

COUNCIL ON GRADUATE STUDIES

Meeting Agenda

January 23, 2024

1. Minutes

- a. Approval of the 120523 meeting minutes

2. Communication

- a. Minutes of College of Liberal Arts and Sciences December 5, 2023 Curriculum Committee Meeting

3. Items to be Added to the Agenda

- a. Graduate Catalog Revision: Academic Warning verbiage change

4. Items to be Acted Upon

- a. **24-23** MAT ELE Program Proposal & MAT ELE Creation Considerations
- b. **24-25** ELE 5005 Developmental-Diagnostic Reading (New Course)
- c. **24-26** ELE 5007 Assessment (New Course)
- d. **24-27** ELE 5003 Child Family Dev (New Course)
- e. **24-28** ELE 5004 Pedagogy (New Course)
- f. **24-29** STG 5008 Residency 1. (New Course)
- g. **24-30** STG 5009 Residency 2 (New Course)
- h. **24-31** ELE 5006 Curriculum in the Content Areas (New Course)
- i. **24-32** MS Nutrition Coordinated Grad Program (Including a Study Plan as reference)

5. Items Pending

- a. **None**

6. Other

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC)
- b. Booth Collaborative Advisory Committee
- c. Textbook Rental Advisory

8. Dean's Report

- a. 90 credit hour Bachelor Degrees
- b. Enrollment for SP 2024
- c. Social Media

Council on Graduate Studies Minutes December 5, 2023

The December 5, 2023 hybrid meeting of the Council on Graduate Studies met in 3108 Blair Hall at 2:00 pm.

Members Present: Dr. Bonnie Laughlin-Schultz, Dr. Nikki Hillier, Dr. Alexis Jones, Dr. Chris Laingen, Dr. Farhad Sadeh, Ms. Chavionne Thomas

Members Absent: Dr. Wesley Allan

Staff Present: Interim Dean Dr. Robert Chesnut, Ms. Lana Taylor, Ms. Myra Taylor

Guests Present: Dr. Ryan Burge, Political Science

1. Minutes

The minutes of the November 14, 2023 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

2. Communication

Chair Laughlin-Schultz shared communication (received post-agenda distribution) forwarded to CGS from Interim Provost Dr. Ryan Hendrickson on behalf of the VPPA/President's Council. The policy (effective December 4, 2023), outlined an admission policy update relating to students with felony convictions and/or felony charges. The communication was reviewed by the Council.

- a. **EA-CHHS-24-11** Request to add **PLS 5183** to the accelerated shared coursework listing for the MA in PLS and the MA in PLS w/Public Administration & Public Policy Option
- b. **EA-CLAS-24-12** Change Pre-req for MAT 53351 Topics in Mathematics I "C or better in MAT 3530"
- c. **EA-CLAS-24-13** Change Pre-req for CSM 4985 "C or better in CSM 3560, CSM 3870 & MAT 3701"
- d. **EA-CLAS-24-14** Change Pre-req for CSM 4885 to "C or better in 3870"; move CSM 4885 to Spring offering

Motion to accept all communication items, with EA-CHHS-24-11 pending per the approval of the course's creation in agenda item **24-20**, made by Dr. Jones, seconded by Dr. Laingen. Approved by acclamation.

3. Items to be Added to the Agenda

- a. **24-23** MAT ELE Program Proposal & MAT ELE Creation Considerations
- b. **24-25** ELE 5005 Developmental-Diagnostic Reading (New Course)
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- i. **24-32** MS Nutrition Coordinated Grad Program (Including a Study Plan as reference)

Motion to add items to the January 23, 2024 agenda made by Dr. Hillier, motion seconded by Ms. Thomas. Motion passed by acclamation.

