



NATIONAL
LOUIS
UNIVERSITY

NATIONAL COLLEGE OF EDUCATION

Master of Arts in Teaching (MAT) in Early Childhood, Elementary, or Middle Grades Education

Resident Handbook
2019-2020 Edition

WELCOME TO NATIONAL COLLEGE OF EDUCATION AT NATIONAL LOUIS UNIVERSITY

The National College of Education (NCE) faculty of National Louis University (NLU) welcomes students to our Master of Arts in Teaching programs in Early Childhood, Elementary, or Middle Grades Education. The purpose of this NLU/Residency Program Handbook is to outline the university courses, policies, procedures, and services related to the NLU/Residency program.

The faculty of NLU's National College of Education (NCE) is committed to providing a rich set of experiences that will assist students in becoming successful teachers. We expect this Handbook to be used in conjunction with information from the university faculty, the Graduate Catalog, and the Student Guidebook and Calendar to guide students and to make the journey through National Louis University and National College of Education valuable and memorable.

The president and the officers of National Louis University reserve the right to change the requirements for admission or graduation, the arrangement, schedule, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit, and to dismiss any student any time should it be deemed to be required in the interest of the student or the university to do so.

National Louis University admits students to all programs and activities and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, or national or ethnic origin.

NCE Conceptual Framework

A Professional Community Advocating for All Learners

NCE Faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect P-12 student learning by:

- Envisioning, articulating, and modeling democratic and progressive education
- Designing powerful learning environments that:
 - integrate appropriate technologies
 - utilize multiple meaningful assessments
 - enable self-directed learning
- Working collaboratively in diverse communities and with diverse learners to achieve learning goals
- Advocating for democratic values, equity, access and resources to assure educational success for all

NCE Faculty and candidates continuously demonstrate a high standard of professional ethics by:

- Cultivating curiosity and excitement for learning in themselves and others
- Respecting and learning from other peoples, cultures, and points of view
- Demonstrating a caring attitude in recognizing the needs of others and acting to promote their growth
- Acting with confidence and self-knowledge to assume professional leadership roles and responsibilities
- Using information from self and others to continuously improve

The code of ethics for the Education Profession can be found at www.nea.org/assets/docs/2013-NEA-Handbook-Code-of-Ethics.pdf

NATIONAL COLLEGE OF EDUCATION

Mission:

National College of Education (NCE) is a professional community collaborating with teacher candidates, teachers, administrators and others advocating for all learners. For over one hundred and thirty years, NCE has had as its mission excellence in teaching, scholarship, service, and professional development. NCE continues its history of innovative leadership in education in Chicago, the nation, and in other parts of the world. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners, consistent with the mission of National Louis University.

Philosophy and Knowledge Base:

Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to student-centered education. Our research-based, best practice programs fuse theory and practice and engage candidates in critical reflection and inquiry.

Through our theme of advocating for all learners, NCE programs place teacher candidates and the schools they work with at the center of the educational process. Candidates actively construct meaning individually, cooperatively and collectively by integrating knowledge and experience within a community of learners.

Purposes, Professional Commitments, and Dispositions:

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political, and cultural contexts. We value diversity and cultural differences among children, families, and communities, and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

Performance Expectations:

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. Through this process, NCE candidates will develop the disposition, knowledge and skills to:

- Integrate theory and practice
- Help students construct their own knowledge
- Understand the contextual nature of learning
- Collaborate with students, teachers, administrators, parents, policy makers and the community at large
- Engage in inquiry
- Assess, reflect on, and critique their own knowledge, practice, school and society

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National Louis University admits students to all programs and activities and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, or national or ethnic origin.

NATIONAL COLLEGE OF EDUCATION

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WELCOME TO THE NLU RESIDENCY PROGRAM

The National College of Education (NCE) faculty of National Louis University (NLU) welcomes students to our Master of Arts in Teaching program (MAT) in Early Childhood, Elementary or Middle Grades Education. The purpose of this Master of Arts in Teaching Program Handbook is to outline the university courses, policies, procedures, and services related to the Elementary and Middle Grades Education programs leading to initial teacher certification.

The Teacher Residency Programs at National Louis University offer a unique opportunity for residents to spend a full year in a classroom setting while receiving their licensure and Master of Arts in Teaching degree. This model aligns with the mission of NLU by providing opportunities for “innovative teaching, scholarship, community engagement and service excellence”. The Residency model builds on the medical Residency model, where residents gradually build their knowledge and skills in a classroom with students, working alongside an experienced mentor teacher, and learning about the core of teaching in their university classes. Because teacher training is directly connected to what is actually happening in the classroom, every aspect is directly related to developing a well-informed and well-prepared teacher through a practice-based approach with a focus on understanding the context and culture of the schools where teachers will serve. Teacher Residency programs have consistently been shown to be one of the most effective ways to prepare teachers to enter schools.

We expect this information to be used in conjunction with information from the university faculty, the Graduate Catalog, and the Student Guidebook and Calendar to guide students and to make the journey through National Louis University and National College of Education valuable and memorable.

ADMISSION TO THE NLU/RESIDENCY MAT PROGRAM

Students admitted to the NLU/Residency MAT program are considered students of National Louis University (NLU) and “residents” in their Residency program. In this handbook, “residents” will refer to NLU students in the Residency program. Acceptance into the NLU MAT/Residency program does not guarantee acceptance in any other NLU program.

Criteria for admission

1. Baccalaureate degree from a Regionally Accredited Institution
2. Passing score(s) on a Basic Skills Test: all four sections of the Test of Academic Proficiency (TAP) or ISBE-approved equivalent passing score on the ACT or SAT**
3. Grade point average (GPA) of 3.0 in last 60 hours of coursework for full admission. GPAs between 2.5 and 2.9 will be considered for provisional admission on an individual basis.

*** The ISBE requirement of passing a Basic Skills Test as part of any Teacher Preparation program, including the NLU Residency MAT program, is currently under review by the Illinois Legislature. If you were conditionally admitted into the 2019 NLU Residency Program without having passed a Basic Skills Test prior to admission, check with your NLU Academic Advisor on updates to the current ISBE policy as you may be required to pass the TAP, ACT, or SAT prior to the end of Summer term.*

GENERAL EDUCATION REQUIREMENTS (GERs)

An assessment is made of the resident’s transcripts submitted during the application process. All transcripts must be provided to document general education coursework completed at two-year and four-year institutions. After transcripts have been evaluated, residents receive a report that describes the areas (if any) in which GERs remain. The NLU/Residency Academic Advisor can assist in determining how these may be completed.

