



NATIONAL  
LOUIS  
UNIVERSITY

**Subsequent Teaching Endorsement  
on the Professional Educator License  
at National Louis University**

**Program Handbook 2019-2020**

**for**

**Early Childhood (ECE)  
Elementary Education (ELE)  
Special Education (SPE)**

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*This Program Handbook is designed to provide candidates with information to assist them in seeking an additional teaching endorsement in Early Childhood Education, Elementary Education, or Special Education. It is also intended for use by NLU Enrollment Specialists, Graduate Advisors, and University Supervisors, and by school-based-teachers and administrators. This Program Handbook may be updated at any time.*

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## Overview

The Subsequent Teaching Endorsement Program (STEP) at National Louis University offers two approaches to endorsement – by portfolio or by coursework. The portfolio approach is generally for teachers who already have experience in the new endorsement area. The coursework approach is generally for new teachers with limited or no experience in the new endorsement area, or for experienced teachers who do not have experience in the new endorsement area.

Candidates must be interviewed by a STEP program faculty advisor in order to be accepted into STEP.

Endorsement by Portfolio consists of an online portfolio course, possibly additional graduate courses, and a practicum. For the online portfolio course, candidates document their relevant teaching experiences to meet professional Standards in the new endorsement area using the online platform, LiveText. Additional graduate coursework may be assigned depending on the extent of the candidate's experience to meet those Standards. The practicum requires three focused observations by a university supervisor and one observation under the direction of an appropriately licensed cooperating teacher or an administrator.

Endorsement by Coursework (only) consists of a series of content methods courses in the new area plus a practicum. Additional graduate courses in content areas may be assigned if not already met by previous academic work. Candidates must also register for a concluding practicum requiring three focused observations by a university supervisor and one observation under the direction of an appropriately licensed cooperating teacher or an administrator.

Both endorsement tracks include successfully completing any ISBE-required undergraduate general education courses that are identified through a transcript evaluation, and successfully passing 1-2 ISBE-required content test(s), depending upon the area for which the candidate is seeking the endorsement.

## Eligibility

Candidates must hold a current, valid Professional Educator License (PEL) in Illinois in one of the following teaching areas to be eligible to apply to STEP:

- Early Childhood Education
- Elementary Education
- Middle Grades Education
- Secondary Education
- Special Education
- Specialty K-12 endorsement in a content area such as art, music, or foreign language.

Prior or current experience of candidates holding a valid Illinois PEL as a teacher of record, co-teacher, teacher's assistant, or substitute teacher will qualify as appropriate experience to meet eligibility. NLU Enrollment and Admissions will confirm that candidates meet all of the eligibility requirements. Candidates who were certified prior to July 1, 1988, must pass the Illinois Test of Academic Proficiency (TAP) before admission to the Subsequent Endorsement Program.

# Interview

Interested candidates must interview with a program faculty advisor prior to enrolling in a first course. Endorsement in the new teaching area may be completed by: Track 1 - Endorsement by Portfolio, or Track 2 - Endorsement by Coursework. The interview will determine which endorsement track best suits the candidate's background.

## Track 1 - Endorsement by Portfolio

The first of two required courses in the portfolio approach is ECE/ELE/SPE 569 (3SH), an online course housed in the University's D2L system. Weekly course modules are located in D2L. The portfolio candidates use to document their experience to meet professional Standards in the new endorsement area is located in LiveText. The program faculty advisor who teaches the portfolio course assists the candidates in setting up their LiveText account.

Throughout the course, the program faculty advisor helps candidates make choices about documenting their knowledge and experiences related to each of the professional Standards. The program faculty advisor evaluates all of the candidate's work in their LiveText portfolio as the course progresses and is responsible for submitting the candidate's final grade.

ECE/ELE/SPE 569 is a cross-listed course, meaning candidates from all three teaching endorsement areas may enroll in the same course.