4. Items to be Acted Upon:

- a. **24-18** Revision to Graduate School Policy: Loss of Graduate Degree or Certificate Candidacy

Motion to approve item 24-18 made by Dr. Laingen, motion seconded by Ms. Thomas. Motion approved by roll call vote.

b. 24-19 PLS 5980 Graduate Internship (Course Revision)

Motion to approve item 24-19 made by Dr. Jones, motion seconded by Ms. Hillier. Motion approved by roll call vote.

c. 24-20 PLS 5183 Race and Politics in the United States (New Course)

Motion to approve item 24-20 pending a correction to the effective date (change from 202330 to 202430) made by Dr. Laingen, motion seconded by Dr. Hillier. Motion approved by roll call vote.

- d. 24-21** Revision to the MA in Political Science (Add course, change completion options, change a course title, update catalog listing)
- e. 24-22** Revision to the MA in Political Science: Public Administration/Public Policy Option (Add course, change completion options, change a course title, update catalog listing)

Motion to approve item 24-21, and 24-22 pending correction, made by Dr. Jones. (24-22 requires correction to stated additional coursework hours. Proposal should state 9-12, not 8-12.) Motion seconded by Dr. Hillier. Motion approved by roll call vote.

5. Items Pending: None

6. Other: None

7. Committee Reports

- a. Graduate Student Advisory Council (GSAC):** Ms. Myra Taylor shared the GSAC Committee met for the last meeting of the year on December 1 and had a Christmas party. The group also had 25 students attend a Bowling/Pizza night at Panther Lanes that evening.
- b. Booth Collaborative Advisory Committee:** (Dr. DeRuiter-Willems) No report
- c. Textbook Rental Advisory:** No report

8. Dean's Report

Interim Dean Chesnut shared the Diversifying Higher Education Faculty (DFI) scholarship application is available. Dr. Chesnut asked the members to share information with their departments and with any possible student candidates. Information will be posted on the graduate school competitive awards webpage and on social media.

Motion to adjourn meeting made by Dr. Hillier. Meeting adjourned at 2:31 p.m.

College of Liberal Arts and Sciences Curriculum Committee

November 8, 2023 (Synchronous - Zoom) ELECTRONIC MEETING

Participating Members: Sanghoon Kang, BIO; Steven Pellizzeri, CHM; Linda Ghent, ECN; Chris Wixson, ENG; Chris Laingen, GEO; Aura Jirau Arroyo, HIS; Greg Cooper, SCJ-JOU; Andrew Parrish, MCS; Liza Meyers, MUS; Teresa Britton, PHI; Robert Strausbaugh, PHY; Jeff Ashley, PLS; Jerry Zhu, PSY; Carlos Amaya, WLC; Dayden Gardner, Student Member (Arts & Humanities); Taeveon Gaines, Student Member (Sciences); Interim Associate Dean Mike Cornebise, ex-officio; Interim Associate Dean Chris Mitchell, ex-officio; Angie Cawthon, recorder

Members not Participating: Chris Kahler, ART; Chigozirim Sodeke, SCJ-CMN; Caitlin Lynch, SOC; Nick Shaw, THA

Guests: Melinda Mueller, PLS; Kristin Routt, WLC

Chair Parrish called the meeting to order at 3:00 pm.

I. Minutes

On the motion of Ghent and the second of Wixson, the CLASCC minutes of October 18, 2023 (Synchronous electronic meeting), were approved.

II. Executive Actions

The following Executive Actions were approved:

24.05E From PLS— Add PLS 5183 to PLS Accelerated Graduate Program*

* This was approved following Item 24.11 below.

III. Items Acted On

24.09 LAS 2500G, “Introduction to Latin American Studies” (New Course)

Motion made (Jirau Arroyo) and seconded (Cooper) to consider. Carlos Amaya presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (15-0)

Jerry Zhu entered the meeting at 3:09 pm.

Melinda Mueller and Kristin Routt entered the meeting at 3:10 pm.