It is in the best interest of the resident to fulfill any General Education Requirements before beginning the MAT/Residency Program. All GERs must be completed before the start of the NLU’s Winter term, before a degree can be posted and before licensure.

Early Childhood and Elementary residents for the program must provide evidence of taking the general education course work or equivalent CLEP/DANTES tests in the following areas:

- Science – covering at least three of the following areas:
 - Physical
 - Life
 - Earth & Space
- Social Science – covering at least four of the following areas:
 - History
 - Human or Cultural Geography
 - Civics and Government
 - Economics

Middle Grade (MG) residents must have:

- MG Math endorsement: 21 hours of math content
- MG English/LA endorsement: 21 hours of literacy content
- MG Science endorsement: 21 hours of science content (to include coursework in each of the following areas:
 - Physical science, life sciences, earth and space sciences

- MG Social Studies endorsement: 21 hours of social studies content (to include coursework in each of the following areas, in relation to Illinois, the United States and the world)
 - History, geography, civics and government, and economics

GRADE REQUIREMENTS AND OFFICIAL TRANSCRIPTS

A grade of C or higher is required in order to receive credit for any specific GER. When completing these GERs at the undergraduate level, residents are advised to make certain the course carries college credit and thus is not considered high school equivalent/college preparatory in nature.

GENERAL PROGRAM INFORMATION

RESIDENT/STUDENT SERVICES

Academic Advising

Academic advising is an important facet for successfully completing the residency program. See the front of the Residency Handbook for your Academic Advisor.

Faculty and Academic Advisors use the EAB system to document progress towards program completion and to issue warnings such as late work and missed classes.

Advising can be provided concerning:

- Meeting deficiency requirements (finding classes, monitoring progress/completion, deadlines)
- Selecting classes
- Additional endorsements (ESL, Content Fields, SPE)
- ISBE Content Area and Licensure Tests
- Graduation requirements
- Licensure requirements

Student Guidebook

Academic, campus, and university policies, procedures, and services of NLU are documented in the *NLU Student Guidebook*. The guidebook is available on campus through the Office of Student Affairs and at <http://nl.edu/StudentServices/studentaffairs/StudentHandbook/>.

University policies (registration, withdrawals, email, etc.) can be found in the *NLU 2018 - 2019 Undergraduate and Graduate Catalog*, which is available online at [NLU Online Catalog](#).

The Office of Admissions & Records administers applications for admission, registration and veterans' benefits, produces official academic transcripts, provides enrollment and degree verification services and graduation audits, evaluates transfer credit, and publishes the official university schedules and catalog for each of NLU's campuses and academic centers. If residents wish to withdraw from a class, all withdrawals must be in writing. Details for dropping classes are at www.nl.edu/oar.

TECHNOLOGY AND STUDENT EMAIL ACCOUNTS

The NLU Helpdesk is available 24/7 at 1-866-813-1177 to assist students with login questions or other questions related to technology at NLU.

NLU maintains a website at www.nl.edu. Information about NLU services and a link to the NLU portal can be found on this site. Residents are able to access their grades, unofficial transcripts, account balances, financial aid, tuition bills, and student schedules through the NLU portal.

NLU provides every registered student with a personal email account. This email account is an official form of communication between the University and students. Students (other than those with a relevant ADA-certified disability) are responsible for checking their email account regularly. It is NLU policy to send information to students only through the NLU email accounts and it is the students' responsibility to check the NLU email frequently to stay aware of university policies and deadlines. Contact the [Registrar's Office](#) for policies if you wish to opt out of using NLU email.

Once registration has been officially processed by the Academic Advising Center, an NLU portal and student e-mail accounts will be created automatically. Please follow these steps to access your accounts:

1. Connect with the internet at <http://my.nl.edu>.
2. Log in with the **User Name, which** was provided in an email from the University at the time of registration.
3. The **Initial Password** is National + birth year (i.e. National YYYY). Once logged in, change the password by accessing the password tool channel.
4. Contact the NLU Helpdesk for assistance if needed.

In addition, RESIDENCY residents may have RESIDENCY administered email account. NLU email can be forwarded to this account for ease of management. Instructions on how to forward external mail to the NLU email account as well as how to set up NLU email on smartphones and external devices is located on the NLU portal homepage or from the NLU Helpdesk. **Residents are responsible for the content of all NLU emails.** It is the residents' responsibility to forward their NLU email to their RESIDENCY email account.

Computer labs for NLU student use are conveniently located at each campus.

TEXTBOOKS

Residents are responsible for buying textbooks and/or other related materials. Some texts may be used for multiple terms. ***Starting class with the required texts is important so make sure to order books and/or materials early.*** Required texts are listed and are available to purchase online through the Virtual Bookstore at: www.ecampus.com/nlu.

NLU LIBRARY and LEARNING SUPPORT

There is a library branch on each NLU campus. Many resources are also available for NLU students online at www.nl.edu/library. Hours at each campus vary and can be found at the Library tab on the NLU homepage.

Many resources are also available online at www.nl.edu/library. The NLU Library provides access to materials online and in print that support the academic programs and research interests of the NLU community, including locally produced scholarship, archives and special collections. Library

faculty are partners in teaching at the University and offer instruction, credit courses and Library Guides on a variety of research topics.

Learning Support offers a variety of services designed specifically to address students' needs – learning assistance and tutoring in-person and online; test preparation workshops; in-class presentations; workshops on a variety of topics; initial assessment of students' academic skills; plus various other forms of assistance including accommodations for students who have special academic needs.

National Louis University's Learning Support staff provides free tutoring and other support for NLU students. With the [NLU online tutoring service](#), live chat with a tutor is available in your subject area. All NLU students can also submit a writing sample for tips and suggestions and expect a reply in 24 hours or less. To make an appointment to meet with one of the Learning Support staff, or for more information about their services, go to <http://www.nl.edu/student-services/learningsupport/>, call 312.261.3374.

