another institution. Official documentation of hours completed at another college must be submitted directly to the Department of Education. Any teacher candidate wishing to transfer in a course that requires a 40 or 50 hour field experience must have the course approved by the education department chair and may be required to complete additional field experience hours. Approval will be handled on a case-by-case basis. Teacher candidates should expect to provide a syllabus of the course and written documentation from the institution noting the specific number of field experience hours that were completed and the requirements of the field experience.

MAXIMUM NUMBER OF ALLOWABLE FIELD EXPERIENCE HOURS IN ONE TERM

Teacher candidates are not allowed to take any combination of courses that require more than 75 hours of field experience in any given term. Therefore, two courses that require 40 or 50 hours of field experience **may not be taken simultaneously in the same term**. Additionally, teacher candidates enrolled in courses that require 40 or 50 hours of field experience may complete extra hours however, the total hours in any one field experience may not exceed more than 15 hours over the required number of hours (e.g. 40 hour field experience may not exceed more than 55 hours).

The only exception to this policy is in instances when the department or the TEC develop an individualized plan for teacher candidates who require remediation of skills/additional time for the development of skills.

While we know that the field experiences are a very valuable component of the program, we do not want excessive field work to interfere with the teacher candidates' coursework, which is equally important to their program.

FIELD EXPERIENCE AND OVERLOAD

Teacher candidates taking courses with field experiences are strongly encouraged to take fewer than 12 credit hours. Teacher candidates taking an overload (more than 12 credit hours) may not take a course with a field experience. Special permission may be requested if the overload is winter term and some of the credits are being taken in the D-term session.

EDN 281/381

These field experiences may be required as part of the alert process for teacher candidates needing extra experience/practice at any point in the program. Teacher candidates who need additional development of knowledge/skills after EDN 200/201 or EDN 228/229 will be required to enroll in EDN 281 before advancing to other EDN courses. Teacher candidates may be required to sign up for two sections of EDN 381 (100 hours) if an extended half-day field experience is recommended by the department and/or the TEC as preparation for the Student Teaching Residency.

EDN 381 is also required when there are more than two terms between the last methods course (40/50 hour field experience) and the Student Teaching Residency.

VOLUNTEER FIELD EXPERIENCE OPPORTUNITIES

The placement coordinator has additional information about opportunities to complete volunteer hours in local schools and information about these opportunities is included in the weekly department newsletter.

APPLICATION TO THE STUDENT TEACHING RESIDENCY EXPERIENCE

In order to be admitted to the Student Teaching Residency experience, the North Central College teacher candidate must submit a completed Student Teaching Residency application. The application is available online and must be submitted by Friday of Week 2 (elementary) or Friday of Week 3 (secondary/K-12) of the term one year in advance of the desired term to complete the Student Teaching Residency. Applications should be submitted to Stadium 244. Teacher candidates are responsible for revising and editing their Student Teaching Residency application as needed after meeting with the placement coordinator. Failure to resubmit a revised application in a timely manner will likely lead to a delay in the intended Student Teaching Residency term.

A teacher candidate's application to Student Teaching Residency will not be accepted if the teacher candidate is not admitted to the Teacher Education Program.

Teacher candidates are required to pass the content area test prior to the term of their Student Teaching Residency (Illinois State Board of Education requirement). Registration can be done at: <http://www.il.nesinc.com>. Teacher candidates who do not pass the content test will not be allowed to take Student Teaching Residency until passing scores are received by the Department of Education from ILTS. **Teacher candidates should take the content area test at least one term prior to the Student Teaching Residency term and results must be received by the Department of Education prior to the first day of Student Teaching Residency.** If a teacher candidate's Student Teaching Residency placement needs to be canceled because the teacher candidate did not pass the content test, another placement will not be initiated until the Department receives passing scores.

The policy of the Department of Education states that teacher candidates are not allowed to complete the Student Teaching Residency in a school from which they graduated or where their child/children attend, or in a district in which they have a relative employed or who serves as a school board member. Falsification of content on the Student Teaching Residency application (by providing inaccurate or deceptive information or omitting key information) is considered a violation of the college's academic integrity policy. In such instances the College Academic Integrity policy will be instituted and the violation will be reported to the Associate Provost and Dean of Academic Services. Additionally, the violation will be reported to the Department of Education chairperson and the result can range from monitoring to a hearing with the Teacher Education Committee resulting in dismissal from the Teacher Education Program.

Teacher candidates must not attempt to secure their own Student Teaching Residency placement. Teacher candidates who do not adhere to this policy will not be placed in the school/district in which they have attempted to secure a placement and will jeopardize their future placement(s).

The teacher candidate must also meet the following criteria in order to participate in the student teaching residency:

- Be admitted to the Teacher Education Program.
- Have a 2.750 GPA overall and in the professional education courses at the time of application for Student Teaching Residency.
- Have a major GPA of 2.750 (elementary) OR 2.500 (secondary/K-12).
- Have a 3.000 GPA in professional education courses by the end of the spring academic term prior to the fall of Student Teaching Residency.
- Have grades of "C-" or higher in all professional education courses.
- For fall Student Teaching Residency, all GPA requirements must be met at the end of spring term. If a summer class is taken, these grades will factor into the GPA and the teacher candidate must still meet GPA requirements after the completion of the summer course, however, a summer course may not be used to raise the GPA if the teacher candidate's GPA is below the requirements.
- Have a recommendation from the department in which the teacher candidate is majoring. The recommendation is sent directly from the department chairperson to the placement office; teacher candidates should not solicit letters from faculty members. Secondary/K12 teacher candidates will need a recommendation from the department of their major and from the education department.
- Failure to receive a positive recommendation prior to Student Teaching Residency may prohibit the teacher candidate from enrolling in the Student Teaching Residency and, consequently, prohibit the teacher candidate from

completing graduation requirements and/or requirements for licensure. Teacher candidates who receive a **“Recommend with Reservation”** through the Alert system could be delayed in enrollment in the Student Teaching Residency experience. Teacher candidates who receive a **“Do Not Recommend”** for Student Teaching Residency and wish to continue to pursue **licensure** will need to appear before the Teacher Education Committee, which will result in a delay in Student Teaching Residency if the teacher candidate is allowed to remain in the Teacher Education Program. The Teacher Education Committee could dismiss the teacher candidate from the Teacher Education Program, which will result in a cancellation of the Student Teaching Residency experience.

- An exception to the recommendation policy will be made for licensure-only teacher candidates who have not taken a class in their major at NCC, thus are not able to get a recommendation for Student Teaching Residency from the major department and/or the education department. In this instance, the teacher candidate should submit a recommendation from a professor in their major content area from the institution where the degree was awarded to be considered for conditional acceptance. Teacher candidates will have one term to take a course at NCC in the content area and complete the application process by securing a recommendation from the department of their major content area. Exceptions to this one-term deadline will only be granted to licensure-only teacher candidates who request and are granted an extension from the Department Chair. Teacher candidates in this situation should take a course in their major department in their first term at North Central College even when it is not a required course.

Teacher candidates who meet the criteria for Student Teaching Residency, but also have the presence of one or more alert form(s) in their file, may be required to appear before the TEC for a hearing before being allowed to enroll in the Student Teaching Residency experience. See "Monitoring of Academic and Professional Behavior - Hearing Procedures" on page 20 of this handbook for further information.

Registering for Student Teaching Residency is not a guarantee of placement. Placement is contingent on the criteria listed in the final check (see "Final Check before Student Teaching Residency" on page 31 of this handbook for further information), successful completion of the Gateway Competencies, the timeliness with which the application is submitted, and the willingness of identified school districts to accept the teacher candidate based on the contents of the Student Teaching Residency application.

Teacher candidates who submit their application after the deadline for submission have a high probability of having their Student Teaching Residency experience delayed. Late applications will not be sent to schools requesting placement until all other teacher candidates in the same content area who turned in their applications on time are placed. Submission of late Student Teaching Residency applications will most likely result in a delay of Student Teaching Residency by at least one term.

The teacher candidate must have personal transportation available or be willing to utilize public transportation and must be able to be at the appointed school during the entire day for 18 weeks without any conflicts.

Teacher candidates must not work, participate in athletics, or be involved in any other commitments that interfere with the time required to successfully fulfill Student Teaching Residency responsibilities. Teacher candidates who do not adhere to this policy will jeopardize their Student Teaching Residency placement.

Teacher candidates are placed in public school districts within a radius of approximately 30 miles from the college. Exceptions are made for teacher candidates who wish to student teach in an urban setting such as with Chicago Public Schools. Teacher candidates should plan to have transportation available to them or plan to use public transportation for the duration of the student teaching experience. It should be noted that residency placements within walking distance to North Central College are not always available.

BACKGROUND CHECKS

North Central College requires that all teacher candidates seeking Illinois licensure submit to a criminal background fingerprint check prior to completion of their first field experiences and as required by districts in which they are placed through Student Teaching Residency. Candidates are responsible for the cost of all background checks. See “Background Checks” on page 11 of this handbook for additional information.

OTHER DISTRICT REQUIREMENTS

Occasionally, a district requires that a teacher candidate complete a background check with the school district and/or a TB test. In these instances, the teacher candidate is responsible for all costs incurred for these extra requirements if associated fees are not covered by the district. Teacher candidates may also be required to attend institute and faculty meetings, which occur in August and/or September, prior to the official start of NCC’s fall term.

The placement coordinator will submit the teacher candidate’s initial paperwork to the district, as well as communicate with the teacher candidate regarding additional district requirements for securing the placement.

It is the teacher candidate’s responsibility to follow-up with all requirements of the specific district in a timely fashion. Failure to complete necessary steps with the district can lead to the loss of a placement and may delay the Student Teaching Residency experience.

INTERVIEWING FOR A PLACEMENT

Teacher candidates may be required to interview with the prospective school district in which they will complete the Student Teaching Residency prior to placements being confirmed. The purpose of this interview is for the school to screen the teacher candidate to ensure that the teacher candidate’s teaching philosophy will support the school’s goals for student learning and to ensure that there is a match between the teacher candidate and the school’s team. At this interview, it is essential that the teacher candidate present himself/herself in a highly professional manner whether it is for a field experience or Student Teaching Residency placement. Demonstrating a positive attitude, professionalism, and flexibility are key to any successful interview.

Keep in mind that the purpose of this interview is for the school to determine the suitability of the teacher candidate rather than the teacher candidate’s preference for the school.

SCHEDULING OF PRE-RESIDENCY SEMINAR AND START OF STUDENT TEACHING EXPERIENCE

In the term candidates undertake student teaching, they will enroll in 3 different courses: EDN 470 Pre-Residency Seminar (1 cr. hr.), EDN 480 Student Teaching Residency (8 cr. hr.), and EDN 481 Residency Seminar (3 cr. hr.).