24.10 LAS 2501G, “Introduction to Latinx Studies” (New Course)

Motion made (Britton) and seconded (Ghent) to consider. Kristin Routt presented the proposal and answered questions from the committee. Following discussion, the proposal was approved as submitted. (15-0-1)

24.11 PLS 5183, “Race and Politics in the United States” (New Course)

Motion made (Ghent) and seconded (Wixson) to consider. Melinda Mueller presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

24.12 PLS 5980, “Graduate Internship” (Revised Course)

Motion made (Pellizzeri) and seconded (Britton) to consider. Melinda Mueller presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

24.13 MA in Political Science (Revised Program)

Motion made (Cooper) and seconded (Gardner) to consider. Melinda Mueller presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

24.14 MA in Political Science, Option in Public Administration/Public Policy (Revised Program)

Motion made (Jirau Arroyo) and seconded (Ghent) to consider. Melinda Mueller presented the proposal and answered questions from the committee. Following discussion, the proposal was approved with minor changes. (16-0)

IV. Other Business

None.

V. Adjournment

On the motion of Cooper and the second of Ghent, the meeting was adjourned at 3:31 p.m.

Minutes taken by Angie Cawthon and prepared by Chris Mitchell

Approved by CLASCC: November 29, 2023

Academic Standing for Graduate Degree and Certificate Candidates

CURRENT VERSION

Academic Warning

Graduate degree and certificate candidates are in academic warning when their cumulative GPA is below 3.00 but higher than 2.50. Candidates in academic warning may be afforded the opportunity to raise the cumulative GPA to the required 3.00 during the next semester in which they are enrolled. It is the candidate's responsibility to monitor academic standing. Candidates who fail to make the required progress toward good standing may be notified by the Graduate School when they are in academic warning.

PROPOSED REVISION

Academic Warning

Graduate degree and certificate candidates ~~may be~~ **are** in academic warning when their cumulative GPA is below 3.00 but higher than 2.50. Candidates in academic warning may be afforded the opportunity to raise the cumulative GPA to the required 3.00 during the next semester in which they are enrolled. It is the candidate's responsibility to monitor academic standing. Candidates who fail to make the required progress toward good standing may be notified by the Graduate School when they are in academic warning.

FINAL COPY

Academic Warning

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ELE MAT Creation Considerations

- **Application requirements:**
 - Letter of interest (writing sample)
 - 32 hours in content areas (internally, we can focus on students with the appropriate courses instead of accepting just anyone who hasn't taken quality coursework)
 - 2.65 minimum GPA
- **Timeline:**
 - Summer 2024 - Fall 2024 - Spring 2025
 - Same timeline as SPE MAT
 - Quick, yes. But comparable to other programs in the state of Illinois
- **Grading scales:**
 - 90-100%, 80-89%, etc.
 - The same grading scale as SPE and SED
 - There is one EDF course and one SPE course in the sequence, so we aimed for consistency
- **Content vs. pedagogy delivery:**
 - We can expect a certain level of background knowledge most candidates arrive with
 - During the summer session, students will complete a number of content-related modules to address ISBE requirements and supplement background knowledge in content areas (e.g., Illinois history, algebra)
 - Several courses combine content knowledge and pedagogy (e.g., ELE 5006: Curriculum in the Content Areas, ELE 5007: Assessment in the Content Areas)
- **ELE content test preparation:**
 - Candidates will take the practice test during Summer 2024
 - Candidates will take the real test during Fall 2024
 - Passing candidates will proceed to Spring 2025 residency + coursework
 - Non-passing candidates will proceed to Spring 2025 coursework only (completing their final residency at another time)
- **BS from a “regionally accredited university”:**
 - Dr. Hooser said this is the language we need to use to ensure we get Bachelor's degrees with gen ed requirements completed
- **Upcoming (current?) ISBE requirements (as per IACTE mtg. 10-19-23):**
 - Safety education - worked into residency seminars
 - ESL/bilingual ed - worked into residency seminars, reading course, content course
 - Trauma-informed education - worked into residency seminars and the child development course
 - Literacy plan - incorporated language from the literacy plan into the reading course
- **Professional development requirement:**
 - SPE MAT has no professional development requirement for their MAT
 - SEC MAT has no professional development requirement for their MAT - the rationale being that many of these folks will be full-time employees of their districts (e.g., full-time paras, long-term subs) and will be engaged in PD through their districts