Technology and Student Email Accounts

NLU maintains a website at www.nl.edu. Information for registering, logging on, account names, etc. should be accessed through the NLU portal at <http://my.nl.edu>.

The NLU helpdesk is available 24/7 at 1-866-813-1177 to assist students with login questions. Students are able to access their grades, unofficial transcripts, account balances, tuition bills, and student schedules through the NLU portal.

Students can also access course home pages for all of the classes in which they are enrolled through the Desire to Learn site at <https://d2l.nl.edu/>.

Every registered student at NLU has a university supplied email account that can be accessed through any internet connection. Student email stations are conveniently located at each campus. This will provide fast, direct communication between the students, the university faculty, and administration. It is NLU policy to send information to students **only** through the NLU email accounts, and it is the students' responsibility to check the NLU email frequently to stay aware of university policies and deadlines.

Cell Phone and Laptop Use

Please mute all cell phones in district schools and in NLU classes. Laptops may be used for note taking and for in class projects at the discretion of the instructor. There may be "screen down" times requested by the instructor.

Policy Regarding Physical Fitness

The Illinois School Code requires that all adults in schools must be physically healthy. The Code [105 ILCS 5/24] reads as follows: "Employee" means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements." Practicum students must also meet this requirement. "School boards shall require of new employees evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or by a physician assistant who has been delegated the authority to perform health

examinations by his or her supervising physician not more than 90 days preceding time of presentation to the boards, and the cost of such examination shall rest with the employee.”

LIVETEXT

An electronic LiveText account is required of all residents in Residency programs. LiveText is an internet-based subscription service that allows residents and professors to create, share, and collaborate on their work. LiveText will be used to organize edTPA documents before submitting them for evaluation and attaining licensure. LiveText is also used by the university as a means of assessing residents’ readiness to teach as well as assessing the Teacher Preparation Program.

During the first term of enrollment in NCE, an email with instructions for completing LiveText registration is sent. The subscription cost is included in the Student Fees, thus the fee can be covered by Financial Aid. The sender of the email will appear as “LiveText” Support. If a resident previously had a LiveText account at NLU or another institution, information of how to transfer that account will be provided in the email.

Student Support for LiveText

1. Check NLU’s LiveText website at <http://www.nl.edu/portfolios> for *Basic Steps for Beginners*.
2. While logged into your LiveText account, a Help button appears in the upper right of the screen. Click that "help" button. On the next webpage, click on the most recent "User Guide". This will bring 60 pages of LiveText help.

HELP BY PHONE/EMAIL:

3. Contact the NLU LiveText Support Team:
(312) 261-3343, or send an email to livetext@nl.edu. This is an NLU internal department. NLU operators are available Sunday-Thursday 6pm-8pm. At other times, leave a message to be called back within 24 hours.
4. Contact LiveText directly:
(866) L-I-V-E-T-E-X-T, that's **(866) 548-3839**. (Or send an email to Support@livetext.com)
They answer calls from LiveText users worldwide.

DESIRE TO LEARN (D2L)

D2L is NLU’s official Learning Management System that is used for face-to-face, blended and online courses. For more information about D2L as well as a complete list of supporting materials please visit: <http://www.nl.edu/lms/studentresources/>.

NLU MAT Coursework Leading to an Illinois Professional Educator License (PEL)

Descriptions of all course work can be found at this link for the [NLU Online Catalog](#).

Early Childhood Education

Course#	Course Name	Semester Hours
ECE 523	Historical and Philosophical Foundations of Early Childhood Education	3
RLL 535	Foundations of Emergent Literacy Ages 2-5	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
ECE 504	Human Development: Infants and Toddlers	3
ECE 587	Early Childhood Resident Teacher Practicum	2
ECE 503	Teaching Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement	3
RLL 537	Early Literacy Methods PreK-3	3
ECE 507	Teaching and Learning in ECE Settings: Science and Math	3
MHE 450	Math for Elementary & Middle School Teachers	3
ECE 570	Internship in Early Childhood Education Pre-Primary Setting	3
CIL 531	Cross-Cultural Education	3

Elementary Education

Course#	Course Name	Semester Hours
ELE 577	Teaching and Learning in Context	1
FND 510	Social Justice Perspectives on the History and Philosophy of Education	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities*	3
MHE 450	Mathematics for Elementary and Middle School Teachers	3
EPS 511	Human Learning and Development in Instructional Contexts	2
CIL 505	Methods of Teaching English as a Second Language	3
ELE 587	Resident Teacher Practicum	3
RLL 538	Methods of Literacy I: K-4th Methods	2
MHE 480B	Methods of Teaching Elementary Mathematics	2
RLR 550	Teaching Comprehension and Content Literacy: Gr 1 – 6	2
CIS 480	Methods of Teaching Social Studies	2
SCE 480B	Methods of Teaching Science	2
ELE 545	Methods of Teaching Arts	1
ELE 547	Methods of Teaching PE and Health	1
ELE 597	Residency Teacher Student Teaching	6

Middle Grade Education

Course#	Course Name	Semester Hours
MGE 577	Teaching and Learning in Context	1
FND 510	Social Justice Perspectives on the History and Philosophy of Education	2
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
MGE 501	Introduction to Middle Grades Education	3
EPS 511	Human Learning and Development in Instructional Contexts	2
CIL 505	Methods of Teaching English as a Second Language	3
MGE 587	Resident Teacher Practicum	3
MGE 510	Methods of Teaching Middle Grades Science	3
MGE 512	Methods of Teaching Middle Grades English/Language Arts	
MGE 514	Methods of Teaching Middle Grades Science	
MGE 518	Methods of Teaching Middle Grades Social Studies	
MGE 509	Integrated Curriculum in Middle Grades	3
MGE 507	Voices and Choices in Middle Grade Education	2
MGE 520	Methods of Teaching Content Literacy in Middle Grades	2
MGE 597	Residency Teacher Student Teaching	6

Additional Coursework Leading to an Endorsement

After completing the NLU/Residency MAT program, residents can continue to build their skills and advance in the teaching profession by completing endorsement coursework with NLU. Please talk to your NLU Academic Advisor for more information.