LiveText portfolio requirements listed in the portfolio include:

- Resume
- Copy of the current PEL
- Copies of university transcripts
- Copies of ISBE tests results for Content Tests taken, and APT/edTPA
- Professional statement regarding the new area of endorsement
- Artifacts and evidence to document competencies in the new endorsement area
- Professional Development Plan
- Practicum Competency Appraisal

Most of the professional Standards in the new endorsement area need to be met during the portfolio course and all of the Standards must be met by the end of the candidate's practicum which is the last course in the program.

Some additional graduate coursework may be assigned depending on the extent of the teacher's relevant experience to meet the professional Standards of the new endorsement area. Those additional graduate courses may be determined in the interview process. Any required additional graduate courses must be completed at NLU.

## Track 2 - Endorsement by Coursework

This approach to endorsement consists of a series of courses in the new endorsement area plus a practicum. ECE, ELE, and SPE candidates will consult with their program faculty advisor to determine the order of coursework. Some graduate courses in additional content areas may be assigned if not already satisfied by previous academic work.

All candidates are required to have a LiveText account. The program faculty advisor will assist each candidate in acquiring their account. At the end of each course, candidates select an assignment from the course and write a statement of reflection about the relevance of the selected assignment to the new endorsement area. Candidates upload their course assignment and statement of reflection to their LiveText account, which will be reviewed by their program faculty advisor. Candidates then schedule a phone conference with their program faculty advisor to discuss the course assignment and the statement of reflection. The phone conference must be scheduled no later than the first week following the end of the course.

### Early Childhood (ECE)

For the ECE endorsement, the 4-5 required courses focus on human development, content methods, and literacy. They are:

- ECE 502 – Quality Child Care for Infants and Toddlers (3SH) **\*optional for candidates in IT settings**
- ECE 504 – Human Development: Infancy and Childhood (3SH)
- ECE 503 – Teaching and Learning in ECE Settings: Language Arts, Social Studies, Art, Music, and Movement (3SH)
- ECE 507 – Teaching and Learning in ECE Settings: Science and Math (3SH)
- RLL 535 – Foundations of Emergent Literacy (3SH), and/or RLL 537 – Early Literacy Methods: Pre-K to 2<sup>nd</sup> Grade (3SH)

Candidates with a valid Illinois PEL in Middle Grade Education, Secondary Education, Special Education, or a Specialty area must take RLL 535 and RLL 537. Full course descriptions are in Appendix A.

### Elementary (ELE)

For the ELE endorsement, the 5 or 6 required program courses focus on content methods and literacy. They are:

- ELE 545/547 – Methods for Teaching Arts Education/Methods for Teaching Health and Physical Education. These two 1SH courses are scheduled as one course (2SH)
- CIS 480B – Methods for Teaching Social Studies (2SH)
- MHE 480B – Methods for Teaching Elementary School Mathematics (2SH)
- SCE 480B – Methods for Teaching Elementary School Science (2SH)
- RLR 550 – Teaching Comprehension and Content Area Literacy: Grades 1-6 (2SH) and/or RLL 538 – Literacy Methods I: K-4 (2SH)

Candidates with a valid Illinois PEL in Middle Grade Education, Secondary Education, Special Education, or a Specialty content area must take RLR 550 and RLL 538. Full course descriptions are in Appendix B.

## Special Education (SPE)

For the SPE endorsement, 9 courses are required. They are:

- SPE 501 - Educational and Diagnostic Assessment of Exceptional Children & Adolescents (3SH)
- SPE 506 - Frameworks, Perspectives, and Collaboration in Special Education (3SH)
- SPE 507 - Methods of Social/Emotional Support (3SH)
- SPE 508 - Literacy Across the Curriculum for Students with Disabilities (3SH)
- SPE 509 - Literacy Instruction for Diverse Learners (3SH)
- SPE523 - Teaching Students with Math Disabilities (3SH)
- SPE 526 - Expressive Language Difficulties: Impact on Academic Learning (3SH)
- SPE527 - Differentiated and Individualized Curriculum and Instruction (3SH)
- SPE 573 - Differentiated and Inclusive Curriculum & Instruction I (3SH)

Full course descriptions are in Appendix C.