Program Proposal: Master of Arts in Teaching - Elementary Education

Department of Teaching, Learning, and Foundations

Effective Date: Summer 2024, pending IBHE and ISBE approval

Program Mission

The mission of the Master of Arts in Teaching for Elementary Education is to provide an accessible, efficient route to teacher licensure for candidates who possess a qualifying undergraduate or graduate degree from a regionally accredited institution. The online modality caters to the needs of place-bound and nontraditional candidates who want to gain professional credentials without sacrificing their current work roles. The full-year residency enables candidates to select unpaid, paid, or third-party-funded placements in their local communities.

This program is aligned with the Illinois Professional Educator Standards, Illinois' Social and Emotional Learning Standards, Illinois' Culturally Relevant Teaching and Leading Standards, and EIU's Graduate Learning Goals.

Accreditation

Accreditation is consistent with existing initial teacher licensure programs (e.g., through an individual program's Specialized Professional Association). Additionally, the program will be approved by the Illinois Board of Higher Education and the Illinois State Board of Education for initial licensure.

Admission Requirements

To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "Admission to Graduate Degree and Certificate Programs"). Additional requirements include (a) an undergraduate or graduate degree from a regionally accredited institution with a minimum 2.75 GPA; (b) a formal letter of application summarizing the candidate's background, motivation for entering the teaching profession, and experience working in public schools (if any); (c) 32 semester hours combined in language arts, math, science, and social studies coursework; (d) passage of a criminal history background check through the College of Education's designated vendor; and (e) submission of a signed program acceptance letter acknowledging all program requirements.

Degree Audit

The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Works system at the time of degree candidacy. Modifications of the standard EIU Degree Audit are submitted by the Graduate Coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to

review the comprehensive summary of Degree Audit process specified in “Requirements for All Degree and Certificate Candidates” section of the *Graduate Catalog*. Individual programs may require candidates to submit plans of study in addition to the Degree Audit; candidates should consult with the program coordinator.

Degree Requirements

Degree requirements include those outlined for master’s degrees by the Graduate School (see “Requirements for the Master’s Degree”).

Curriculum for the Master of Arts in Teaching - Elementary Education

Total Credits: 36

Required Courses: (Credits: 36 student hours)

- SPE 5002: Characteristics and Legal Issues in Special Education (3 s.h.)
- ELE 5003: Child and Community (3 s.h.)
- ELE 5004: Elementary Pedagogy (3 s.h.)
- ELE 5005: Developmental and Diagnostic Reading (3 s.h.)
- ELE 5006: Curriculum in the Content Areas (3 s.h.)
- ELE 5007: Assessment in the Content Areas (3 s.h.)
- STG 5008: Residency I in Elementary Education (6 s.h.)
- STG 5009: Residency II in Elementary Education (6 s.h.)
- EDU 5520: High Quality Instruction (3 s.h.)
- EDF 5510: Theory to Practice: Social Foundations (3 s.h.)

Concentration and Options

There are no concentrations or options in this program.

Electives

There are no electives in this program.

Thesis, Capstone, Internship

All students must complete a two-semester residency (STG 5008 and STG 5009) for 12 semester hours of credit.

Graduate Assistantships

No graduate assistantships are available or associated with this program.

Elementary MAT Program:
Course Sequence

Summer Session 1 - 4 weeks	<p>SPE 5002: Characteristics and Legal Issues in Special Education (3 s.h.) ELE 5003: Child and Community (3 s.h.)</p> <p>*Practice content test given Week 1 as a diagnostic assessment</p>
Summer Session 2 - 4 weeks	<p>EDF 5510: Theory to Practice: Social Foundations (3 s.h.) ELE 5004: Elementary Pedagogy (3 s.h.)</p> <p>*Modules assigned based on results of diagnostic assessment</p>
Fall	<p>STG 5008: Residency I in Elementary Education (6 s.h.) - 16 weeks</p> <p>ELE 5005: Developmental and Diagnostic Reading (3 s.h.) - 8 weeks EDU 5520: High Quality Instruction (3 s.h.) - 8 weeks</p> <p>*Content test taken</p>
Spring	<p>STG 5009: Residency II in Elementary Education (6 s.h.) - 16 weeks</p> <p>ELE 5006: Curriculum in the Content Areas (3 s.h.) - 8 weeks ELE 5007: Assessment in the Content Areas (3 s.h.) - 8 weeks</p>