English as a Second Language Endorsement (ESL)

Course#	Course Name	Semester Hours
CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505^	Methods and Materials for Teaching English as a Second Language	3
CIL 510	Assessment of ESL and Bilingual Educators	3
CIL 531^	Cross-Cultural Education	3
<i>Choose One (Linguistics Requirement)</i>		
CIL 501	Introduction to Linguistics for TESOL	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Students	
<i>Choose One (Elective)</i>		
CIL 512	Literacy in a New Language	3
CIL 532	Technology for Linguistically and Culturally Diverse Students	

ESL/Bilingual Education Endorsement (ESL/BIL)

Course#	Course Name	Semester Hours
CIL 500	Foundations of ESL and Bilingual Education	3
CIL 505^	Methods and Materials for Teaching English as a Second Language	3
CIL 506	Methods and Materials for Teacher Bilingual Educators	3
CIL 510	Assessment of ESL and Bilingual Educators	3
CIL 531^	Cross-Cultural Education	3
<i>Choose One (Linguistics Requirement)</i>		
CIL 501	Introduction to Linguistics for TESOL	3
CIL 511	Family Literacy for Linguistically and Culturally Diverse Students	
CIL 512	Literacy in a New Language	
CIL 532	Technology for Linguistically and Culturally Diverse Students	

^CIL 531 is offered as part of the Early Childhood Education Residency program and CIL 505 for the Elementary Education Residency program and can be counted toward the ESL or BIL/ESL endorsement requirements as well.

Learning Behavior Specialist Endorsement (LBS I)

Course#	Course Name	Semester Hours
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
SPE 506	Frameworks, Perspectives, and Collaboration in Special Education	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE 527	Differentiated and Individualized Curriculum and Instruction	3

**SPE 500 is offered as part of the Early Childhood, Elementary, and Middle Grades program and can be counted toward the LBS I endorsement requirements as well.*

Early Childhood Special Education Approval (Birth to Age 5)

Course#	Course Name	Semester Hours
SPE 510	Early Childhood Special Education Language Development and Challenges	2
SPE 532	Early Childhood Special Education Curriculum, Instruction and Methods	3
SPE 533	Early Childhood Special Education Diagnostic Assessment	3
SPE 534	Early Childhood Special Education--Collaboration, Family and Community	3

The National College of Education also offers endorsements and pathways for the following endorsement areas:

- Reading Teacher
- Reading Specialist
- Teacher Leader
- Director of Special Education
- Subsequent Teaching Endorsements (Early Childhood, Elementary, Middle Grades, Secondary, and Special Education) – to add another grade band to your IL license

INFORMATION ABOUT NLU/RESIDENCY MAT COURSEWORK

GRADES OF “C” OR BELOW IN NLU COURSES

Due to the accelerated nature of the NLU/Residency MAT coursework, grades are an important factor in a resident’s ability to continue in the program. When a resident receives a grade below a B in any course, the NLU/Residency MAT Program Coordinator will be contacted by the NLU instructor. If remediation is not an option or is not possible due to the time frame or other factors, the resident may need to be released from the NLU/ Residency program.

Residents who receive a grade of C in the following classes will not be permitted to enroll in additional NLU/Residency coursework or field experiences:

- ECE 570 or 587
- ELE 577, 587, or 597
- MGE 577, 587, or 597

Residents must contact the M.A.T/Residency Program Coordinator to determine their future in the college and possibility of entry into a traditional MAT program. A grade of ‘D or F’ indicates that a resident cannot continue in the MAT/ Residency program and the resident would not be eligible to enter the traditional MAT program. This decision would be communicated to all MAT/Residency Program faculty and the Registrar’s Office.

If a grade below a “B” is received in any methods or other NLU course, residents are required to schedule a meeting with the NLU/Residency Program Coordinator. Residents may invite any instructors who can contribute information to the record in order to provide evidence that residents are ready to continue in the MAT/ Residency program. Residents may be required to retake a methods class or take an advanced methods class before continuing on in the program. A grade of ‘D or F’ in a methods course indicates that a resident cannot continue in the MAT/ Residency program.

For all other coursework, grades below a “C” are not accepted for licensure.

A resident must maintain a grade point average of 3.0 or above to continue in the NLU/ Residency MAT program. If the GPA falls below 3.0 the resident may be released, pending a conversation with the MAT/ Residency Program Coordinator.

WAIVER OF OBSERVATION HOURS

Due to the nature of the year-round Residency, observation hours required for coursework may be waived at the discretion of the NLU instructor.

FACULTY LIAISON/SUPERVISION

Feedback and support are important components of the NLU/ Residency experience. Supervision in the NLU/Residency program involves NLU University Faculty Liaisons (UFL) or Residency Field Coach (RFC). These individuals provide a link from the classroom experience of the resident to the university instructors and their feedback contributes to the grade of these courses. The following NLU classes will have supervision from NLU as part of the coursework:

- ECE 570 and 587
- ELE 587 and 597
- MGE 587 and 597

LICENSURE

Licensure Tests

All residents applying for Illinois licensure need to pass various tests in order to be eligible for an Illinois PEL. **It is the resident's responsibility to register for these tests and to make sure the tests are taken at the appropriate time in the program.** Contact the Illinois Licensure Testing System (ILTS) at (800) 239-8107 or go to <http://www.il.nesinc.com/> for more information including study guides, registration, and test dates. Questions about specific tests should be directed to the NLU/Residency Academic Advisor. **ISBE regulations subject to change.**

As of June 1, 2019 the required tests for all NLU Residency programs are:

- **Basic Skills Test:** Residents are required to pass a Basic Skills Test prior to admission. ISBE currently requires that the Test of Academic Proficiency (TAP) or an ISBE-approved equivalency, ACT or SAT, must be passed by the term prior to student teaching.**

*** The ISBE requirement of passing a Basic Skills Test as part of any Teacher Preparation program, including the NLU Residency MAT program, is currently under review by the Illinois Legislature. If you were conditionally admitted into the 2019 NLU Residency Program without having passed a Basic Skills Test prior to admission, check with your NLU Academic Advisor on updates to the current ISBE policy as you may be required to pass the TAP, ACT, or SAT prior to the end of Summer term.*