## Additional Courses

The ECE, ELE, and SPE endorsements by coursework have the same two additional content area graduate courses that may be assigned. They are:

- CIL 531 - Cross Cultural Education
- SPE 500 - Introduction to and Methods of Special Education

NOTE: If the content of these courses is met through a transcript review by the program faculty advisor, then the additional course(s) will be waived.

## ISBE General Education Requirements

ECE and ELE candidates seeking a subsequent teaching endorsement must complete the same ISBE-required general education courses as graduate candidates seeking an initial license. Those general education courses, if any, are identified in an evaluation of the candidate's transcripts by the Office of Admission when applying to STEP. The candidate will receive a copy of the evaluation report from the Office of Admissions.

The general education requirements consist of courses in Science and Social Sciences. Science covers three content areas: Physical, Life, and Earth & Space sciences. Social Sciences covers four content areas: History, Human or Cultural Geography, Civics and Government, and Economics. A content area is covered by the content of a course, not the number of academic hours of a course. A general education course may be taken at any post-secondary institution, online, or through a test, as available.

All ISBE-required general education courses must be completed **before** a candidate can register for their Practicum.

## ISBE Content Test

Candidates are also required by ISBE to pass 1 or 2 the Content Test/s in the new endorsement area. The ECE Content Test is #206. The ELE single Content Test is #197-200. Special Education requires #155 (LBSI) and #163 (SPE General Curriculum). Content Tests can be accessed online. The test/s must be passed **before** a candidate can register for their Practicum.

## Applying To STEP

Applying to STEP allows for an NCE transcript review to identify any ISBE-required general education courses, which the candidate needs to know in order to efficiently schedule courses. Applying to STEP also makes available to a candidate an assigned University Graduate Advisor who guides the candidate through all of the University administrative procedures.

## Applying for Admission to NLU

Candidates may enroll for one term in the STEP program prior to admission to NLU. However, all candidates must be admitted to NLU in order to enroll for a second term and to continue in the program.

## Professional Development Plan

After a thorough review of goals and professional background with the candidate, the program faculty writes the candidate's Professional Development Plan, aka Study Plan, which outlines the candidate's program schedule and requirements. Included are any additional graduate courses, any ISBE-required general education courses, and status of the Content Test/s. The candidate and their University Graduate Advisor receive a copy of the Study Plan, which may also be updated at any point in the candidate's program. All candidates seeking their endorsement by portfolio will upload their Professional Development Plan to their LiveText portfolio.

## Practicum

The final course in the candidate's program is the Practicum: ECE 575, ELE 575, or SPE 575. The Practicum must take place in an appropriate setting in the new endorsement area and may be done in the candidate's own classroom or in a colleague's classroom. The 575 Practicum is an individual course by arrangement (CBA), and candidates register for the 4SH course through their University Graduate Advisor. The faculty-of-record for the candidate's Practicum is the candidate's program faculty advisor who remains in contact with the candidate throughout the Practicum and is responsible for submitting the candidate's final grade, based on the recommendation of the University Supervisor. (See University Supervisor, p.8)

For candidates who do not have access to a classroom, the University's Office of Field Experience will seek a Practicum placement. Those candidates will work with their Graduate Advisor to apply

for the Practicum two terms ahead of the experience. (See Office of Field Experience, p.8)

Candidates must plan to spend a minimum of 100 hours in a classroom setting in the new grade range during one academic term. A University supervisor will observe the candidate teach three lessons followed by guided feedback, assessment, and conversation regarding the candidate's performance in the classroom.

Candidates must meet the following prerequisites to be able to register for the 575 Practicum:

- Completion of all general education requirements
- Completion of all additional graduate coursework outlined on the professional development plan
- Completion of all other requirements of the professional development plan. Unmet portfolio requirements may be completed during the Practicum
- Passing score on Illinois Test of Academic Proficiency (TAP) or ACT plus writing exam or SAT exam on file with NCE [if first certified prior to July 1, 1988]
- Passing score on the appropriate ISBE Content Test on file with NLU. SPE has two content tests
- Completion of the Illinois Mandated Reporter module
- Application for placement

The Practicum application for placement includes:

- Subsequent Teaching Endorsement Application/Checklist
- Copies of the resume
- Copy of the Professional Development Plan
- Copy of a current TB test
- Copy of a current finger print criminal background check
- A candidate's current TB test and current fingerprint criminal background check are valid if already on file with the school in which their Practicum is scheduled

For those candidates making their own arrangements for their Practicum experience, the application materials are due to their Graduate Advisor a minimum of two months before the quarter begins:

Fall Practicum placements – application materials due June 1

Winter Practicum placements – application materials due November 1

Spring Practicum placements – application materials due February 1

If a candidate has a full-time job other than teaching, then the candidate must make arrangements to take time off to complete the Practicum.

Candidate should be familiar with the 575 Practicum guidelines that are in Appendix D.



## **Office of Field Experience**

In consultation with their Graduate Advisor, a candidate may request a placement through the Office of Field Experience (OFE). The application materials are due -

Fall term placements – application materials due February 15

Winter term placements – application materials due April 15

Spring term placements – application materials due October 15

In a few cases, the Practicum may be completed during the summer term. Summer placements must meet the same criteria for eligibility as placements occurring during the regular school year. Summer placements through the Office of Field Experience are difficult to obtain. Applications for summer placements are due February 15. Exceptions to policies, including summer placements, must be approved by the candidate's program faculty advisor.

## **School Observer**

A school-based teacher/mentor or administrator will observe and evaluate the candidate once during the Practicum. If the Practicum occurs in the candidate's own classroom, the school based mentor must be a fellow teacher or administrator. If the Practicum occurs in another teacher's classroom, the collaborating teacher is the school based mentor. The collaborating teacher must have a minimum of 3 years of teaching experience in the new endorsement area that the candidate is seeking.

## **University Supervisor**

An assigned University Supervisor schedules an introductory visit with the candidate and the school based mentor. This is followed by three observation visits that are jointly scheduled by the candidate and the University Supervisor. In consultation with the University Supervisor, the school based mentor does one observation with notes using their school's form. The observation notes of the school based mentor and the University Supervisor are forwarded to the candidate's program faculty advisor to be reviewed and placed in the candidate's program file. The University Supervisor recommends the candidate's final Practicum grade to the candidate's program faculty advisor.

## **Competency Appraisal**

Following the three observations, the University supervisor, school-based mentor and the candidate each complete an online competency appraisal in Livetext FEM. All candidates will upload a copy of their competency appraisal to their portfolio in LiveText or to their LiveText account if pursuing the endorsement by coursework.

## **Applying for the Subsequent Teaching Endorsement**

Near the end of the candidate's program track, the candidate should be ready to apply for the new endorsement on their PEL. The program faculty advisor will discuss the required application with the candidate.

ISBE does not process applications for the Subsequent Teaching Endorsements sent directly from the candidate. All applications sent to ISBE for Subsequent Teaching Endorsements must come from NLU verifying that all requirements for the new teaching endorsement have been met.

In order for NLU to process the candidate's application for their new endorsement, the candidate must have completed their program track, all general education requirements, tests listed on the Professional Development Plan, and any additional courses assigned by the program faculty advisor. When all requirements are met, including a final grade for the Practicum, NLU will process the application. In approximately three to four weeks, National Louis University will entitle the candidate per ISBE rules and procedures.

## Appendix A

### Endorsement by Coursework – ECE Courses

#### **ECE 502 Quality Child Care for Infants and Toddlers**

This course will allow candidates to understand infant and toddler development (0-24 months), including the self, temperament, social interactions, and play development, within child care settings. The course is designed to enhance candidates' knowledge of professional ethics, developmentally appropriate practices, and effective curriculum. Candidates will learn how to evaluate child care quality from multiple dimensions. In addition, candidates will advance their skills in observing and assessing child development within child care contexts. Twenty-five hours of observation in an accredited infant/toddler setting is required. Pre-requisite(s): None. Co-requisite(s): None. 2-3 semester hours