*If the ILTS (content test) is not passed in the fall, students cannot proceed to STG 5009 in the spring. However, they can proceed to their other spring coursework.

Robert Klein, Department Chair, Teaching, Learning, and Foundations

Approved 10/30/2023

Teaching, Learning, and Foundations Department Curriculum Committee

Approved 10/30/2023

College of Education Curriculum Committee

Approved 11/06/2023

Council on Graduate Studies

Approved

Council on Teacher Education

Approved

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ELE 5005
3. **Short title:** Reading
4. **Long title:** Developmental & Diagnostic Reading in the Elementary School
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:** This course introduces the progression and acquisition of emergent literacy development to advanced literacy skills in the following areas: concepts of print, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and oracy, in elementary grades, Kdg-6th grade. Students will understand high-quality, evidence literacy practices and the basics of diagnostic assessments, progress monitoring and differentiating instruction for elementary grade levels including English language learners (ELLs).
9. **Course attributes:**

General education component: _____

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. Instructional delivery

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved:

n/a

12. Equivalent course(s): none

a. **Are students allowed to take equivalent course(s) for credit?** Yes No **N/A**

13. Prerequisite(s): Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.

a. **Can prerequisite be taken concurrently?** Yes No **N/A**

b. **Minimum grade required for the prerequisite course(s)?**

c. **Use Banner coding to enforce prerequisite course(s)?** Yes No

d. **Who may waive prerequisite(s)?**

No one Chair Instructor Advisor Other (specify)

14. **Co-requisite(s):** EDF 5520 High Quality Instruction Foundations 2, and ELE 5001 Residency 1
15. **Enrollment restrictions**
- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X May not be repeated May be repeated once with credit
17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 3
18. **Grading methods:** X Standard CR/NC Audit ABC/NC
19. **Special grading provisions:**

 Grade for course will not count in a student's grade point average.

 Grade for course will not count in hours toward graduation.

 Grade for course will be removed from GPA if student already has credit for or is registered in:

 Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee X No Yes, Explain if yes _____

21. Community college transfer:

 A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of ELE MAT Program

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of _____

 Course is used as an elective

2. Rationale for proposal :

This new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. The purpose of ELE 5005 Taken during the fall semester, this course teaches teacher candidates about the developmental progression of reading in children, and assessment/diagnostic tools to use for planning differentiated instruction and monitoring reading growth. These MAT students will enter the fieldwork (observation and practice teaching) part of their program during this fall semester.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: This course is somewhat similar to the current ELE 3280 and ELE 4880 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because it was designed solely for them in mind; this program is an accelerated teacher certification program and is designed to provide pedagogical supports for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. General education assurances (answer N/A if not applicable) – N/A

General education component:

Curriculum:

Instruction:

Assessment:

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: This is a course designed for nontraditional candidates seeking their degrees in elementary education. Because many of the anticipated candidates will be full-time employees of a school district (e.g., paraprofessionals), the online delivery of this coursework is essential to meet the need for flexibility.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ELE 5005: Developmental & Diagnostic Reading in the Elementary School

2. Catalog description

This course is an introduction to the nature of the development of literacy skills and diagnostic assessment tools for effectively planning differentiated reading instruction in the elementary classroom. Topics include: Oracy, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing; Informal (Formative and Summative) Assessments for diagnosing reading needs and monitoring reading growth (progress monitoring); Using analysis to plan instruction and reading interventions; and Using Research based instructional programs and strategies for teaching reading._