- **Content-Area Test 206 for Early Childhood** – A passing score on all four of the Early Childhood Content Tests must be passed before the start of the winter term.
OR
Content-Area Test 197-200 for Elementary Grades – A passing score on all four of the Elementary Content Tests must be passed before the start of the winter term.
OR
Content-Area Test for Middle Grades 201, 202, or 203 (depending on content area) – A passing score on the appropriate Content Test must be passed before the start of the winter term.
- **edTPA** – A passing score of 41 for the 2019-20 academic year is required in order to receive an initial license with the State of Illinois. This assessment will be completed within NLU coursework.

edTPA AND LICENSURE

edTPA Requirements for All Residents Seeking Initial Licensure in the State of Illinois

As of September 1, 2015, the Illinois School Code requires that all residents for licensure will have to pass the edTPA in order to complete their teacher preparation programs and apply for licensure. What this means is that all residents applying for initial licensure will need to provide evidence of having passed the edTPA beginning fall, 2015 before they will receive a license. The edTPA is only required for initial licensure in Illinois. Once a resident already holds a Professional Educator License, the edTPA will not be required for subsequent endorsements.

The edTPA includes three major components: Planning, Instruction and Assessment. In the Planning Task, residents include an instructional context, lesson plans, instructional materials, and a Planning Commentary. In the Instruction Task, there is a video component and an Instruction Commentary. In the Assessment Task there is an analysis of student work, examples of feedback to students, and an Assessment Commentary. A major component of the edTPA is also academic language.

Evidence of a resident's ability to teach is drawn from a learning segment of 3-5 lessons from a unit of instruction taught to one class of students or to a focus student (SPE) during the student teaching term. There are different handbooks, tasks, and templates for the various content areas; however, they share a very similar structure. The specific handbook should align with the individual's student teaching placement.

All edTPA portfolios will be submitted to Pearson for scoring during Student Teaching Seminar. Pearson, ISBE's testing partner, is responsible for the assessment of the edTPA. Pearson trains evaluators to review the assessments. Evaluators are comprised of university faculty and K-12 educators who are subject matter experts. Scores are valid for five years. The cost of submitting and scoring the edTPA to Pearson is \$300. This cost will be added as an NLU fee, making it eligible for financial aid. There will be additional costs for residents who do not pass the edTPA on the first submission. Program faculty will work closely with residents to develop a plan to support residents who do not pass the first time.

Pearson requires that before you record your classroom instruction, residents must obtain the appropriate permissions from the parents/guardians of all students and adults who appear in the video. These forms will be available from your NLU instructors and are not submitted with the edTPA. However, residents need to be able to produce permissions if requested after submission.

NLU residents will be supported throughout their specific program in order to be prepared for this assessment. NLU resident support is available at www.nl.edu/edtpa. Support from SCALE and Pearson can be found at <http://edtpa.aacte.org/>.

According to the Illinois State Board of Education policy, residents who do not achieve a passing score on the edTPA will not be eligible for licensure in Illinois. Therefore, residents who do not achieve a passing score on the edTPA will need to participate in remediation. Conditions for resubmission will be determined by the score and to reduce the likelihood of a resubmission, there are many things the resident should do. These include:

- Review SCALE's *Making Good Choices* Handbook
- Address carefully every point in the commentary prompts
- Provide evidence that is directly related to the criteria in the rubrics
- Video every lesson in your teaching episode

- Collect a rich sampling of student work during your teaching episode

There will be additional fees charged by Pearson for partial (\$100) or full (\$300) edTPA retakes. This fee is included in NLU fees during term residents take ECE 587, ELE 597, or MGE 597.

edTPA stands for “educative” Teacher Performance Assessment. The edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" The edTPA is designed to measure teacher candidate effectiveness in the classroom by focusing on student learning

To qualify for the Professional Educator License (PEL) in the State of Illinois, candidates must pass the edTPA assessment. Residents can find resources which provide information about the performance assessment required for licensure at the edTPA website on the [ELE Tools Page](#). Residents will receive access to edTPA handbooks and templates from their practicum and/or student teaching seminar leaders.

During the 2019-2020 academic year, the passing score for candidates seeking initial licensure in Illinois is a composite score of 41. The Illinois State Board of Education (ISBE) does not have any other conditions, such as a minimum score on each task.

Preparing for edTPA

In order to be successful with the edTPA, there are many things the candidate should do. These include:

- Review SCALE’s *Making Good Choices* Handbook (access provided during Practicum/Student Teaching courses)
- Address carefully every point in the commentary prompts
- Provide evidence that is directly related to the criteria in the rubrics
- Video every lesson in the teaching episode
- Collect a rich sampling of student work during the teaching episode.

edTPA Remediation

According to the Illinois State Board of Education policy, candidates who do not achieve a passing score on the edTPA will not be eligible for licensure in Illinois. Candidates without a passing score will receive an email from the edTPA Coordinator advising them of the process to appeal or to request remediation. This process will begin with a meeting with the edTPA Coordinator to discuss options and next steps. NLU Teacher Preparation faculty will assist candidates in their re-take efforts.

Conditions for a re-take will be determined by the score and feedback received on the official score report from Pearson. Conditions for a re-take may include re-submitting specified edTPA tasks, taking additional coursework, and/or completing a new student teaching experience.

If the candidate chooses to resubmit the required edTPA tasks, the candidate and edTPA coordinator will meet and discuss the kind of remediation required. An [edTPA Candidate Support Plan](#) is completed. Since the edTPA resubmission may require additional coursework and support, various fees may apply.

Depending on the tasks required for resubmission, the remediation process may include all or part of the following:

- Analysis and rewriting of original submission
- Readings/resources in targeted task(s)
- Placement in school setting (if needed)
- Creation and submission of identified tasks for official scoring

Application for Licensure

The application for the initial Professional Educator License is completed during the spring term in ECE 587, ELE 597 or MGE 597 seminar. Residents need to have official transcripts on file at NLU documenting all general education requirements and all professional education requirements. The applications are submitted online to the Licensure Office via the residents' NLU Portal account. Complete the "Request for Professional Educator License, Endorsement or Approval" electronic form at the Student Services tab. For a full description of the licensure process, please use the link <http://www.nl.edu/t4/certifications/certificationform/>. **Upon receipt of the applications, the Licensure Office will hold the applications pending the submission of grades for student teaching.**

Upon receipt of final grades, the Licensure Office reviews the request for license and recommends the applicants for entitlement with ISBE once all requirements are met. Follow up directions will be sent to the applicants on how to finalize the license with ISBE. ISBE requires e-transcripts be submitted for their files. Please order and have e-transcripts sent directly from NLU to ISBE at transcripts@isbe.net.