Pre-Residency Seminar meets daily Monday-Thursday for one week in mid-August. In 2018, it met August 6, 7, 8, and 9, from 3:00-5:30 PM. Teacher candidates should plan ahead to be on campus for seminar meetings. Specific dates will be published with each year’s master course schedule through Merlin. Residence hall accommodations will be arranged for candidates who plan to live on-campus during the fall term.

Student Teaching Residency is a 18-week experience that begins before NCC courses begin in the fall term and extends into D-Term. Candidates will begin placements on the same calendar as their placement school. Candidates should plan to attend any opening meetings for teachers the school may hold. Some candidates may begin student teaching placements as soon as mid-August (Pre-Residency Seminar is scheduled to end before any schools begin), but maybe as late as the final days of August. **Note:** in 2019-20, NCC converts to a semester calendar and residency dates will be adjusted accordingly. By 2020-21, NCC will have transitioned to a Spring Semester student teaching experience.

Residency Seminar meets Mondays and/or other scheduled days throughout NCC’s fall term. Candidates should plan to attend all Residency Seminar meetings as they are scheduled.

FINAL CHECK BEFORE STUDENT TEACHING RESIDENCY

One final check will be done at the end of spring term prior to the fall Student Teaching Residency experience. At that time, the North Central College teacher candidate must meet the following criteria:

- A 2.750 GPA overall and in the major (elementary) or a 2.750 overall GPA and 2.500 major (secondary) are required. **For both elementary and secondary education teacher candidates a 3.000 GPA is required in professional education courses.** If a teacher candidate does not meet all GPA requirements at the end of the spring term preceding the fall Student Teaching Residency term, the Student Teaching Residency placement will be canceled. Attempts to secure another placement will not be initiated until the required GPAs are attained. If the teacher candidate is unable to raise the GPA in one term, the teacher candidate will be dismissed from the program. **Summer session may not be used to raise GPAs for the fall Student Teaching Residency, although summer grades will factor into the GPA and the teacher candidate must still meet all GPA requirements if a summer class is taken.**
- Passed the Content Area Test(s). Registration can be done at: <http://www.il.nesinc.com>. Teacher candidates who do not pass the content test by the start date for Student Teaching Residency will not be allowed to complete the Student Teaching Residency. Passing scores must be received by the Department of Education from ILTS prior to the first day of Student Teaching Residency. **Teacher candidates should take the content area test at least one term prior to the Student Teaching Residency term.** Teacher candidates who do not submit passing scores to the Department prior to the first day of Student Teaching Residency will have their placement canceled. Another Student Teaching Residency placement will not be sought until the Department receives passing scores.
- **Elementary Education** majors must have:
 - a. Completed all professional education courses except EDN 411 with grades of C or higher and passed all of the field experiences.
 - b. No more than two terms between the completion of EDN 460/461 and the Student Teaching Residency experience. If such a situation arises, the teacher candidate will be required to take EDN 381: Elementary/Secondary Field Experience prior to Student Teaching Residency.
 - c. Completed 180 clinical hours prior to the Student Teaching Residency, of which 150 approved field experience hours must be completed at North Central College (may be fulfilled through the completion of courses with field experience components).
- **Secondary/K-12 Education** teacher candidates must have:
 - a. Completed nine of the courses required for the academic teaching major or course work in the teaching major equivalent to that as defined by the College with grades of C- or higher.
 - b. Completed all professional education courses except EDN 411 with grades of C- or higher and passed all of the field experiences.
 - c. No more than two terms between the completion of the content area high school methods course/field experience and the Student Teaching Residency experience. If such a situation arises, the teacher candidate will be required to take EDN 381: Elementary/Secondary Field Experience prior to Student Teaching Residency.
 - d. Completed 155 clinical hours prior to Student Teaching Residency, of which 140 approved field experience hours must be completed at North Central College (may be fulfilled through the completion of courses with field experience components).

Teacher candidates who meet the above requirements but also have Alert Forms in their files may be required to appear before the TEC for a hearing prior to being allowed to enroll in the Student Teaching Residency experience. See "Monitoring of Academic and Professional Behavior - Hearing Procedures" on page 20 or further information.

Teacher candidates must earn a grade of C- or better in all courses leading to licensure. Because of the effect on a candidate's GPA, a grade of C- may delay a candidate's progress to graduation. Courses with grades of D or F must be repeated. Repeating a course may delay a candidate's progress to graduation.

STUDENT TEACHING RESIDENCY

The Student Teaching Residency is a culminating opportunity for a teacher candidate to apply his/her knowledge and skills in an extended all day situation. A successful experience requires extensive preparation, commitment, and hard work by both the teacher candidate and school personnel. The Department expects all teacher candidates to put forth **100%** effort and time to excel in the Student Teaching Residency experience. Failure to fully invest in the experience and meet all expectations will mean that the teacher candidate may be dismissed from Student Teaching Residency and the program.

No other classes are to be taken during the term of the Student Teaching Residency. Additionally, teacher candidates must not work, participate in athletics, or be involved in any other commitments that interfere with the time required to successfully fulfill Student Teaching Residency responsibilities. Teacher candidates who do not adhere to this policy may jeopardize their Student Teaching Residency placement.

Absences should only occur due to severe illness and extreme emergency situations. Teacher candidates are expected to make up any days missed during the Student Teaching Residency if more than two absences have occurred.

Teacher candidates may withdraw or be withdrawn from the Student Teaching Residency.

At the school principal or college supervisor's request, a teacher candidate may be withdrawn from the Student Teaching Residency placement after consultation with the college supervisor, the placement coordinator, and Department of Education chair. The teacher candidate will be informed of the decision. A meeting will be scheduled inviting the teacher candidate, college supervisor, placement coordinator, and department chair. Teacher candidates withdrawn from the Student Teaching Residency will need to appear before the Teacher Education Committee if they would like to request another placement.

In the case of any unsatisfactory performance due to the teacher candidate's deficiency in teaching skills as assessed by the college supervisor and/or the cooperating teacher, the teacher candidate may apply for a second Student Teaching Residency experience to begin after a minimum of two terms have elapsed.

In instances when the teacher candidate is asked to withdraw from the experience and wishes to have a second Student Teaching Residency experience, he/she must write a letter to the chairperson of the Teacher Education Committee (TEC) requesting a second experience and provide compelling reasons why the committee should grant this request. If the TEC determines that the teacher candidate will be given the opportunity for a second Student Teaching Residency experience, the teacher candidate must do additional developmental work in the two terms prior to the second Student Teaching Residency experience to improve teaching skills through EDN 381: Elementary/Secondary Field Experience – a repeatable field experience taken twice. This requires a minimum of 50 clock hours of supervised field experience in each term.

Additional course work or other activities/experiences may be required to address the areas of concern, as appropriate.

In order to become licensed, teacher candidates must receive at least a “C” in Student Teaching Residency. Teacher candidates receiving a “C-” or below may request an additional Student Teaching Residency experience, following the procedure outlined above. A second Student Teaching Residency placement is not guaranteed and is only granted at the discretion of the Teacher Education Committee when compelling evidence is provided.

When unusual circumstances arise, such as health or personal situations, a teacher candidate may withdraw from Student Teaching Residency by completing the following procedures:

1. Contacting the college supervisor and discussing the reasons for withdrawal.
2. Meeting with the Department Chair to discuss reasons for withdrawal.
3. Submitting a letter requesting withdrawal, stating the reasons and providing appropriate documentation to the Department Chair.
4. Officially dropping EDN 480: Student Teaching Residency and EDN 481: Residency Seminar at the Registrar's Office.

The coordinator of placements and partnerships will contact the cooperating teacher and other appropriate school personnel. Teacher candidates should not contact the cooperating teacher or school personnel directly about this matter.

Consideration for any future request for a Student Teaching Residency placement will be at the discretion of the Department of Education and the Teacher Education Committee.

Teacher candidates who withdraw or are asked to withdraw from the Student Teaching Residency experience due to problems with carrying out the responsibilities of the Student Teaching Residency are automatically dismissed from the Teacher Education Program. In these instances, teacher candidates who wish to have a second Student Teaching Residency experience must write a letter to the chair of the Teacher Education Committee requesting to be readmitted to the Teacher Education Program and request a second Student Teaching Residency experience, providing compelling reasons why the committee should grant these requests.

STUDENT TEACHING RESIDENCY FEE

A fee of \$150 is required for Supervised Student Teaching Residency.

edTPA FEE

A fee of \$300 is required for submitting the edTPA Portfolio at the conclusion of the Student Teaching Residency. Teacher Candidates should plan accordingly.

REQUIREMENTS FOR A NORTH CENTRAL COLLEGE RECOMMENDATION FOR STATE OF ILLINOIS PROFESSIONAL EDUCATOR LICENSE

As a graduating senior, teacher candidates will apply for a Professional Educator License (PEL) to teach in the State of Illinois by filing an application for licensure. The licensure officer will then electronically sign off on the teacher candidate's application for licensure, but can only do so after the teacher candidate has fulfilled all degree and/or licensure requirements.

REQUIREMENTS FOR LICENSURE FROM THE STATE OF ILLINOIS

Teacher candidates must successfully complete the North Central College State approved Teacher Education Program.

- Teacher candidates must submit an electronic Application for Licensure and register their teaching license with the appropriate Illinois Regional Office of Education. It is recommended that official transcripts from all institutions attended are submitted to the Illinois State Board of Education.
- Teacher candidates must pass the state-mandated Illinois Licensure Testing System (ILTS) tests that were developed and are implemented by the Illinois State Board of Education (ISBE). These include the Illinois Test of Academic Proficiency or qualifying ACT/SAT scores plus writing, Content Area Tests, and the edTPA. Registration can be done at: <http://www.il.nesinc.com>. Teacher candidates who do not pass the content test will not be allowed to enroll in the Student Teaching Residency until passing scores are received by the Department of Education from ILTS. **Teacher candidates should take the content area test at least one term prior to the Student Teaching Residency term. Passing scores must be received by the Department of Education and ISBE before the first day of the Student Teaching Residency. For fall term Student Teaching Residency this would be the first day of school for the school in which the teacher candidate is placed.**
- Teacher candidates must also complete the following:
 - a. North Central College general education requirements for all teacher candidates seeking a bachelor's degree from North Central College.
 - b. Special Licensure K-12: Teacher candidates qualifying for the special license (K-12) in Foreign Language (Spanish, French, German, Chinese), Music, Physical Education, or Visual Arts must complete field experiences and/or student teach at the elementary and secondary levels. They must also fulfill the general education, professional education and graduation requirements listed in the Secondary Education Curriculum section of this handbook.

ENDORSEMENTS

Upon completion of an approved program, a teacher candidate may apply for an endorsement(s) in other content areas. Endorsements are issued by the Illinois State Board of Education for a particular content area and grade level. Endorsements allow teachers to instruct in content areas in addition to their approved program content area.

ENGLISH AS A SECOND LANGUAGE ENDORSEMENT

Complete the following courses and field experiences for the ESL endorsement. All ESL endorsements will be K12 endorsements no matter the grade level of the initial license.