3. Learning objectives.

1. Build knowledge of reading processes and instruction by analyzing and synthesizing research, literary, and informational sources. (Graduate Learning Goals 1, 4)
2. Select informal assessments that will yield useful diagnostic data for planning literacy instruction and intervention. (Graduate Learning Goals 1, 2)
3. Analyze data from literacy assessments. (Graduate Learning Goals 1, 2)
4. Apply evidence-based criteria for selecting and/or designing instructional materials for differentiating literacy instruction. (Graduate Learning Goals 1, 2, 3, 4, 5)
5. Plan, implement, and assess literacy lessons considering student diversity. (Graduate Learning Goals 1, 2, 3)
6. Demonstrate knowledge of the unique nature of individuals, recognizing characteristics of culturally pluralistic and at-risk populations, and foster appreciation for those differences. (Graduate Learning Goals 1, 2, 4, 5)

4. Course materials.

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press. <https://www.guilford.com/books/Assessment-for-Reading-Instruction/Stahl-Flanigan-McKenna/9781462541577>

Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (2017). *Comprehensive literacy basics: An anthology by capstone professional*. Capstone.

<https://shop.capstonepub.com/classroom/products/comprehensive-literacy-basics-1/>

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

[https://products.brookespublishing.com/Speech-to-Print-](https://products.brookespublishing.com/Speech-to-Print-P1167.aspx?gclid=CjwKCAiA0syqBhBxEiwAeNx9N800XtXBMIgAtWdmClRcdJsvLX_GQPy7eQ6Ipo_hmNsKWbfQf0fm8RoCG1MQAvD_BwE)

[P1167.aspx?gclid=CjwKCAiA0syqBhBxEiwAeNx9N800XtXBMIgAtWdmClRcdJsvLX_GQPy7eQ6Ipo_hmNsKWbfQf0fm8RoCG1MQAvD_BwE](https://products.brookespublishing.com/Speech-to-Print-P1167.aspx?gclid=CjwKCAiA0syqBhBxEiwAeNx9N800XtXBMIgAtWdmClRcdJsvLX_GQPy7eQ6Ipo_hmNsKWbfQf0fm8RoCG1MQAvD_BwE)

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

<https://products.brookespublishing.com/Speech-to-Print-Workbook-P1180.aspx>

5. Weekly outline of content.

Week 1	Assessment & Interventions to Support Literacy Literacy Assessment <ul style="list-style-type: none">- Universal Screening- Benchmarking- Diagnostic Assessments- Progress Monitoring- Formative & Summative Assessments- State Assessment Multi-Tiered Systems of Support (MTSS) & Response to Intervention (Rti) <ul style="list-style-type: none">- Universal Screening- Tiered Support (Tier 1 – Whole class, Tier 2 – Small Group Interventions, Tier 3 – Small Groups – intensive support)
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	<ul style="list-style-type: none"> - Integrated plans – academic, behavioral, social & emotional - Family Involvement - Progress Monitoring - Evidence-based strategies - Data-Driven Decision Making - Equity & Cultural Responsiveness - Factors impacting reading development: Neurological, physiological, and physical factors, Cognitive factors, Linguistic factors, Sociocultural, social and emotional factors <p>Supporting Text: Chapter 1: Introduction to Reading Assessment Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Chapter 1: Why Study Language? Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Witherell, N. L., & McMackin, M. C. (2017). Intervention: Differentiated instruction with the classroom. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 189-198). Capstone.</p> <p>Supporting Articles: Darling-Hammond, L., & Adamson, F. (2013). The costs and benefits of using tests that help students learn. Stanford, CA: Stanford University: <i>Stanford Center for Opportunity Policy in Education</i>.</p> <p>Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. <i>The Reading Teacher</i>, 70(3), 307-316.</p> <p>Koran, J., & Kopriva, R. J. (2017). Framing appropriate accommodations in terms of individual need: Examining the fit of four approaches to selecting text accommodations of English language learners. <i>Applied Measurement in Education</i>, 30(2), 71-81.</p>
<p>Weeks 2 & 3</p>	<p>Emergent/Early Literacy Characteristics & Development</p> <ul style="list-style-type: none"> - Oral Language and Listening Development - Concepts of Print (Directionality, genres) - Environmental Print - Alphabetic Principle/Recognition - Phonemic Awareness (manipulation of individual phonemes including blending, segmentation, isolation, and substitution) - Phonological Awareness (Identify and manipulate syllables, onset-rime and phonemes) - Story Sense - Writing (Invented spelling & basic grammar) - Emergent literacy skills for English language learners <p>Assessments: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p>