The timeline for this process varies depending on several factors including the number of applications and the accuracy of the applications. The Licensure Office will contact residents promptly if there are errors in the application or if additional paperwork is needed. The licensure process can take anywhere from 3-6 weeks on average. **ISBE has the right to change licensure requirements at any time.**

DIPLOMAS AND GRADUATION

While residents are integrating theory and practice, learning to teach, and preparing to enter the teaching profession, there are some other tasks they need to attend to regarding NLU graduation and issuance of a diploma. All residents must apply to graduate and receive their diplomas. Diploma applications are available at <http://www.nl.edu/registrar> (click on link to "Degrees and Licensure"). The "Diploma and Degree Finalization Form" should be filled out during the winter term.

Commencement ceremonies are held once a year in June. Residents are eligible to participate in the ceremony if they have completed their programs or will complete all degree requirements by the end of August. Participation in the commencement ceremony does not confirm graduation. Graduation is dependent upon completion of all degree requirements.

Additions to All NLU RESIDENCY Syllabi

Attendance

Attendance is important to the accomplishment of university curriculum objectives. Regular attendance, active participation and preparedness in all classes and seminars are required. In order for the absence to be excused, residents must contact the instructor in writing (email) and if possible, in advance of the seminar or class being missed, and an alternate assignment will be required based on the instructor's policy. . Instructors may also have additional attendance policies added to their syllabus.

Please note:

- An unexcused absence may result in a lowering of the final grade.
- A personal day from your site is not an excused absence from NLU coursework.
- Residents will need to take a personal day from AUSL if they miss their NLU course.
- Any absence that is not an emergency needs to be preapproved in advance of the seminar in order to be considered excused
- **Residents who miss more than one class or seminar may not be able to fulfill the requirements for passing the course and may have to withdraw.**

Classroom Expectations

The cohort model is an intentional construction of a learning group for a desired outcome. As part of a cohort, the expectation is that residents take part in group assignments and projects, build a sense of support and community, and contribute intellectually to the growth of the group as well as the individual. Dissent and discontent can happen in a cohort but they should be managed respectfully and professionally. This expectation of civility, respect, and involvement includes outside of classroom behaviors and online interactions.

It is the expectation that all residents are acting in a professional manner in class. Professional expectations include following the class attendance policy, arriving on time and prepared for class, arriving back to class on time for breaks, completing and submitting assignments on time, showing respect for classmates, teachers, and others, contributing to class discussions, and demonstrating effective communication skills (written and oral).

If there are issues with professional expectations, the instructor will set up a meeting with the resident. If a plan for improvement in the areas of concern needs to be put in place, a plan to address these concerns and expected outcomes will be documented in writing. A copy will be sent to the resident's NLU email and to the NLU Residency Program Coordinator.

Coursework

Assignments are due on time, and collegiate quality of written work is expected. Considerations for late submissions should be arranged in advance with the instructor and may not receive full credit without prior consent of the instructors. Professional writing is required in graduate school, and the expectation is that all work must be grammatically and mechanically correct. In addition, instructors may place additional requirements on coursework. Residents will be notified as soon as possible if performance on any of the classroom expectations needs improvement or falls below the passing level. Instructors may also have additional late work policies added to their syllabus.

In-Progress Grades

Due to the accelerated nature of the Residency program, In-Progress grades are highly discouraged. In instances of actual emergency an In-Progress grade may be appropriate after a conversation with your instructor and program coordinator, but receiving an In-Progress grade should be avoided. Furthermore, an In-Progress grade can only be given if 75% of the work of the course is completed, and will be by the discretion of the Instructor. This is not a traditional program and courses cannot be dropped and completed later without impacting your degree and licensure status.

Online and Blended Course Attendance

Blended or online courses have start and stop dates just like a regular face-to-face class, with regular due dates and other deadlines. Grades can be impacted for not meeting deadlines.

NLU RESIDENCY Writing Expectations

Graduate level writing is expected on all assignments. The rubric below will be used for all written work submitted. Instructors reserve the right to assign a portion of the grade to writing, and may also refuse to accept any assignment that does not meet the writing expectations. In this case the

resident will need to revise before submitting the assignment for a grade. Residents who exhibit writing deficiencies will be supported through the Writing Support Process and support will be documented on the Student Support Plan. Support will be coordinated by the course instructor, program coordinator, and NLU’s Learning Support staff.

Writing Support Process

	Meets	Partially Meets	Doesn’t Meet
Graduate Writing Expectation	Free or nearly free of writing errors: spelling, punctuation, capitalization, verb tenses	Contains occasional errors – likely careless and not carefully proofread	Contains many errors; errors interfere with meaning or flow of text
Action to be taken	None	After 2 papers have been submitted that need revision in a course, a meeting with the instructor will be required.	Papers in this category will require a meeting with the instructor to determine next step.
Support	None	Meet with instructor to discuss writing competencies. Student referred to Learning Support. Document results of meeting and copy Program Coordinator	Meeting with instructor to decide plan for remediation. Student referred to Learning Support. Document results of meeting and copy Program Coordinator

Email

Instructors will send course information to the resident’s NLU email account through the NLU portal. **Residents are responsible for the content of all NLU emails.** It is the residents’ responsibility to forward their NLU email to their PERSONAL OR residency network account. For help with this contact the NLU help desk at 866-813-1177.

In addition, the online course management system, D2L, creates an NLU D2L email for all NLU students. This email can also be forwarded to your personal email.

Cell Phone and Laptop Use

Please mute all cell phones. Laptops or other devices may be used for note taking and for in class projects. **There may be "screen free" times requested by the instructor.** In class texting is discouraged except in extreme circumstances. Refrain from accessing unnecessary online resources during class. If you are using a smartphone, laptop, tablet, or computer in class, it is expected that you are only doing academic work at that time.