- ENG 370: Language and Linguistics
- MCL 380: Theoretical Foundations of Teaching ESL/Bilingual Students
- MCL 382: Cross-Cultural Studies for Teaching English Language Learners (25 hours of field experience)
- EDN 383: Methods and Materials for Teaching English Language Learners in ESL/Bilingual Programs (Prerequisite: MCL 380, Theoretical Foundations Of Teaching ESL/Bilingual Students; Requires admission to the teacher education program and concurrent enrollment in EDN 384, Field Experience in Methods of Teaching Eng. Language Learners)
- EDN 384: Field Experience in Methods of Teaching English Language Learners (50 hours) 1 credit (Requires admission to the teacher education program and concurrent enrollment in EDN 383 Methods and Materials for Teaching English Language Learners in ESL/Bilingual Programs)
- EDN 385: Literacy Assessment of the ESL/Bilingual Students (includes 25 hour field experience; Prerequisite: EDN 383 Methods and Materials for Teaching English Language Learners in ESL/Bilingual programs)

And One of the Following:

- BIO 300: Human Sexuality - A Clash of Values
- EAS 165: Introduction to East Asia
- ENG 330: Multicultural Literature of North America
- ENG 380: Global Literature
- HST 330: East Asian Thought
- HST 348: The Age of Discovery – Europe 1300-1700
- HST 370: Seminar in Global History
- HST 385: The World Wars of the Twentieth Century
- LEV 350: Ethnic and Religious Conflict Resolution
- REL 315: Buddhism
- REL 345: Religion, Ritual, and Symbol
- SOA 280: Racial and Ethnic Minorities
- SOA 363: Mexico and its Neighbors
- SOA 421: Indigenous Peoples and the State
- SPC 317: Intercultural Communication
- THE 363: Classical Asian Theatre
- USS 300: Urban and Suburban Studies
- Any language course at or above 310 in CHI, FRN, GER, JPN, LTN, and SPN

Teacher candidates who want to apply for the Bilingual Education endorsement must successfully complete a language examination in the non-English language to be taught and complete EDN 386 Bilingual Methods. Language test information can be found at <http://www.il.nesinc.com>.

LEARNING BEHAVIOR SPECIALIST 1 (LBS1) ENDORSEMENT

Any teacher candidate earning an initial license or currently licensed teacher must complete the following four (4) courses with a grade of C- or better and the content test (ILTS #155) for the LBS1 endorsement:

- EDN 330: Teaching Students with Special Needs in the General Education Classroom (3.00)
- EDN 430: Characteristics of Students with High Incidence Disabilities (3.00)
- EDN 432: Methods of Teaching Students with High Incidence Disabilities (3.00)
- EDN 434: Psychological Diagnosis and Educational Assessment of Children with Special Learning Needs (3.00)

Teacher candidates with the LBS1 endorsement are qualified to teach students with disabilities **in the grade levels of their licensure**.

SECONDARY EDUCATION ENDORSEMENTS

According to the State of Illinois, secondary endorsements will be entitled only to teacher candidates who have completed the following general requirements:

- A major in the content area indicated on the transcript or 32 semester hours in the content area, and passing the relevant licensure content test; **OR**
- 24 credit hours in content courses completed at one or more institutions and passing the relevant licensure content area test.

If you will be applying for a secondary 24 credit hour endorsement OR a secondary endorsement in science or social science and have NOT passed the appropriate content test, you will not be entitled for that endorsement. Do NOT complete the licensure process online. When you pass the appropriate content test, contact the licensure officer who will add the endorsement to the entitlement. If you have not passed the appropriate content test, you will not be entitled for that endorsement.

Although the state requirements for endorsements are general in nature, academic departments at North Central College have identified more specific requirements for endorsements in order to more thoroughly prepare quality teachers in the content areas. It should be noted that teacher candidates who meet the minimum state requirements may apply for endorsements through their ELIS accounts after they receive licensure if they do not meet NCC's specific endorsement requirements.

North Central College Requirements for Secondary Endorsements

The following are the content areas and their requirements for secondary endorsements entitled by North Central College:

Requirements for Secondary Education Art Endorsement:

A teacher candidate must complete a minimum of 24 credit hours and take the licensure content area test. The following courses are required for the secondary endorsement:

- ART 107: 2-Dimensional Design (3.00)
- ART 110: 3-Dimensional Design (3.00)
- ART 120: Drawing I (3.00)
- ART 130: Painting I (3.00)
- ART 150: Ceramics I (3.00)
- ART 205: Digital Photography (3.00) or ART 180: Printmaking I (3.00)
- ART 215: Sculpture (3.00)
- ART 276: Art History III: Late 18th Century to Contemporary Art (3.00)
- A three (3) credit hour 300 or 400 level Art History course

Requirements for Secondary Education English Language Arts Endorsement:

The teacher candidate must pass the licensure test and take the following to fulfill the minimum of 27 credit hours:

- ENG 201: Introduction to Literary Study (3.00)
- ENG 203: English Literature to 1660 (3.00)
- ENG 205: Eighteenth Century Literature (3.00)
- ENG 207: Nineteenth and Twentieth Century American Literature (3.00)
- ENG 209: Nineteenth and Twentieth Century British Literature (3.00)
- ENG 285: Writing Theories and Practices (3.00)
- ENG 370: Language and Linguistics (3.00)
- Two 300 or 400 Level Courses (6.00)

Requirements for Secondary Education Foreign Language Endorsement:

An endorsement in a foreign language can be earned by:

- Completing 24 credit hours in the foreign language; **AND**
- Passing the relevant licensure content area test.

An endorsement in any subsequent foreign language(s) can be added by earning a passing score on the appropriate foreign language test(s).

Requirements for Secondary Education Health Endorsement:

The Teaching Health Education minor provides the requirements for endorsements in secondary Health Education.

A minimum of 24 credit hours to include:

- KIN 149: Wellness (3 credits)
- KIN 230: Community Health (3 credits)
- KIN 231: School Health (3 credits)
- KIN 331: Curriculum Development, Methods and Evaluation in Health Education (3 credits)
- KIN 352: Advanced Concepts of Health (3 credits)
- PSY 385: Health Psychology (3 credits)

One of the following:

- HPE 355: Teaching Sexuality Education (3 credits)
- BIO 300: Human Sexuality (3 credits)

One of the following:

- BCM 140: Nutrition (3.5 credits)
- NSC 280: Drugs and Behavior (3 credits)
- PSY 282: Stress and Coping (3 credits)

Required Support Courses

- Supplemental Secondary Education Major
- All students must take and pass the ILTS Health Content Test (#211) in order to obtain the health minor.

Requirements for Secondary Education Mathematics Endorsement:

A teacher candidate must complete the state requirement of a minimum of 24 credit hours **and** pass the relevant licensure content area test. The following courses are required for the secondary endorsement:

(Not more than one course below MTH 141 may be included in the coursework offered for this endorsement.)

- Either MTH 151: Calculus I (3.00) **OR** both MTH 140: Integrated Calculus I: Calculus of Limits (3.00) **AND** MTH 141: Integrated Calculus II: Calculus of Derivatives (3.00) must be taken.
- MTH 152: Calculus II (3.00)
- MTH 153: Calculus III (3.00)
- MTH 254: Calculus IV (3.00)
- MTH 305: College Geometry (3.00)
- MTH 310: History of Mathematics (3.00)
- MTH 341: Probability and Statistics I (3.00)
- MTH 342: Probability and Statistics II (3.00)

(See notes on next page.)

Notes:

1. EDN 344: Techniques in Secondary Education-Mathematics is strongly encouraged; completing EDN 371: Field Experience Secondary Content Area Methods/Techniques would be optional, but some clinical hours would prove extremely helpful if it isn't possible to complete all 50 hours of the field experience.
2. MTH 375: Problem Solving Seminar is strongly encouraged.

Requirements for Secondary Education Music Endorsement:

A teacher candidate must complete the state requirement of a minimum of 24 credit hours and take the licensure content area test. The following courses are required:

- EDN 353: Secondary School Music (3.00)
- EDN 373: Field Experience Secondary Content Area Methods/Techniques (1.00)
- MUS 101: Music Theory I (3.00)
- MUS 102: Music Theory II (3.00)
- MUS 108: Aural Skills I (1.00)
- MUS 109: Aural Skills II (1.00)
- MUS 201: Music Theory III (3.00)
- MUS 208: Aural Skills III (1.00)
- MUS 258: Introduction to Musical Styles and Ideas (2.00)
- MUS 326: Woodwind Techniques (1.00)
- MUS 344: Elements of Conducting (2.00)
- MUS 407 or 408: Advanced Instrumental (or Choral) Conducting (3.00)
- Private Voice or Instrument Lessons (1.50)
- And four (4) of the following courses: MUS 322, MUS 323, MUS 324, MUS 325, MUS 326; MUS 228, MUS 229, MUS 329, MUS 352 (1 credit hour each, for a total of 4.0 credits)

Endorsement Requirements for Secondary Education for Non-Social Science/History or Non-Science Majors

Teacher candidates seeking an endorsement in the field of social science or science whose approved program is in a content area other than social science/history or one of the 3 sciences may earn an endorsement in a social science designation (economics, geography, history, political science, or psychology) or a science designation (biology, chemistry, earth & space science, environmental science, or physics) by:

- Having 32 credit hours in social science or science with at least 12 credit hours in the designation and the remaining credit hours in at least two other designations.
- Passing the licensure content area test in that designation. The social science and science content area tests are designed as follows: Two-thirds of the test concentrates on the core (broad field) and one-third of the test concentrates on the area of designation, so the total hours required is intended to cover the broad field of science or social science.

Biology Designation:

BIO 151 and BIO 152 are required; an additional 5.50 credit hours of coursework in biology (excluding BIO 100, 106, 108, 109 and 120) must be earned. In addition, a total of 20 credit hours of coursework in biology, chemistry, and physics (excluding BIO 100, 106, 108, 109, 120, CHM 100, and PHY 100) must be completed and the teacher candidate must pass the licensure content area test to receive the biology designation.

Chemistry Designation:

CHM 141, CHM 142, CHM 205, and another CHM course (CHM 210 is recommended and CHM 100 is excluded) are required for a minimum of 15 credit hours in chemistry. In addition, a total of 17 credit hours of coursework in biology, chemistry, and physics (excluding BIO 100, 106, 108, 109, 120, CHM 100, and PHY 100) must be completed and the teacher candidate must pass the licensure content area test to receive the chemistry designation.

Physics Designation:

PHY 141, PHY 142, PHY 143A or PHY 143C, PHY 244, and another PHY course (PHY 210 is recommended and courses below PHY 141 are excluded) for a minimum of 14 credit hours in physics are required. In addition, a total of 18 credit hours of coursework in biology, chemistry, and physics (excluding any PHY below 141, BIO 100, 106, 108, 109, 120, and CHM 100) must be completed and the teacher candidate must pass the licensure content area test to receive the physics designation.