#### **ECE 503 Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement**

This course applies child development principles to the planning of language arts, social studies, art and music curriculum for both typically and atypically developing young children. Candidates design, identify, demonstrate and evaluate appropriate language arts, social studies art and music experiences and strategies for primary children. Course topics include multicultural literature, an integrated curriculum approach, and adaptation of curriculum for children with special needs. 10 hours of observation in an accredited K-3 setting is required as part of this course. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

#### **ECE 504 Human Development: Infancy and Childhood**

This course introduces human development from birth through eight years old. Candidates examine and develop an appreciation of the unique needs of development during early childhood. Emphasis is placed on the physical, neurological, cognitive, linguistic, social, emotional, moral, spiritual, and cultural development of children, particularly the young child. Emphasis will be on the typically developing child; however, various developmental patterns will be explored. Contemporary issues related to the care and education of young children will be examined relative to the developmental domains. Candidates are required to complete a case study involving 20 hours of observation in an ECE setting. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

#### **ECE 507 Teaching and Learning in ECE Settings: Science and Math**

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Candidates design, identify, demonstrate and evaluate appropriate experience and teaching strategies that support development of math and science concepts in early childhood learners. Course topics include discussion of a variety of guidance strategies for young learners, multicultural education, an integrated curriculum approach and adaptation of curriculum for children with special needs. Five hours of observation are required in an accredited ECE setting. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

#### **RLL 535 Foundations of Emergent Literacy**

Candidates in this course will both apply and align literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will

be emphasized. Differentiation for diverse learners will also be included. Current research along with the Internet sites related to emergent literacy will be examined. Ten pre-clinical hours are required as part of the course. Prerequisite(s): Admission to the ECE MAT program. Co-requisite(s): None. 3 semester hours

### **RLL 537 Early Literacy Methods PreK-3**

Introduces key issues in early literacy research and instruction (PreK-3). Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to the Early Childhood Education M.A.T. Program. 3 semester hours

## **Additional Courses**

### **CIL 531 Cross Cultural Education**

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Participants explore the behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student academic success. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

### **SPE 500 Introduction to and Methods of Teaching Students with Disabilities**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required. Pre-requisite(s): Pass Test of Academic Proficiency (TAP) before admission to this course. Co-requisite(s): None. 3 semester hours

## Appendix B

### Endorsement by Coursework - ELE Courses

#### **MHE 480B Methods for Teaching Elementary Schools Mathematics**

This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help participants develop knowledge, skills and beliefs (based on National Council of Teachers of Mathematics (NCTM) set of core beliefs) that will enhance candidates' ability to teach mathematics to children. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

#### **SCE 480B Methods of Teaching Science**

This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help participants develop knowledge, skills and beliefs (based on National Council of Teachers of Mathematics (NCTM) set of core beliefs) that will enhance candidates' ability to teach mathematics to children. Prerequisite(s): Admission to the M.A.T. program or consent of M.A.T. program director, ELE 500, EPS 511, six hours of appropriate college mathematics (college algebra level and above), approved by transcript review. Co-requisite(s): None. 2 semester hours

#### **CIS 480B Methods of Teaching Social Studies**

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to develop effective social studies instruction in and for pluralistic democracy. The course stresses primary source-centered, inquiry-based learning; unit planning; and lesson planning. Use of primary sources, especially from the Library of Congress, is emphasized. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

#### **ELE 545 Methods for Teaching Arts Education**

The course provides Elementary Education Master of Arts in Teaching program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

#### **ELE 547 Methods for Teaching Health and Physical Education**

The course provides elementary education Master of Arts in Teaching program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

**RLL 538 Literacy Methods: K-6**

This course introduces key issues in literacy methods, research, and instruction. Candidates will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing, and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Candidates will learn about instructional strategies and materials appropriate for teaching reading in grades K-6. Co-requisite(s): None. 1-2 semester hours

**RRL 550 Teaching Reading Comprehension and Content Literacy in Grades 1-6**

This course, designed for pre-service teachers, introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-6 for students of diverse languages, cultures and learning styles. Candidates develop familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. Candidates examine teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite(s): RLL 538. Co-requisite(s): None. 2 semester hours