EXCEPTIONS TO POLICY

All requests for exceptions to NLU program policies are to be submitted **in writing** to the appropriate NLU/Residency Program Coordinator.

RESIDENT/STUDENT CONCERNS

Concerns regarding the quality of the NLU/ Residency program or fairness of policies should be discussed with the NLU/ Residency Program Coordinator. If the concern remains unresolved and has far reaching effects, contact the Unit Director for the Teacher Preparation Unit. If still unresolved, contact the Director Teacher Preparation

NCE ACADEMIC POLICIES COMMITTEE

The purpose of the NCE Academic Policies Committee is to consider student petitions regarding, but not limited to, the following NLU/NCE policies: admission to graduate study, retention in graduate study, extension of time limitation to complete degree, core course waivers, acceptance of more than nine hours prior to admission, transfer of credit beyond six hours, acceptance of extension or workshop credit beyond the maximum, and grade appeals.

The Committee is composed of representatives of the NCE faculty. Currently it meets on the fourth Wednesday of each month during the academic year. The Committee also meets during summer to address students' requests for exceptions to policies. Online petitions must be received by the Chair of the Committee at least two weeks in advance of the meeting so that there is time to distribute materials to members of the Committee. Students must consult with their assigned academic advisor in order to begin the appeal process. Academic advisors must approve the petition before it is submitted to the NCE Academic Policies Committee. All information and documentation related to the petition must accompany the petition. Advisors have the link to the online *Student Petition to the NCE Academic Policies Committee*. The petition is also available online at www.nl.edu/oar.

If a petition is denied, students have the right to appeal the Committee's decision to the Provost's Office. An appeal to the Provost is not a rehearing of the petition. The purpose of the appeal is to review due process only.

Reentry and Readmission

It is the policy of National Louis University that students who have not registered for a course at NLU for more than one calendar year, but less than five calendar years, will be required to submit a re-entry form to the Office of the Registrar prior to registering for classes. If students have not registered for a course at NLU for more than five years, they are required to apply for readmission. Forms can be found at www.nl.edu/oar.

Consistent with the existing re-entry policy, students will be subject to the degree requirements in effect at the time of re-entry.

Student Concerns

Concerns regarding the quality of the MAT program or fairness of policies should be discussed with the academic advisor. If the concern remains unresolved and/or has far reaching effects, contact the Director of Teacher Preparation directly.

RESIDENT SUPPORT PLAN

For the University Classroom

National College of Education

It is the expectation that all residents are acting in a professional manner in class. Professional expectations include following the class attendance policy, arriving on time and prepared for class; arriving back to class on time from breaks; completing and submitting assignments on time; showing respect for classmates, teachers, and others; contributing to class discussions; and demonstrating effective communication skills (written and oral).

If there are issues with professional expectations, the instructor will schedule a meeting with the resident to discuss the concerns. If the concerns persist, a plan for improvement will be put in place. The following steps will be taken:

1. Instructor Intervention

A specific, written Resident Support Plan will be developed by the instructor and resident that clarifies the nature of the concern[s] and the agreed upon outcome[s]. The instructor then sends the completed support plan to the program chair and the resident. Most difficulties can be resolved at this level through open and professional levels of communication.

2. Program Chair Intervention

If the matter remains unresolved, intensifies, or is not able to be resolved at the classroom level, either the instructor or the resident calls for a meeting. At this meeting, the instructor, resident, program chair and academic advisor will discuss the concern[s] and review relevant information and documentation. The support plan will be revised as needed and posted online for all parties (including the Residency Coordinator and/or Director).

3. TP School Director Intervention

In the unlikely event that the problem remains unresolved, the NCE School Director will meet with the instructor, resident, and university ombudsman to determine further action.

RESIDENT SUPPORT PLAN
For the University Classroom

National College of Education

Today's Date_____

Resident Full Name_____ Program _____

Resident NLU ID #_____ Course # _____

Initiated by _____

Brief description of the nature of the concerns
Agreed upon solution
Timeline for implementation

Signatures as required at Step Level	1	2	3
Resident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resident Coordinator or Director		<input type="checkbox"/>	<input type="checkbox"/>
NCE School Director			<input type="checkbox"/>

RESIDENT SUPPORT PLAN

for Field Experiences

For Residents experiencing difficulties at a placement site

When difficulties arise at placement site, the resident will meet with the Faculty Liaison/Supervisor/Field Coach, faculty member and/or Mentor Teacher to discuss the concerns. This meeting may be initiated at the request of a faculty member, resident, Mentor Teacher, the Faculty Liaison/Supervisor/Field Coach, the seminar leader, a Residency Administrator from the partner organization/district, and/or the school principal. This process is used to openly discuss any concern[s], provide assistance, and facilitate a decision regarding the concern[s]. A written Resident Support Plan will be created to reflect the results of the meeting. *A letter from Residency Administration from the partner organization/district may serve as the Student Support Plan.*

Please Note: If a resident is released from the NLU/Residency program, see section titled **RESIDENTS RELEASED OR RESIGNING FROM RESIDENCY**

Step 1: Classroom Level

A specific, written Resident Support Plan will be developed by the seminar leader and/or course instructor, after consultation with the Residency Coordinator, to clarify the nature of the concern[s], the agreed upon outcome[s], and the timeline for implementation. Most difficulties can be resolved at the classroom level through open and professional levels of communication. A copy of the written Student Support Plan is submitted to the academic advisor, seminar leader and/or course instructor, the Residency Director and the Director of Teacher Preparation. The Student Support Plan becomes part of the student's NCE record.

Step 2: School Level

If the matter remains unresolved, intensifies, or is not able to be resolved without intervention from the partner organization/district or university, the Faculty Liaison/Supervisor/Field Coach, a Residency Administrator from the partner organization/district and/or Mentor Teacher, the resident and seminar leader or course instructor will meet to discuss the concern[s] and review relevant information and documentation. In some cases, the principal may also be involved. Prior to a decision being made regarding continuation in the current placement, an additional observer [the seminar leader and/or course instructor, Residency Director, or a different NLU supervisor] may be asked to complete an observation to contribute to the record. One of the following options will then be made regarding continuation in the current placement:

Option A – The resident will continue in the current placement.