Requirements for Secondary Education Social Sciences and Sciences Endorsement for Social Science and Science Majors:
The new structure requires extensive knowledge of a core of the entire field of science or social sciences as well as a specific area of designation where a test is required. An applicant with a designation may teach all subjects included in the field, so a science designation allows the teacher to teach all sciences. The designations authorize the science or social science teacher to teach those designations at the honors or advanced placement level, as defined by the district. Upon completion of the approved program, social science and science teacher candidates receive their first designation.

Applicants seeking a second endorsement in the field of social science or science may earn an additional designation in the same field by completing 12 credit hours of coursework in the designation and pass the test required for the designation. No upper division coursework is required. **Note:** Social science and science are treated separately in this section, and this should not be construed to mean, for example, that a social science/history major can add a science/biology designation by taking 12 hours of biology and passing the test.

APPLYING FOR TEACHING LICENSURE

PLEASE READ & FOLLOW CAREFULLY

Applying Online for a Professional Teaching License:

As soon as the North Central College degree is conferred by the college's Registrar and as soon as all licensure requirements are met, the North Central College Education Department completes a notice of entitlement to the Illinois State Board of Education. At that time the Education Department also notifies the teacher candidate that she/he can apply for their professional license online. Directions on how to apply for the license will be emailed to each teacher candidate. Teacher candidates will be using the ELIS system (<https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>) on the ISBE website to apply for their professional license and also to register it. The State Board will accept American Express, Discover, MasterCard, and Visa credit cards for payment of fees.

When using the ELIS system, be sure to use a personal email address (not the North Central College email). It is imperative that the teacher candidate keep the email active, or update the information in ELIS if the email changes. The State will not be mailing hard copies of the license to teacher candidates. Verification of the license will be available for printing after the license is registered. The license is issued the day the application is completed and the license is registered.

Note:

- A. The teacher candidate cannot complete the licensure process if h/she has not passed the edTPA.
- B. Once the teacher candidate completes the licensure process, his/her records are in the state system. The teacher candidate will then work with the local Regional Office of Education if changes need to be made.
- C. The professional license will indicate the endorsement areas and the grade levels for those endorsement areas.
- D. If the teacher candidate has NOT passed a required Content Test, the teacher candidate will not be entitled for that endorsement. Do NOT complete the license process on line. Once the teacher candidate passes the appropriate Content Test, he/she should contact the North Central College Licensure Officer who will add the endorsement to the entitlement. Then the online application process can be completed.

When the teacher candidate has completed the application process on ELIS and the license has been issued, it **MUST** be registered. Directions to register the license are outlined in a wizard on ELIS; this registration should be completed immediately after the issuance of the license.

Teacher candidates must notify the Licensure Officer if they have been convicted of a felony or any sex, narcotics, drug offense, or been named in a child abuse or neglect report. Certain convictions preclude teacher licensure in the State of Illinois. If teacher candidates have any questions, consult a lawyer before completing the process.

In addition, if a teacher candidate must mark any of the application questions "yes" or that he/she is not a US citizen, or is more than 30 days delinquent in complying with a child support order; he/she may not apply for the professional license online. In that case, a hard copy of the application must be signed and sealed by the North Central College Licensure Officer, and brought to the appropriate Regional Office of Education. The teacher candidate will receive a letter requesting the information needed to evaluate the request for a license.

ELEMENTARY EDUCATION CURRICULUM

Teacher candidates seeking Elementary Licensure must satisfy:

- North Central College's general education requirements (degree students only)
- North Central College's elementary education major (degree students only)
- Professional education courses that fulfill the North Central College state approved education program for grades 1-6

Note: All teacher candidates completing a degree program must adhere to the number of credit hours as indicated below.

GENERAL EDUCATION AND OTHER CONTENT REQUIREMENTS FOR ELEMENTARY EDUCATION:

1. **Composition** (6 credit hours) Course work includes ENG 115 or ENG 125 and ENG 315
2. **Speech Communication** (3 credit hours)
 - LEV 230: Conflict Resolution
 - COM 100: Speech Communication
 - COM 200: Interpersonal Communication
 - COM 214: Group Process
 - COM 285: Argumentation and Debate
 - COM 287: Advanced Public Speaking
3. **Mathematics** (3 credit hours). MTH 108 Elementary Mathematics II is required.
 - Note:** MTH 106 and 107 are prerequisites for MTH 108
 - Note:** EDN 324 Techniques in Elementary/Middle School Mathematics is a professional education requirement. It may not be used as a math course.
4. **Life and Physical Sciences** (10.5 credit hours in this area). Must include a 3 credit hour course with a lab in biological science and a 3.5 credit hour course with a lab in physical science.
 - **Biological Science** includes course work in biology, botany, zoology, and physiology. The following North Central College courses (with labs) are recommended:
 - BIO 104/L: Human Biology
 - BIO 106/L: Introduction to Environmental Science
 - BIO 108/L: Water, Food, and Sex
 - **Physical Science** includes course work (with labs) in astronomy, chemistry, earth science, physics, geology and physical geography. The following North Central College courses are recommended:
 - CHM 100: Chemistry Today
 - SCI 141: Physical Geology
 - PHY 105: Physics of Music
 - Other Content Course Requirements
 - KIN 231: School Health and Methods of Physical Activity
 - MTH 106: Elementary Mathematics I – College Algebra
 - HST 150: Mapping the World: Voyages in Global History and Geography
 - SCI 109/L: Science Inquiry OR SCI 110/L: The Science of Energy
5. **Humanities and Fine Arts** (9 credit hours distributed over 3 courses. Within the 18 credit hours required in the Humanities and Fine Arts and Social Sciences, up to six credit hours may be taken in the same department). Includes history, English, art, music, theatre, philosophy, and religion.
 - Required: American History. Choose from one of the following: HST 115, 120, 221, 223, 248, 249
 - Required: English 196 Reading Literature
 - Religion and Ethics ACR may satisfy the 3rd humanities requirement—see list of acceptable courses

6. **Social Science** (9 credit hours distributed over three courses. Within the 18 credit hours required in the Humanities and Fine Arts and Social Sciences, up to six credit hours may be taken in the same department). The required courses are:
 - PSC 101: Introduction to American Government
 - PSY 100: Psychology: Science of Behavior
 - PSY 210: Child Development
 7. **Integrative and Interdisciplinary Study**
 - ENG 125: First-Year Seminar; or
 - IDS 125: Freshman Seminar
 8. **All College Requirements (ACR)**
 - Leadership Ethics and Values Seminar (LEV) - EDN 411 fulfills the LEV requirement (3 credit hours)
 - Religion and Ethics (3 credit hours)
 - Intercultural Seminar Requirement
- B.A. Degree Requirement - Foreign Language:
- Three or more years of High School Foreign Language with a “B” Average; **or**
 - MCL 102 or Equivalent; **or**
 - Designated Study Abroad; **or**
 - Designated Intercultural ACR (available only to transfer teacher candidates -see note below)

Note for Transfer Teacher Candidates:

Transfer teacher candidates who enter with 48 or more credit hours and who did not take three years of foreign language in high school with an average grade of B, may take MCL 390 to fulfill the foreign language and Intercultural Seminar ACR requirement.

Note for Licensure-only Teacher Candidates:

Elementary education licensure teacher candidates must provide transcript evidence of or complete all supporting mathematics, science, social science, and English coursework or equivalent courses required for licensure.

PROFESSIONAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION:

Grades below "C-" in professional education courses are not accepted for the education major, education minor or licensure-only programs. The teacher candidate must maintain a 2.750 GPA in his/her professional education courses prior to and after admission to the Teacher Education Program and earn a 3.000 GPA in his/her professional education courses by the end of the regular academic term (fall, winter, or spring) just prior to Student Teaching Residency (policy adopted May, 2011, effective fall, 2011).

Teacher candidates must earn a grade of C- or better in all courses leading to licensure. Because of the effect on a candidate's GPA, a grade of C- may delay a candidate's progress to graduation. Courses with grades of D or F must be repeated. Repeating a course may delay a candidate's progress to graduation.

Note: Only PSY 100 and 9 additional credit hours of professional education may be transferred in from a comm. college.

Professional Education Courses: (unless otherwise noted, all courses are 3 credit hours)

- EDN 101: Teaching Today
- EDN 101F: Teaching Today Field Experience (0 c.h.)
- EDN 228: Elementary Teaching I
- EDN 229: Elementary Teaching I Field Experience (0.5 c.h.)
- EDN 260: Literacy I Introduction to Grades K-8 Literature and Foundations of Literacy
- EDN 320: The Elementary Learning Environment
- EDN 324: Foundations for Teaching Mathematics in the Elementary School
- EDN 325: Elementary Math Field Experience (0.5 c.h.)
- *EDN 326: Elementary Teaching II
- *EDN 327: Elementary Teaching II Field Experience (1.0 c.h.)
- *EDN 330: Teaching Students with Special Needs
- *EDN 330F: Teaching Students with Special Needs Field Experience (0 c.h.)
- *EDN 362: Literacy II
- *EDN 401: Elementary Assessment of Learning in Education
- *EDN 411: Teaching Leadership in the Learning Environment (*Capstone course and satisfies LEV seminar requirement*)
- *EDN 436: Teaching Methods for Students with Special Learning Needs (1.5 c.h.)
- *EDN 460: Literacy III
- *EDN 461: Literacy III Field Experience (1.0 c.h.)
- *EDN 470: Pre-Residency Seminar (1.0 c.h.)
- *EDN 480: Student Teaching Residency (8.0 c.h.)
- *EDN 481: Residency Seminar
- PSY 100: Introduction to Psychology
- PSY 205: Educational Psychology
- PSY 210: Child Development

***Acceptance into the Teacher Education Program is a prerequisite for registration for these courses.** Teacher candidates must be accepted into the Teacher Education Program and register for the course/field experience at least 15 days prior to the start of the term. Teacher candidates who do not meet this deadline will not be able to take a course with a field experience, unless permission is granted by the Department Chair. In addition, teacher candidates must submit proof of the required Illinois state background check completed through Accurate Biometrics (<http://www.accuratebiometrics.com>) and a negative TB test to register for any course with a field experience.

Teacher candidate field experiences, equivalent to a minimum of 180 clock hours, must be completed prior to Student Teaching Residency. These hours must be documented, and include the following:

- 150 hours (minimum) through methods courses with field experience components
- 15 hours (minimum) completed in both EDN 101F and EDN 330F

Teacher candidates are encouraged to complete more than the 180 hour minimum as long as they are able to do so without affecting the quality of their course work. Only 30 field experience hours may be transferred from another college. Official documentation of those hours completed at another college must be submitted directly to the Department of Education.

Teacher candidates must have personal transportation available or be willing to utilize public transportation to field experience sites that, in most cases, are not within walking distance of campus.

Only the cooperating school administration and the field experience placement coordinator may arrange placements. **IN NO CASE** should the teacher candidate initiate contact with a school administrator or cooperating teacher to arrange a placement unless having received permission from the course instructor or coordinator of placements. If teacher candidates attempt to secure their own field experience placements, they will not receive a field experience placement at that site and may jeopardize their status in the Teacher Education Program and future placements.