**Additional Courses****CIL 531 Cross Cultural Education**

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Participants explore the behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student academic success. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**SPE 500 Introduction to and Methods of Teaching Students with Disabilities**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

## Appendix C

### Endorsement by Coursework - SPE Courses

#### **SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents (P-21). Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, screenings, of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 10 hours of field experience is required. Pre-requisite(s): [SPE 500](#), [SPE 506](#) or advisor approval. Co- requisite(s): None. 3 semester hours

#### **SPE 506 Frameworks, Perspectives, and Collaboration in Special Education**

This course provides foundational frameworks of special education and resulting implications for policy and practice. Candidates learn characteristics of high and low incidence disabilities and interpret discourses of disability to understand their influence on the everyday lives of teachers and students. Major issues of special education theory and practice are addressed, including: the history of policies and practices, diagnosis, curriculum, pedagogy, legal, ethical, and political issues, and the impact of values and beliefs on special education practice. Collaborative models and structures are emphasized in working with team members including students, families, school professionals, para-educators, and administrators. Collaborative practices are taught. 15 hours of preclinical experience are required for this course. Pre-requisite(s): SPE 500 or concurrent with SPE 500. Co-requisite(s): None. 3 semester hours

#### **SPE 507 Methods of Social/Emotional Support**

This course is designed to explore methods of supporting students' positive social and emotional development, behavior, and learning. Social, psychological, biological, and environmental factors that impact students and teachers are examined. Legal issues, evaluation, and ethical considerations related to students' social and emotional growth and classroom behavior are explored. The importance of viewing behavior as communication and the interaction of various disabilities and behavior are emphasized. Current research, pedagogical approaches, and best practices in creating healthy classrooms and school environments are addressed. The use of technology to provide adaptations, progress monitoring, and/or assistive devices that can be used to encourage student participation are considered. Ten pre-clinical hours are required. Prerequisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 526. Non- MAT candidates register for this course through advisor. Co- requisite(s): None. 3 semester hours

#### **SPE 508 Literacy Across the Curriculum for Students with Disabilities**

This course introduces foundational perspectives and methods for teaching multiple forms of literacy to students with disabilities. The purpose of critical literacy is often thought of as the use of reading and writing to empower students to achieve social equity. The course examines contemporary

understandings of literacy (listening, speaking, reading, writing), other forms of communication (e.g., gestures, communicative behavior), and their usefulness in facilitating literacy learning. Emphasis is placed on the inherent right of students with disabilities to use a variety of literacy forms as means of self-expression and communication, and to mediate various literacy contexts including content literacy in the general education curriculum. Ten hours of field work required. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

### **SPE 509 Literacy Instruction for Diverse Learners**

This course is designed to address the assessment and instruction of literacy skills for students with a range of disabilities in P-21 instructional settings. Candidates will use both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling and written expression for students with disabilities in individual and small group settings. All candidates will be required to complete 10 hours of field work with this course. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 506, SPE 502 or SPE 526, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 SH

### **SPE 523 Teaching Students with Math Disabilities**

This course focuses on understanding and implementing state and national standards in the assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of curricula, assessment approaches, instructional methods, and instructional assistive technology for students with disabilities. 10 field hours are required as part of this course. Pre-requisite(s): Admission to NCE and the MAT or MED Special Education program; SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509, SPE 572. Co-requisite(s): None. 3 semester hours

### **SPE 526 Expressive Language Difficulties: Impact on Academic Learning**

Differentiated assessment and instructional procedures are explored for students with Expressive Language Difficulties due to disability or second language learning. Focused on children and adolescents, this course provides a study of: 1) definitions/ characteristics representative of this population; 2) theoretical models to explain/contrast Receptive and Expressive language processing in oral language, oral reading, and writing; 3) the impact of language difficulties on academic learning; 4) language-based differentiated assessment and instruction for classroom discourse, oral reading, and written language instruction; and 5) corresponding instructional technology applications. There is a field component focused on application of course content. Pre-requisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

### **SPE 527 Differentiated and Individualized Curriculum and Instruction**

This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with both high incidence and low incidence disabilities. The course will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and providing instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE 500.