A *new* written Resident Support Plan will be developed that outlines the continued concern[s], the agreed upon outcome[s], and the timeline for implementation. The impact of the problem[s] on the grade for the field experience will be discussed and documented in writing by the seminar leader and/or course instructor. The seminar leader and/or course instructor will inform the Residency Coordinator about the concerns raised and will send a copy of all written documentation. The Residency Director, Director of Teacher Preparation and Academic Advisor will receive a copy of the Resident Support Plan.

Option B – The resident will be removed from the current placement and residency.

If the matter warrants a change in placement or other action, the matter is referred to the Residency Coordinator and/or Director and moves to Step 3. The Residency Coordinator will notify the Academic Advisor, Residency Director, and the Director of Teacher Preparation in writing of the resident's removal from the residency.

Step 3: Program Level

When a resident has been removed from the residency, the matter is referred to the Residency Coordinator and Residency Director. The resident will meet with the Residency Coordinator and Residency Director to discuss the concern[s], relevant information, and all documentation. This discussion must occur within 5 to 10 business days of the notification of removal by Residency Coordinator. A decision will be made regarding the options available to resident. The resident will be notified of the program level decision in writing within 5 business days after the meeting. The Residency Coordinator will also notify the Academic Advisor, the Director of Teacher Preparation, Residency Director, the Director of Field Experiences, and the dean's office of the decision in writing. One of the following options will be followed:

Option A – If the partner organization indicates that there were special conditions, circumstances, or situations that may have encumbered the resident, the resident may apply to the Traditional MAT Program.

If the resident is eligible to apply for acceptance into the traditional program, the resident must fill out the **NLU/Residency Request to be Admitted to Traditional Program** form and send it via email to the Residency Coordinator and Residency Director.

Option B – If it is the combined judgment of the university Faculty Liaison/Supervisor/Field Coach, the seminar leader and/or course instructor, , the Residency Coordinator and Residency Director that the resident is unable to assume the roles and responsibilities of a classroom teacher, the resident will not be assigned another placement. The resident will be required to withdraw from the residency and will be advised to reconsider career goals. Due to this decision, resident is automatically ineligible for program continuation and progress towards licensure is also terminated.

Step 4 – College Level

Residents who wish to appeal the decision at Step 3 must submit a petition to the NCE Academic Policies Committee within 15 business days of the receipt of the written decision. Teacher residents must contact their academic advisor for assistance in submitting the petition.

RESIDENTS APPROVED TO APPLY TO THE TRADITIONAL PROGRAM

When an MAT resident chooses to leave Residency, or if a resident is released from the Residency program by the university or partner organization/district, there is not an automatic transfer into a traditional NLU program. When a resident is released by Residency, the HR Director or other Residency Administrator from the partner organization/district will send a letter to the resident and the NLU Residency Program Coordinator and Director. This letter will detail the reasons for dismissal.

Residents who are approved to enter a traditional program may be subject to additional admission requirements such as deficiency coursework, tests, and minimum GPA. Additional coursework and testing may also be required for licensure and for the degree. See the appropriate handbook supplement for details.

It is important to note that this process may take up to several weeks. A decision will be communicated to the resident within 30 days of receipt of this form by the Residency Director.

If the resident is accepted into a traditional NLU program, they should set up a meeting with the appropriate Program Coordinator and Academic Advisor to review courses, fill out the application for a program change, determine necessary coursework, and fill out the applications for placement if appropriate.

Placements may take up to two terms to confirm, therefore residents should not expect to transition to the traditional program immediately.

Once released from a Residency program, the resident is no longer registered for any existing or remaining NLU coursework. It is the responsibility of the resident to drop all courses. Failure to do so could result in failing grades posted or additional fees charged.

NLU/RESIDENCY STUDENT SUPPORT PLAN

Date _____

Resident Name _____

NLU/Residency MAT Program (mark one) ECE ____ ELE ____ MGE ____

NLU ID # _____ Course # _____

School _____ Grade Level _____

Initiated by _____ Role _____

Attach written documentation.

Brief description of the nature of the concerns
Agreed upon solution
Timeline for implementation
Grade Implication (if appropriate):

Signatures (as appropriate)
Resident
Mentor Teacher
NLU Faculty Liaison
NLU Instructor
Residency Administrator
NLU/ Residency Program Coordinator/Director
Residency Partner Director

Copy to Faculty Liaison/Residency Supervisor, NLU Residency Program Coordinator/Director,
Residency Partner Director



NLU/Residency Release
Request to be Admitted to Traditional NLU/MAT Program

Resident Full Name _____
Resident NLU ID# _____
NLU Contact Name _____
Residency Administrator Name _____
(from Partner Organization/District)

Date of release from Residency Program (DD/MM/YY) _____
Voluntary Release (Yes or No) _____

Date NLU/ Residency Release Form received by Program Coordinator/Director: _____

The NLU/Residency Resident should respond to the following questions. Please provide complete answers and details when appropriate. Consider why you should be allowed to enter the traditional program.

To which NLU traditional program are you planning to apply? _____

Why did you leave the Residency Program? Please give detailed reason(s).

Why do you believe you can successfully complete a traditional program? Please address any concerns that were documented in the Residency Release Letter.

Responses should be sent via email to the NLU/Residency Program Coordinator.

NLU/Residency Release Checklist - The following items need to be received by the Program Coordinator/Director:

- _____ NLU/Residency Release form completed by Resident
- _____ NLU/ Residency Release form completed by Residency Administrator from partner organization/district (Requested by Residency Coordinator or Director)
- _____ Copies of NLU Competency Appraisals from Mentor Teacher and University Liaison (if appropriate)
- _____ Copy of Release Letter from Residency

Once approved for admittance into the Traditional NCE Program, the following are required:

- _____ Program Change Form
- _____ Updated General Education Assessment (only)
- _____ Application for Practicum II/ Student Teaching Note: this application is due at least 2 terms in advance. (ELE students only)

It is the responsibility of the resident to withdraw in writing from NLU coursework. Information about withdrawing can be obtained at www.nl.edu/oar.