Concept of Word Scale (4.1)
Checklist for Concepts of Print (4.2)
Book-Handling Knowledge Guidelines (4.3)
Alphabet Recognition Chart (4.4)
Tests of Phonological Awareness (4.5)
Hearing and Recording Sounds in Words (4.6)
Modified Emergent Storybook Reading Scale (4.7)
Picture Walk Scoring Guidelines (4.8)
Retelling Evaluation Guidelines (4.9)

The Yopp-Singer Phoneme Segmentation

<https://www.cde.state.co.us/sites/default/files/docs/assessmentresourcebank/ReadingWritingCommunicating/AssessmentReviews/Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1-Assessment.pdf>

Supporting Text:

Chapter 4: Emergent Literacy

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Chapter 2: Phonetics: The Sounds in Speech

Chapter 8 – Structured Language and Literacy Instruction

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

Chapter 2: Phonetics

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

Supporting Articles:

Oral Language Development

Reed, J., & Lee, E. L. (2020). The importance of oral language development in young literacy learners: Children need to be seen and heard. *Dimensions of Early Childhood*, 48(3), 6-9.

Riley, J., & Burrell, A. (2007). Assessing children's oral storytelling in their first year at school. *International Journal of Early Years Education*, 15(2), 181-196.

Tamanna, M., Crossley, S. A., & YouJin, K. (2021). Predictors of English as second language learners' oral proficiency development in a classroom context. *International Journal of Applied Linguistics*, 31(3), 526-548.

Alphabetic Principle

Gehsmann, K. M., & Mesmer, H. A. (2023). The alphabetic principle and concept of word in text: Two priorities for learners in the emergent stage of literacy development. *The Reading Teacher*, 77(2), 156-166.

Phonemic Awareness

Ehri, L. C. (2022). What teachers need to know and do to teach letter-sounds, phonemic awareness, word reading, and phonics. *The Reading Teacher*, 76(1), 53-61.

Rice, M., Erbeli, F., Thompson, C. G., Sallèse, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly*, 57(4), 1259-1289.

Phonological Awareness

Bruck, M., & Genesee, F. (1995). Phonological awareness in young second language learners. *Journal of Child Language*, 22(2), 307-324.

Foy, J. G., & Mann, V. (2001). Does strength of phonological representations predict phonological awareness in preschool children? *Applied Psycholinguistics*, 22(3), 301-325.

Week 4

Word Recognition & Spelling

- Explicit & Systematic Phonics Instruction
- Encoding and Decoding (Letter Sound Relationships)
- Orthographic Mapping
- High Frequency/Sight Words
- Stages of Spelling Development: Emergent, Letter Name-Alphabetic, Within-Word Pattern, Syllables & Affixes, Derivational Relations
- Morphological Analysis – Affixes & Root words

Assessments:

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Z-Test (Form 5.1)

Informal Phonics Inventory (Form 5.2)

Informal Decoding Inventory (5.3)

Fry Sight-Word Inventory (5.4)

Dolch Wordlist (5.5)

Developmental Spelling Analysis (DSA) Screening Inventory (5.6)

Supporting Text:

Chapter 5: Word Recognition and Spelling

Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.). The Guilford Press.