SECONDARY EDUCATION CURRICULUM (GRADES 9-12 OR K-12)

Teacher candidates seeking Secondary Licensure earn a supplemental major in Secondary Education and must declare a supplemental major in Secondary Education and must satisfy:

- North Central College's general education requirements (degree students only)
- North Central College's academic major (degree students only)
- North Central College's state approved education program requirements for grades 9-12 or K-12 licensure

Note: All teacher candidates completing a degree program must adhere to the number of credit hours indicated below.

General Education Requirements for Secondary Education:

1. **Composition** (6 credit hours) Course work includes ENG 115 or ENG 125, and ENG 315

2. **Speech Communication** (3 credit hours)

- LEV 230: Conflict Resolution
- COM 100: Introduction to Public Speaking
- COM 200: Interpersonal Communication
- COM 214: Group Process
- COM 285: Argumentation and Debate

3. **Mathematics** (3 credit hours)

4. **Life and Physical Sciences** (6.5 credit hours, including 1 lab)

5. **Humanities and Fine Arts** (9 credit hours)

Examples of Humanities Courses include: History, English, Art, Music, Theatre, Philosophy, and Religion.

- Religion and Ethics ACR may satisfy the 3rd humanities requirement - see list of acceptable courses on the NCC Registrar's webpage

6. **Social Sciences** (9 credit hours)

Examples of Social Science Courses include: Economics, History, Geography, Political Science, and Sociology.

- PSY 100: Psychology: Science of Behavior
- PSY 220: Psychology of Adolescence

7. **Integrative and Interdisciplinary** (3 credit hours)

ENG 125 or IDS 125 is required for all freshmen and for transfer teacher candidates entering with fewer than 18 credit hours.

8. **All College Requirements** (ACR)

- Leadership Ethics and Values Seminar (LEV) – EDN 411 will count as the LEV requirement
- (3 credit hours)
- Religion and Ethics (3 credit hours)
- Intercultural Seminar (3 credit hours)

B.A. Degree Requirements - Foreign Language:

- Three Years of High School Foreign Language with a "B" Average; **or**
- MCL 102 or Equivalent; **or**
- Designated Study Abroad; **or**
- Designated Intercultural ACR (available only to transfers -see Note for Transfer Teacher Candidates)

Note to all Teacher Candidates:

Consult current listing of courses at North Central College that meet general education requirements.

Note for Transfer Teacher Candidates:

Transfer teacher candidates who enter with 48 or more credit hours and who did not take three or more years of foreign language in high school with an average grade of B, may take MCL 390 to fulfill both the foreign language and Intercultural Seminar ACR requirement.

Note for Licensure-only Teacher Candidates:

Entrance to the Licensure-only program requires an existing Bachelor's degree from a regionally accredited college or university in the content area. As such, general education requirements are considered fulfilled via the existing Bachelor's degree.

Professional Education Requirements for Secondary Education:

Grades below "C-" in professional education courses are not accepted for the supplemental education major or licensure-only programs. The teacher candidate must earn a 3.000 GPA in his/her professional education courses by the end of the spring term prior to fall Student Teaching Residency.

Note: Only PSY 100 and 9 additional credit hours of professional education can be transferred in from a comm. college.

Teacher candidates must earn a grade of C- or better in all courses leading to licensure. Because of the effect on a candidate's GPA, a grade of C- may delay a candidate's progress to graduation. Courses with grades of D or F must be repeated. Repeating a course may delay a candidate's progress to graduation.

Professional Education Courses: (unless otherwise noted, all courses are 3 credit hours)

- EDN 101: Teaching Today
- EDN 101F: Teaching Today Field Experience (0 c.h.)
- EDN 200: K-12 and High School Teaching I
- EDN 201: K-12 and High School Teaching I Field Experience (1.0 c.h.)
- *EDN 276: Foundations of Teaching Reading (1.5 c.h.)
- EDN 322: The High School Learning Environment
- *EDN 330: Teaching Students with Special Needs
- *EDN 330F: Teaching Students with Special Needs Field Experience (0 c.h.)
- *EDN 331: Elementary Art Methods (Art Education Majors ONLY)
- *EDN 332: Elementary Art Field Experience (Art Education Majors ONLY) (1.0 c.h.)
- *EDN 351: Elementary Music Education (Music Education Majors ONLY)
- *EDN 360: Content Reading
- *EDN 361: Content Reading Field Experience
- *EDN 3xx: Content Specific High School Methods
- *EDN 371: High School Field Experience (1.0 c.h.)
- *EDN 373: High School Field Experience: K-12 Methods/Techniques in Art and Music ONLY (1.0 c.h.)
- *EDN 403: High School Assessment of Learning in Education
- *EDN 411: Teacher Leadership in the Learning Environment
- *EDN 436: Teaching Methods for Students with Special Learning Needs (1.5 c.h.)
- *EDN 470: Pre-Residency Seminar (1.0 c.h.)
- *EDN 480: Student Teaching Residency (8.0)
- *EDN 481: Residency Seminar
- PSY 100: Psychology: Science of Behavior
- PSY 205: Educational Psychology
- PSY 220 : Psychology of Adolescence

***Acceptance into the Teacher Education Program is a prerequisite for registration for these courses.** Teacher candidates must be accepted into the Teacher Education Program and register for the course/field experience at least 15 days prior to the start of the term. Teacher candidates who do not meet this deadline will not be able to take a course with a field

experience, unless permission is granted by the Department Chair. In addition, teacher candidates must have the required Illinois State background check completed through Accurate Biometrics and a negative TB test on file in the Education Department prior to registering for any course with a field experience.

Field Experience: It is recommended that teacher candidates attend a minimum of three (3) days per week – three (3) consecutive days is ideal. Teacher candidates should make sure that their schedules allow for multiple days to be spent in the field experience placement.

Teacher candidate field experiences equivalent to 155 (minimum) clock hours must be completed prior to Student Teaching Residency. These hours must be documented and include the following:

- 125 hours (minimum) through methods courses with field experience components
- 15 hours (minimum) completed in both EDN 101F and EDN 330F

Teacher candidates are encouraged to complete more than the 155 hour minimum as long as they are able to do so without affecting the quality of their course work. Only 30 clinical hours may be transferred from another college. Official documentation of those hours completed at another college must be submitted directly to the Department of Education.

Teacher candidates must have personal transportation available or be willing to utilize public transportation to field experience sites that are not within walking distance of campus.

Only the cooperating school administration and the field experience coordinator may arrange placements. **IN NO CASE** should the teacher candidate initiate contact with a school administrator or cooperating teacher to arrange a placement unless s/he has received permission from the course instructor or placement coordinator. If teacher candidates attempt to secure their own field experience placements, they will not receive a field experience placement at that site and may jeopardize their status in the Teacher Education Program and future placements.

ACADEMIC TEACHING MAJORS – 2018-2019

Teacher candidates must meet the following requirements:

- Complete credit hours in the major: English, world language (designation Spanish, French, German or Chinese), mathematics, music, physical education, science (designation in biology, chemistry, or physics), social science (designation in history), or visual arts.
- Follow the guidelines of the North Central College approved licensure program.
- Courses used for the major may also be used in the general education requirements.

ENGLISH LANGUAGE ARTS

Teacher candidates seeking Secondary Licensure in English must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades 9-12

Note: Within the North Central College English Studies major, teacher candidates can pursue concentrations in literature and writing, or a more flexible, general concentration. Teacher candidates should follow the guidelines for the general concentration that will allow them to meet the additional specific requirements for secondary licensure within its parameters. (It is possible with careful planning to fulfill the licensure requirements and earn either a literature or writing concentration. Teacher candidates desiring a specific concentration in addition to teacher licensure should carefully consult with their English advisor, as the requirements for these concentrations are not specified below.) Teacher candidates must meet both the requirements for the English Studies major and the specific licensure requirements listed below:

ENG 115, ENG 125, and ENG 315 – DO NOT COUNT toward the North Central College English Major or for Licensure in English Language Arts

The English Studies major requires 46 credit hours. The requirements for the English Studies major with a General Concentration follow:

- ENG 201: Introduction to Literary Studies
- ENG 203: English Literature to 1660
- ENG 205: Eighteenth Century Literature
- ENG 207: Nineteenth and Twentieth Century American Literature
- ENG 209: Nineteenth and Twentieth Century British Literature
- ENG 265: Style
- ENG 285: Writing Theories and Practices
- ENG 370: Linguistics
- Six (6) Upper Level Electives: 18 additional credit hours at the 300 and 400 level, of which six (6) credit hours must be 400 level courses.
- ENG 480: Senior Portfolio

For secondary licensure in English, teacher candidates must also meet the following requirements:

- A. At least three courses at the 300 level and above must be literature courses and at least one of these must be American and one must be British literature.
- B. We recommend a course in Drama (and it is required for licensure to teach Drama): drama or a dramatist is in the title.

Note: The North Central College English Studies major requires a senior portfolio, ENG 480. Teacher candidates must pass ENG 480 to fulfill this requirement. Teacher candidates are strongly encouraged to enroll in ENG 480 two terms before expected graduation.

Secondary ELA Licensure-only Teacher Candidates:

Evaluation by English Department Chair/Designee of English Coursework is required.

- The core is waived if the teacher candidate enters North Central College with a degree in English.
- English Department Portfolio is not required; however, an **Education Professional Portfolio is required.**

Passing the TAP Exam (or acceptable ACT/SAT scores)

Licensure Content Area Test = English Language Arts (#207)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

FOREIGN LANGUAGE: FRENCH DESIGNATION

Teacher candidates seeking Secondary Licensure in French must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades K-12
- French Portfolio (MCL 480 for 1 credit hour.) See Language faculty for details.

Teaching Major in French:

Minimum of 30 credit hours at the level of FRN 201 and above, including at least three (3) credit hours at the 400-level in French

The sequence of college-level French courses that prepare the teacher candidate for the 300-level are as follows: FRN 101; FRN 102; FRN 103; FRN 201; FRN 202; FRN 203; and FRN 250. Where a teacher candidate with prior French education begins in the French sequence depends on placement or transferred college credit in French. See Modern and Classical Language information in the current North Central College Undergraduate Catalog for guidelines on language placement and programs.

Courses at the 300-level and above **MAY** include the following, with at least 3 credit hours at the 400 level:

- *FRN 310: Style and Structure in French Composition
- *FRN 325: Survey of French Literature (Medieval through 17th Century)
- *FRN 326: Survey of French Literature (18th – 21st Century)
- *FRN 327: Survey of French and Francophone Women Writers
- *FRN 330: History of France
- *FRN 331: Contemporary France
- *FRN 338: Vichy France
- *FRN 370: Francophone Africa
- FRN 390: Topics
- FRN 420: Medieval French Literature
- FRN 470: Humor in French Literature
- FRN 480: French Theatre
- FRN 490: Seminar
- *MCL 480: French Portfolio (1 credit hour) **REQUIRED**
- Approved courses completed in Study Abroad/Exchange program in France
- Independent Studies (1.0-9.0 Credit Hours): FRN 299; FRN 399; FRN 499

*Required courses to fulfill course content standards for licensure in the State of Illinois, degree teacher candidates and licensure-only teacher candidates.