Co-requisite(s): None. 3 semester hours

**SPE 573 Differentiated and Inclusive Curriculum & Instruction I**

This course focuses on planning and implementing differentiated and inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis is placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop Individualized Education Plan (IEP) goals; objectives/benchmarks related to Illinois Learning Standards and Individuals with Disabilities Education Act (IDEA) requirements are incorporated into instructional planning. Prerequisite(s): SPE 500, SPE 501, SPE 502 or SPE 526, SPE 507, SPE 508, SPE 523, SPE 572. Non- MAT candidates register for this course through their advisor. Co-requisite(s): None. 3 semester hours

## Appendix D

### Practicum Guidelines

#### Pre-Practicum

The STEP program faculty advisor will review the 575 guidelines with the candidate.

Candidates must teach in a grade setting that is in the new endorsement area. Grade settings for ECE are PreK -K . Grade settings for ELE are 1 – 6. Grade settings for SPE will be personalized to the candidate's needs and interests, in conjunction with the program faculty advisor.

A School Observer is required for the Practicum. If the candidate is teaching in their classroom, then a school administrator is the School Observer. If the candidate is teaching in another teacher's classroom, then the classroom teacher is the School Observer. The classroom teacher must have a minimum of 3 years of teaching experience in the new endorsement area the candidate is seeking. The School Observer will make one observation with notes.

Candidates request a 575 Practicum application from their University Graduate Advisor and submit the completed application to their Graduate Advisor. The Graduate Advisor reviews the application and verifies that all prerequisites for the Practicum have been met.

The Graduate Advisor sends the application to the Office of Field Experience (OFE). The Graduate Advisor also sends a copy of the application to the STEP program faculty advisor to be included in the student's file.

OFE processes the Practicum application and requests a University Supervisor assignment from the Supervisor Coordinator.

The Supervisor Coordinator assigns the University Supervisor and sends the 575 guidelines to them. The Supervisor Coordinator also sends the University Supervisor's contact information to the Office of Field Experience for the Student Placement Roster.

OFE send a copy of the candidate's Student Placement Roster to the STEP program faculty advisor.

The University Supervisor contacts the STEP faculty advisor, who is the faculty of record for the 575 Practicum, **before** contacting their assigned candidate.

The STEP program faculty advisor then contacts the candidate **before** the University Supervisor's initial meeting with the candidate and the School Observer.

The University Supervisor contacts the candidate and schedules an initial meeting with the candidate and the School Observer prior to observing.

## **Practicum**

The University Supervisor makes 3 observations of the candidate during the academic term. The schedule of observations is determined jointly by the candidate and the University Supervisor. Within two days after each observation, the University Supervisor calls, or otherwise contacts, the STEP program faculty advisor for a debriefing.

Following each University Supervisor's debriefing, the STEP program faculty advisor contacts the candidate concerning the observation. During the 3<sup>rd</sup> observation discussion with the candidate, the program faculty advisor will conduct an Exit Interview concerning the candidate's overall program experience.

The University Supervisor and the candidate each complete an online Competency Appraisal. The School Observer does not complete a Competency Appraisal. The student uploads a copy of their Competency Appraisal to their LiveText portfolio or to their LiveText account if pursuing an endorsement by coursework.

### **Post-Practicum (after 3<sup>rd</sup> Observation)**

The University Supervisor sends copies of all observation notes, including the School Observer's notes, to the STEP program faculty advisor for the candidate's file, along with a brief email recommending a final grade.

The candidate contacts their Graduate Advisor regarding their application for endorsement following their 3<sup>rd</sup> observation and Exit Interview and then applies online for their endorsement to the NLU Licensure Coordinator.

The STEP program faculty advisor does a final review of a candidate's portfolio to verify that it is complete before submitting a final grade.

The STEP program faculty advisor submits the candidate's final grade and then notifies the NLU Licensure Coordinator that the portfolio is complete and that the final grade has been submitted.

The NLU Licensure Coordinator processes the candidate's application for endorsement once the University has officially posted the candidate's final grade.

The candidate receives their new teaching endorsement usually in 3 to 4 weeks.