Teacher candidates are strongly encouraged to study abroad during their junior year. Approved study abroad programs will fulfill the intercultural and interdisciplinary college requirements, as well as provide the teacher candidate opportunities for earning French credit hours.

The French portfolio (MCL 480) is due for all French licensure teacher candidates before Student Teaching Residency. See language faculty for details.

K-12 French Licensure-only Teacher Candidates:

Admittance into the Teacher Education Program for French licensure is contingent on an evaluative interview and testing conducted by appointed French faculty. In addition to the French portfolio (See Language faculty for details), an Education Professional Portfolio is required.

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Foreign Language: French (#252)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

FOREIGN LANGUAGE: GERMAN DESIGNATION

Teacher candidates seeking Secondary Licensure in German must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades K-12
- German Portfolio (MCL 480 for 1 credit hour) See language faculty for details.

Teaching Major in German:

Minimum 24 credit hours at the level of GER 103 or above, including three credit hours at the 400-level.

The sequence of college-level German courses that prepare the teacher candidate for any 300-level course are as follows: GER 101; GER 102; GER 103; GER 201; GER 202; and GER 203. Where a teacher candidate with prior German education begins in the German sequence depends on placement or transferred college credit in German. See Modern and Classical Language information in the North Central College Undergraduate Catalog, 2012-2013, for guidelines on language placement and programs.

Courses on the GER 300-level and above MAY include the following with at least 3 credit hours at the 400 level:

- GER 310: German Life and Culture after World War II
- GER 320: German History and Culture
- GER 325: Survey of German History and Culture
- GER 330: The Weimar Republic
- GER 350: German Film
- GER 370: Berlin: A City in Flux
- GER 390: Topics
- GER 490: Seminar
- MCL 480: German Portfolio (1 credit hour) **REQUIRED**
- Courses completed in Study Abroad/Exchange programs in a German-speaking country
- Independent Studies (1.0-9.0 Credit Hours): GER 299; GER 399; GER 499

Teacher candidates are strongly encouraged to study abroad during their junior year. Approved study abroad programs will fulfill the intercultural and interdisciplinary college requirements, as well as provide the teacher candidate opportunities for earning German credit hours.

The German portfolio (MCL 480) is due for all German licensure teacher candidates before Student Teaching Residency. See language faculty for details.

K-12 German Licensure-only Teacher Candidates:

Admittance into the Teacher Education Program for German licensure is contingent on an evaluative interview and testing conducted by appointed German faculty. In addition to the German portfolio (see language faculty for details), an Education Professional Portfolio is required.

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Foreign Language: German (#253)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

FOREIGN LANGUAGE: SPANISH DESIGNATION

Teacher candidates seeking Secondary Licensure in Spanish must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades K-12
- Spanish Portfolio (MCL 480 for 1 credit hour) See language faculty for details.

Teaching Major in Spanish:

A major in Spanish consists of at least 30 credit hours at the level of SPN 201 or above, including three credit hours at the 400-level, and a minimum of one ten-week term of study in a Spanish-speaking country. During the term abroad, a minimum of six credit hours must be earned in the Spanish language.

The sequence of college-level Spanish courses that prepare the teacher candidate for SPN 310 are as follows: SPN 101; SPN 102; SPN 103; SPN 201; SPN 202; and SPN 250. Where a teacher candidate with prior Spanish education begins in the Spanish sequence depends on placement or transferred college credit in Spanish. See Modern and Classical Language information in the current North Central College Undergraduate Catalog for guidelines on language placement and programs.

At least 3 credit hours MUST be at the 400 level. When choosing literature courses, teacher candidates should seek a balance between courses with a focus on Spain and on Latin America (for example, taking SPN 325 and SPN 335, then also SPN 327 and SPN 337).

Courses above SPN 310 MAY include the following with at least 3 credit hours at the 400 level:

- *SPN 322: Spanish for the Professions
- *SPN 325: Survey of Peninsular Spanish Literature
- SPN 327: Modern Spanish Theatre
- *SPN 331: Latin American Area & Civilization
- *SPN 333: Civilization & Culture of Spain
- SPN 335: Survey of Latin American Literature
- SPN 337: Latin American Short Story
- SPN 390: Topics
- SPN 490: Seminar
- *MCL 480: Spanish Portfolio (1 credit hour) **REQUIRED**
- Intensive Spanish in Costa Rica (3.0 Credit Hours): SPN 177; SPN 277; SPN 377; SPN 477; **OR** Spanish credit earned via other accredited study abroad programs
- Internship (0.0-9.0 Credit Hours): SPN 297; SPN 397; SPN 497
- Independent Studies (1.0-9.0 Credit Hours): SPN 299; SPN 399; SPN 499

*Required courses to fulfill course content standards for licensure in the State of Illinois, degree teacher candidates and licensure-only teacher candidates.

Degree teacher candidate Spanish majors are required to complete an approved term abroad (with a minimum of 6 Spanish designation credit hours to be earned.) All teacher candidates are strongly encouraged to study abroad. Approved study abroad programs will fulfill the intercultural and interdisciplinary college requirements, as well as fulfill major requirements.

The Spanish portfolio (MCL 480) is due for all Spanish licensure teacher candidates should be completed before Student Teaching Residency. See language faculty for details.

K-12 Spanish Licensure-only Teacher Candidates:

Admittance into the Teacher Education Program for Spanish licensure is contingent on an evaluative interview and testing conducted by appointed Spanish faculty. In addition to the Spanish portfolio (see language faculty for details), an Education Professional Portfolio is required.

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Foreign Language: Spanish (#260)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

MATHEMATICS

Teacher candidates seeking Secondary Licensure in Mathematics must satisfy:

- North Central College's General Education Requirements (or transfer equivalent)
- North Central College's Academic Major (or transfer equivalent)
- North Central College's State Approved Education Program Requirements for Grades 9-12

The Bachelor of Arts Degree with Licensure in Mathematics (40 credit hours)

A. B.A. in Mathematics (28 credit hours)

- MTH 151: Calculus I **OR** MTH 141 - Integrated Calculus II: Calculus of Derivatives
- MTH 152: Calculus II
- MTH 153: Calculus III
- MTH 254: Calculus IV
- MTH 280: The Nature of Proof in Mathematics
- MTH 300: Linear Algebra
- MTH 375: Problem Solving Seminar (at least 1 term)
- MTH 421: Abstract Algebra I
- MTH 461: Real Analysis I
- MTH 490: Seminar

B. Courses needed to meet the Math Content-Area Standards necessary for licensure (12 cr. hrs.)

- MTH 305: College Geometry
- MTH 310: History of Mathematics
- MTH 341: Probability & Statistics I
- MTH 342: Probability & Statistics II

C. In addition, for the B.S. Degree which is at least 44 credit hours in Mathematics, the following additional core courses are required:

- MTH 323: Complex Variables
- MTH 375: Problem Solving Seminar (at least 2 terms)

Electives:

- MTH 422; MTH 462; MTH 473 (at least two of these courses)

Required support courses for the B.S. degree:

- CSC 161 and an additional computer science course numbered above 200

Notes:

1. No course numbered below MTH 141 may be counted toward the B.A. or B.S. degree.
2. Teacher candidates intending to go to graduate school in mathematics are strongly encouraged to take MTH 323; MTH 422; MTH 462; and MTH 473.

Licensure-only Teacher Candidates:

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Mathematics (#208)

Teacher candidates may not receive grades below C for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

MUSIC EDUCATION

Teacher candidates seeking Secondary Licensure in K-12 Music must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades K-12

Notes: Field Experience = 150 Hours required, to include:

50 hours shall be completed at the K-5 level - observation and assistance

50 hours shall be completed at the 6-8 level - observation and assistance

40 hours shall be completed at the 9-12 level - observation and assistance

Note: Student Teaching Residency experiences will be provided at EITHER the elementary, middle, or secondary levels.

***ALL** music education teacher candidates must participate in an approved large ensemble each term; take instrumental or vocal lessons on their primary instrument each term; and take piano lessons until completion of the Piano Proficiency Exam (instrumental track) or completion of Comprehensive Musicianship Exam (choral track).

Teaching Major:

Minimum 32 credit hours.

A. Instrumental Music Education Track:

- MUS 101; MUS 102; MUS 201; MUS 202; MUS 370 (Theory sequence; must be taken concurrently with Musicianship)
- MUS 108; MUS 109; MUS 208; MUS 209; MUS 343 (Musicianship sequence; must be taken concurrently with Theory)
- MUS 258: Introduction to Musical Styles & Ideas (2.0)
- MUS 301: MUS 302: MUS 303: Music History
- MUS 322: MUS 323: MUS 324: MUS 325: MUS 326: Instrumental Techniques classes; Instrumental (band) majors are required to take MUS 322, MUS 323, MUS 326 and one of their choosing; Instrumental (string) majors are required to take MUS 324 and three others of their choosing.
- MUS 342: Arranging and Orchestration (3.0) (recommended, but not required)
- MUS 344: Elements of Conducting (2.0)
- EDN 351 (3.0): and EDN 200/201 (1.0): Elementary School Methods and Field Experience
- EDN 353 (3.0): and EDN 373 (1.0): Secondary School Methods and Field Experience
- MUS 407: Advanced Instrumental Conducting and Techniques
- EDN 302: Middle School Field Experience (.5)

Additional Music Department Requirements:

1. Participation in an approved instrumental ensemble each term in the program.
2. Participation in classical private instrument study each term in the program.
3. Private piano lessons until the Piano Proficiency Exam is completed.
4. Successful completion of a Junior Recital.
5. Successful completion of the Piano Proficiency Exam and the Comprehensive Musicianship Exam (CME).
6. Completion of 11 terms of Concert/Recital Attendance (see policy explained in the Music Department Guidebook).
7. Attendance at the Illinois Music Educators Association All-State Conference each January.

B. Choral Music Education Track:

- MUS 101; MUS 102; MUS 201; MUS 202; MUS 370 (Theory sequence; must be taken concurrently with Musicianship)
- MUS 108; MUS 109; MUS 208; MUS 209; MUS 343 (Musicianship sequence; must be taken concurrently with Theory)
- MUS 228: MUS 229: Diction for Singers I & II
- MUS 258: Introduction to Musical Styles & Ideas (2.0)

- MUS 301: MUS 302: MUS 303: Music History
- MUS 329: Vocal Pedagogy and Techniques (1.0)
- MUS 342: Arranging and Orchestration (3.0) (recommended, but not required)
- MUS 344: Elements of Conducting (2.0)
- MUS 352: General Music Classroom Instrument Techniques
- EDN 351 (3.0): and EDN 200/201 (1.0): Elementary School Methods and Field Experience
- EDN 353 (3.0): and EDN 373 (1.0): Secondary School Methods and Field Experience
- MUS 408: Advanced Choral Conducting and Techniques
- EDN 302: Middle School Field Experience (.5)

Additional Music Department Requirements:

1. Participation in an approved choral ensemble each term in the program.
2. Participation in classical private voice study each term in the program.
3. Private piano lessons until the Comprehensive Musicianship Exam is completed.
4. Successful completion of a Junior Recital.
5. Successful completion of the Piano Proficiency Exam and the Comprehensive Musicianship Exam (CME).
6. Completion of 11 terms of Concert/Recital Attendance (see policy elsewhere in the Music Department Guidebook).
7. Attendance at the Illinois Music Educators Association All-State Conference each January.

K-12 Music Licensure-only Teacher Candidates:

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Music (#212)

Additional Music Department Requirements for Licensure-Only Teacher Candidates:

1. Participation in an approved choral ensemble each term in the program.
2. Participation in classical private voice or instrumental (primary instrument) study each term in the program.
3. Private piano lessons until the Piano Proficiency Exam (instrumental track) or Comprehensive Musicianship Exam (choral track) is completed.
4. Successful completion of a 30-minute Recital, comparable to the "Junior Recital."
5. Successful completion of the Piano Proficiency Exam and, for choral track, the Comprehensive Musicianship Exam (CME).
6. Completion of Concert/Recital Attendance each on campus term in the program (see policy elsewhere in the Music Department Guidebook).
7. Attendance at the Illinois Music Educators Association All-State Conference each January.

Note: Transcripts and previous experience for licensure-only teacher candidates will be reviewed by the Music Department upon acceptance to determine which upper division music courses will be required to ensure a comprehensive readiness for program completion. In all cases, the teacher candidate will be required to take your advanced conducting and music methods courses at North Central College in order to successfully complete your program.

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

PHYSICAL EDUCATION – (PROGRAM TO BE PHASED OUT IN DECEMBER 2019)

Teacher candidates seeking Secondary Licensure in K-12 Physical Education must satisfy:

- North Central College's General Education Requirements (degree teacher candidates only)
- North Central College's Academic Major (degree teacher candidates only)
- North Central College's State Approved Education Program Requirements for Grades K-12

Notes: Minimum 155 field experience hours are required, to include:

50 hours shall be completed at the K-5 level - observation and assistance: physical education

25 hours shall be completed at the 6-8 level - observation and assistance: physical education

25 hours shall be completed at the 6-8 level - observation and assistance: content reading

50 hours shall be completed at the 9-12 level - observation and assistance: physical education

20 hours shall be completed in special education-observation and assistance: adaptive physical education

Student Teaching Residency may be provided at the elementary, middle school or secondary level.

Assisting with intramurals and/or interscholastic programs is encouraged.

Physical education teacher candidates are encouraged to seek an endorsement in health via the health minor.

Teaching Major:

All Physical Education program requirements including:

- KIN 147: First Aid (2.0 credit hours)
- KIN 151: Introduction to Teaching Physical Education
- KIN 195: Motor Learning and Development
- KIN 200: Methods of Teaching Outdoor and Adventure Education (2.0 credits) (Prereq: KIN 151)
- KIN 247: Human Anatomy (3 credit hrs.) (Prereq: BIO 147)
- KIN 255: Methods of Teaching Team Sports (Prereq: KIN 151)
- KIN 257: Methods of Teaching Individual Sports (Prereq: KIN 151)
- KIN 276: Methods of Teaching Rhythmic Movement (Prereq: KIN 151)
- KIN 279: Water Safety (2.0 credit hours)
- KIN 290: Teaching Adapted Physical Education (Prereq: KIN 195 & concurrent EDN 330)
- KIN 311: Methods of Teaching Fitness Education (Prereq: KIN 195 & KIN 247)
- KIN 312: Methods & Evaluation of Elementary Physical Education (Prereq: KIN 195 & KIN 151; EDN 200/201 concurrent)
- KIN 314: Curriculum Design & Administration in Physical Education Programs (Prereq: EDN 333 or concurrent)
- KIN 317: Kinesiology (Prereq: KIN 247)
- BIO 147: Anatomy and Physiology plus BIO 147 Lab (3.75 credit hrs.)
- At least one activity elective from KIN 100 - KIN 135 or equivalent, for a total of at least 2 credit hours, excluding KIN 120.

K-12 Physical Education Licensure-only Teacher Candidates:

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Physical Education (#144)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

SCIENCE: BIOLOGY/CHEMISTRY/PHYSICS DESIGNATION

This area of licensure offers teacher candidates a broad overview of science with a major in biology, chemistry, or physics. It is intended for teacher candidates seeking teacher licensure in science.

Teacher candidates seeking Secondary Licensure in Science must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades 9-12
- Science Coursework as outlined below for each designation

Science Coursework for All Licensure Areas in Science:

Minimum of 30.25-32.00 hours **or** 23.75-25.50 credit hours and two (2) departmental exams.

- BIO 151: Biological Investigations I (4.0)
- BIO 152: Biological Investigations II (4.0)
- CHM 141: General Chemistry I: Bio-organic Molecules (3.75)
- CHM 142: General Chemistry II: Environmental Chemistry (4.0)
- Introductory Physics:
 - For Biology and Chemistry Designations:
 - PHY 141: Physics I (3.0); PHY142: Physics II (3.0); PHY 143A: Physics III-Algebra-based (3.0) (9.00)
 - OR**
 - PHY 115: College Physics I (4.0); PHY 116: College Physics II (4.0) (8.00)
- For Physics Designation:
 - PHY 141: Physics I (3.0); PHY 142: Physics II (3.0); PHY: 143C: Physics III-Calculus-based (3.75) (9.75)
- PHY 121: Principles of Astronomy (3.00) **or** Pass Departmental Exam*
- SCI 141: Physical Geology (3.50) **or** Pass Departmental Exam*

*To pass the departmental exam, a teacher candidate must score at the 80% or above (answer at least 24/30 questions correctly). A teacher candidate can try to pass the proficiency exam three times (each time a different test will be given). If a teacher candidate cannot pass at 80% after three tries, then s/he would have to take the course for credit.

Biology Designation:* B.A. (teacher candidates will need 34 credit hours for this designation)

Science coursework listed above and the following:

- BIO 251: Genes and Evolution (3.75)
- BIO 252: Cells and Systems (3.75)
- BIO 253: Ecology and Environment (3.75)
- BIO 301: Plant Physiology (3.75) or another 300-level plant course
- BIO 302: Animal Physiology (3.75) or BIO 310: Animal Biology (3.75)

One of the following:

- BIO 405: Animal Behavior (4.00)
- BIO 416: Environmental Biology (3.75)
- BIO 430: Developmental Genetics (3.75)
- BIO 440: Infectious Disease (3.75)
- BCM 465: Advanced Topics (4.00)

Chemistry Designation:* B.A. (teacher candidates will need 28 credit hours in chemistry for this designation)

Science coursework listed above and the following:

- CHM 205: Descriptive Inorganic Chemistry (4.00)
- CHM 210: Chemical Analysis (3.75)
- CHM 220: Organic Chemistry I (2.75)
- CHM 221: Organic Chemistry II (2.75)
- CHM 222: Organic Chemistry III (3.00)
- CHM 340: Thermodynamics (4.00); **or** CHM 341: Kinetics, Quantum Theory, and Spectroscopy (4.00)

- CHM 4XX – **Choose One:**
 - 405: Advanced Inorganic Chemistry (3.75)
 - 410: Instrumental Analysis (4.00)
 - 420: Advanced Organic Chemistry (3.75)
 - 430: Special Topics (1.00-3.75)
- CHM 475: Seminar (1.00)
- MTH 152: Calculus II (3.00)

Physics Designation:* B.S. (teacher candidates will need 32.75 hours for this designation)

- PHY 244: Physics IV (2.75)
- PHY 245: Physics V: Quantum Physics (2.50)
- PHY 210: Electronics (3.00)

One of the following:

- PHY 416: Advanced Mechanics (3.00)
- PHY 420: Electricity and Magnetism (3.00)
- PHY 441: Quantum Mechanics (3.00)
-

A total of 23 credit hours of Physics at or above the 200-level

And:

- MTH 151: Calculus 1 (3.00)
- MTH 152: Calculus II (3.00)
- MTH 153: Calculus III (3.00)
- MTH 254: Calculus IV (3.00)
- MTH 300: Linear Algebra (3.00) or MTH 315: Ordinary Differential Equations with Applications (3.00)

*Note: These numbers do not include astronomy, geology, science history, etc.

Teacher candidates majoring in the science (designations in biology, chemistry, or physics) should work closely with their advisors and plan their course work so that some of the requirements for the major are fulfilled within general education coursework.

Teacher candidates in science (designations in biology, chemistry, or physics) can complete their B.A. in a timely fashion, but careful planning is required.

Teacher candidates interested in study abroad, foreign language coursework, or electives beyond their supplemental major in education may need to consider the Student Teaching Residency in a fifth year.

The new structure requires extensive knowledge of a core of the entire field of science, as well as a specific area of designation where a test is required. An applicant with a designation may teach all subjects included in the field. A science designation allows the teacher to teach all sciences.

The designations authorize the science teacher to teach these designations at the honors or advanced placement level, as defined by the district. Upon completion of the approved program, Science teacher candidates receive their first designation.

Teacher candidates **seeking a second designation** in the field of science may earn an additional designation in the same field by completing 12 credit hours in the designation and passing the licensure content area test for the designation.

Science Licensure-only Teacher Candidates:

BIO 475 and CHM 475 are not required

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Science: Biology (#105)

Licensure Content Area Test = Science: Chemistry (#106)

Licensure Content Area Test = Science: Physics (#116)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

SOCIAL SCIENCE/HISTORY DESIGNATION

This licensure area offers teacher candidates a broad overview of the social sciences with a major in history. It is intended for teacher candidates seeking teacher licensure in social science. The social science-history track prepares teacher candidates for the general examination in social science and the specialty examination in history.

Teacher candidates seeking Secondary Licensure in Social Studies/History must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades 9-12

Social Science Coursework: (Minimum of 27 Credit Hours)

A. Methodology (3 credit hours)

- SOA 200: Research Methods in Social Sciences: Quantitative; **OR**
- HST 200: Historical Methods

B. Political Science (6 credit hours)

- PSC 101: Introduction to American Government
- PSC 102: Introduction to International Relations

C. Economics

- ECN 100: Economics of Social Issues

D. Geography

- HST 150: Global History and Geography; **OR**
- HTB 175: Cultural Regions of the World

E. Sociology/Anthropology

- SOA 100: Introduction to Sociology; **OR**
- SOA 105: Introduction to Cultural Anthropology

F. Psychology

- PSY 100: Psychology: Science of Behavior

History (Major) Designation Coursework (Minimum of 33 Credit Hours)

A. European History: Six (6) Credit Hours; at least three must be at or above the 200 level

B. Non-Western History: Six (6) Credit Hours in Global, Asian, Latin American, African or Middle Eastern History; coursework should cover two areas; at least three hours must be at or above the 200 level.

C. United States History (9 credit hours)

- HST 221: U.S. to 1865
- HST 223: U.S. from 1865-1945
- HST 225: U.S. Since 1945

D. HST 245: Illinois History **or** HST 120: Chicago History

E. Advanced Seminars: Six (6) credit hours at the 300 level

F. HST 470: Capstone Seminar

Teacher candidates majoring in the social science-history designation should work closely with their advisors and plan their course work so that some of the requirements for the major are fulfilled within their general education coursework.

Teacher candidates in social science/history designation can complete their B.A. within four years, but careful planning is required.

Teacher candidates interested in study abroad, foreign language coursework, or electives beyond their supplemental major in education may need to consider Student Teaching Residency in the fall term of their fifth year.

Additional Licensure Designations for Social Science/History Majors:

The new structure requires extensive knowledge of a core of the entire field of social sciences, as well as a specific area of designation where a test is required. An applicant with a designation may teach all subjects included in the field, so a social science designation allows the teacher to teach all social sciences. The designations authorize the social science teacher to teach those designations at the honors or advanced placement level, as defined by the district. Upon completion of the approved program, social science teacher candidates receive their first designation. Applicants seeking a second designation in the field of social science may earn an additional designation in the same field by completing 12 credit hours in the designation and passing the licensure content area test for the designation.

Licensure-only Teacher Candidates:

HST 470 is not required

History Portfolio is not required; however, an Education Professional Portfolio is required

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Social Science: History (#246)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

VISUAL ARTS

Teacher candidates seeking Secondary Licensure in K-12 Art must satisfy:

- North Central College's General Education Requirements (degree students only)
- North Central College's Academic Major (degree students only)
- North Central College's State Approved Education Program Requirements for Grades K- 12

Note: Student Teaching Residency experiences will be provided at EITHER the elementary, middle, or secondary levels.

Art Education Teaching Major: Minimum 51 credit hours.

Note: A senior art exhibit and at least nine (9) credit hours of STUDIO ART at the 300 level or above and three (3) credit hours of ART 264 Global Art Survey are required.

B.A. degree in Studio Art leading to licensure in Art Education:

A. Core

- ART 107: Two-Dimensional Design (highly recommended to take first year)
- ART 110: Three-Dimensional Design (highly recommended to take first year)
- ART 120: Drawing I (highly recommended to take first year)
- ART 220: Drawing II
-

B. Art History

All of the following art history courses (recommended to be taken in this order if possible):

- ART 272: Art History I: Prehistoric to Medieval Art (highly recommended to be taken 1st or 2nd year)
- ART 274: Art History II: Renaissance to Rococo Art (highly recommended to be taken 1st or 2nd year)
- ART 276: Art History III: Late 18th Century to Contemporary Art (highly recommended to be taken 1st or 2nd year)

C. Required Courses Selection. One from each of the following categories:

- Painting: ART 130; ART 230; ART 340
- Ceramics: ART 150; ART 250; ART 355
- Printmaking: ART 280; ART 380
- Figure Drawing: ART 225; ART 325
- Sculpture: ART 215; ART 315

D. Required Art Electives:

- Three (3) studio art courses at the 300-level or above (nine semester hours)

E. Required support courses:

- EDN 331: Elementary Art Education
- EDN 332: Elementary Art Field Experience
- EDN 338: Secondary Art Methods
- EDN 373: Field Experience Secondary Content Area

Art Education Portfolio:

Art Education and Licensure-only teacher candidates will be required to submit a digital portfolio consisting of artifacts demonstrating their understanding of the Visual Art Standards (Standard 1-6) in the last term prior to graduation.

Note: For Illinois Licensure Testing Systems, teacher candidates should have knowledge of Non-Western Art.

Visual Arts Licensure-only Teacher Candidates:

At least nine (9) credit hours of studio art at the 300-level or above and either Art 264 Global Art Survey or three (3) credit hours of art history at the 300-level or above are required.

No senior art exhibit is required.

Passing the TAP Exam (or acceptable ACT/SAT score)

Licensure Content Area Test = Visual Arts (#145)

Teacher candidates may not receive grades below C- for any course required for licensure, according to the Illinois State Board of Education. This includes all courses in the major, professional education courses (existing requirement), and endorsement courses.

LICENSURE-ONLY PROGRAM REQUIREMENTS

- A. Teacher candidates must have a bachelor's degree from a regionally accredited institution.
- B. Teacher candidates must take at least 16 additional credit hours (a minimum of nine (9) credit hours in the Education Department) prior to and aside from: EDN 470: Pre-Residency Seminar; EDN 480: Student Teaching Residency; EDN 481: Residency Seminar, which must be completed at North Central College under a NCC supervisor. These requirements must be fulfilled through actual course work and not through substitutions, CLEP, or AP credit.
- C. Secondary education teacher candidates need a minimum of one three (3) credit hour course in the major field at the 300-level or above at North Central College if they have a degree in the subject area in which they are seeking licensure. If they have a degree in another field, they must complete a minimum of 32 credit hours in the area in which they are seeking licensure. Course work taken to meet the 32 credit hour minimum must be selected from the courses required for the licensure area as listed in the Department of Education Handbook.
- D. At least one (1) methods course with a 40-50 hour supervised field experience must be taken at NCC. For secondary education/K-12 teacher candidates this must include the major content secondary education methods course.
- E. Only PSY 100 and nine (9) additional credit hours in professional education may be transferred in from a two year college.
- F. Teacher candidates must complete a minimum of 155 clock hours of field experience for secondary education majors; 180 clock hours of field experience for elementary education. North Central College will accept up to 30 documented clock hours from another college.

G. Teacher candidates must complete an Education Professional Portfolio and edTPA.

- H. All teacher candidates pursuing teacher licensure must apply for admission to the Teacher Education Program. Teacher candidates must provide evidence of passing the Illinois content area test in the content area in which they received their degree if they are seeking licensure in the same subject area as their undergraduate major. Applications are available online at <http://cardinalnet.northcentralcollege.edu/students/application-teacher-education>

Acceptance into the Teacher Education Program is a prerequisite for all EDN courses **EXCEPT** EDN 101, EDN 200, EDN 201, EDN 211, EDN 228, EDN 229, EDN 260, EDN 324, and EDN 325.

Teacher candidates must be accepted into the Teacher Education Program after completing EDN 200 (for secondary and K-12 teacher candidates) or EDN 228 (for elementary teacher candidates). Teacher candidates must be accepted into the Teacher Education Program in order to register for a course with a field experience at least 15 days prior to the start of the term. Teacher candidates who do not meet this deadline will not be able to take a course with a field experience, unless special permission is granted.

Only the cooperating school administration and the Coordinators of Field Experiences arrange placements. **IN NO CASE** should the teacher candidate initiate contact with a school administrator or cooperating teacher to arrange an assignment unless he/she has received permission from the course instructor or coordinator of field placement. If teacher candidates attempt to secure their own field experience placements, they will not receive a field experience placement in that site and may jeopardize their status in the Teacher Education Program and future placements.

- I. The teacher candidate must meet all of the Department's criteria for admission to the Teacher Education Program.
 - 1. Complete and submit an application, which is available on the NCC Education Department webpage, **after** items 2-9 below have been accomplished.
 - 2. Successfully complete EDN 101 with a grade of "C-" or higher.
 - 3. Successfully complete a minimum of nine (9) credit hours in the major with grades of "C-" or higher.
 - 4. Successfully complete any professional education courses taken at the time of application with a "C-" or higher, to include EDN 228/ 229 for Elementary Education or EDN 200/201 for Secondary Education.
 - 5. A 2.750 grade point average (overall and in the major field) for Elementary Education or 2.750 overall and 2.500 in the major for Secondary Education. This includes course work from all institutions attended. These GPAs must be maintained through completion of the program.

6. A 2.750 grade point average in all professional education courses completed at the time of application. **Note: A 3.000 GPA professional education must be earned by the end of the spring term just prior to the Student Teaching Residency.**
 7. Pass the Illinois Test of Academic Proficiency TAP 400 or use the qualifying ACT plus writing test in lieu of the TAP. <https://www.northcentralcollege.edu/education/testing-requirements>.
 8. Pass the Illinois Content Test (effective summer term, 2009) if a teacher candidate is pursuing licensure in the area (major) in which s/he received his/her bachelor's degree.
 9. Submit a copy of the Program Completion Plan that has been signed by your advisor.
 10. Submit a copy of the Transcript Evaluation completed by North Central College.
 11. Submit the Student Self-Evaluation of Dispositions and the Professional Dispositions evaluation from a faculty member in your major. Licensure-only teacher candidates who have not yet taken a class in their major at NCC should submit a recommendation from a professor in the content from the institution where the degree was awarded in order to be considered for conditional acceptance. Teacher candidates will have one (1) term to take a course at NCC in the content area and complete the application process by securing a recommendation from an NCC professor in the content area. Exceptions to this one (1) term deadline will only be granted to licensure-only teacher candidates who request and are granted an extension from the Coordinator of Teacher Education.
- M. Teacher candidates must take EDN 3xx Methods Course in major teaching field at North Central College. Teacher candidates must take: EDN 470: Pre-Residency Seminar; EDN 480: Student Teaching Residency; and EDN 481: Residency Seminar at North Central College. A 2.750 GPA overall and in the major is required for Elementary Education teacher candidates. A 2.750 overall GPA and a 2.500 GPA in the major field is required for Secondary Education teacher candidates. A 3.000 GPA in the teacher candidate's professional education courses is required by the end of the regular spring term just prior to the Student Teaching Residency for both elementary and secondary education teacher candidates. The student teaching application is available on the NCC Education Department webpage and is due one year prior to Student Teaching Residency. Admission to the Teacher Education program is required prior to submission of the Student Teaching Residency application.
- N. Teacher candidates who enroll at both North Central College and another institution in their final term are not guaranteed recommendation for licensure until official transcripts are received from the other institution. It is the teacher candidate's responsibility to provide North Central College with an official transcript from the other institution. The teacher candidate should ensure that Dr. Bruce Spitzer, the Education Licensure Officer, is given the transcript.
- O. As soon as the licensure-only teacher candidate's final grades has been posted by the Registrar's Office, the licensure officer will entitle the candidate for the Professional Educator's License (PEL) in ELIS (Educator Licensure Information System). The candidate will then receive an email from the licensure officer with directions on how to apply for the PEL in ELIS.

Teacher candidates must earn a grade of C- or better in all courses leading to licensure. Because of the effect on a candidate's GPA, a grade of C- may delay a candidate's progress to graduation. Courses with grades of D or F must be repeated. Repeating a course may delay a candidate's progress to graduation.