Chapter 3: Phonology: Speech Sounds in Use

Chapter 4: The Structure of English Orthography

	<p>Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Chapter 3: Phonology Chapter 4: The Structure of English Orthography</p> <p>Moats, L. C., & Rosow, B. L. (2020). <i>Speech to print workbook: Language exercises for teachers</i>. Paul H. Brookes Publishing Co.</p> <p>Vaughn, S. (2017). Phonics and word recognition instruction: What elementary teachers need to know. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 37-46). Capstone.</p> <p>Supporting Articles: Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. <i>Scientific Studies of Reading</i>, 18(1), 5-21.</p> <p>Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the national reading panel’s meta-analysis. <i>Review of Educational Research</i>, 71(3), 393-447.</p> <p>Mesmer, H. A. E., & Griffith, P. L. (2005). Everybody’s selling it but what is explicit, systematic phonics instruction? <i>The Reading Teacher</i>, 59(4), 366-376.</p>
<p>Week 5</p>	<p>Vocabulary Development</p> <ul style="list-style-type: none"> - Academic Vocabulary in and out of context - Tier 1, Tier 2, and Tier 3 – Selection process - Morphological Analysis - English language learners and vocabulary background knowledge - Teacher-generated content-specific assessments: multiple choice, true/false, examples & non-examples, writing tasks using academic vocabulary, similarities & differences, responding to vocabulary in context <p>Assessment: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Vocabulary Assessment Measures Teacher Self-Study (Form 7.1)</p> <p>Supporting Text: Chapter 7: Vocabulary Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Chapter 5: Morphology for Reading, Spelling, and Vocabulary Chapter 7: Semantics Moats, L. C. (2020). <i>Speech to print</i>, (3rd ed.). Paul H. Brookes Publishing Co.</p> <p>Chapter 5: Morphology Chapter 7: Semantics Moats, L. C., & Rosow, B. L. (2020). <i>Speech to print workbook: Language exercises for teachers</i>. Paul H. Brookes Publishing Co.</p>

	<p>Supporting Articles: Beck, I., & McKeown, M. G. (2007). Increasing young low-income children’s oral vocabulary repertoires through rich and focused instruction. <i>The Elementary Journal</i>, 107(3), 251-271.</p> <p>Dixon, C., Thomson, J., & Fricke, S. (2020). Evaluation of an explicit vocabulary teaching intervention for children learning English as an additional language in primary school. <i>Child Language Teaching and Therapy</i>, 36(2), 91-1087.</p> <p>Puimège, E., & Peters, E. (2019). Learners’ English vocabulary knowledge prior to formal instruction: The role of learner-related and word-related variables. <i>Language Learning</i>, 69(4), 943-977.</p> <p>Sulistyawati, E., Nugroho, A., & Bram, B. (2021). Morphological teaching strategies to enhance students’ vocabulary knowledge and reading comprehension. <i>Developmental Psychology</i>, 51(4), 179-190.</p> <p>Yoon, H., Pae, S., & Chung, B. J. (2018). The role of vocabulary breadth and depth on reading comprehension in grades 1-4. <i>Communication Sciences & Disorders</i>, 23(2), 519-527.</p>
<p>Week 6</p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> - Listening comprehension - Interacting with text – speaking, reading, writing, and listening - Hone critical thinking skills - Engage in critical analysis of text - Comprehensible Input for English language learners - Approaches to comprehension instruction - questioning, oral retellings, written responses to text, graphic organizers <p>Assessments: Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Sample Cloze Test (8.1) Narrative Retelling Record (8.2) Informational Retelling Record (8.3) San Diego Quick Assessment, Form I (8.4)</p> <p>Supporting Texts: Boyles, N. (2017). The rigor of independent close reading: Teaching students to think deeply – on their own. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 37-46). Capstone.</p> <p>Chapter 8: Comprehension Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Frost, S. (2017). Supporting background knowledge in a comprehensive literacy program. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T.</p>

	<p>(Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 47-56). Capstone.</p> <p>Supporting Articles/Books: Duke, N. K., & Cartwright, K. B. (2021). The science of reading processes: Communicating advances beyond the simple view of reading. <i>Reading Research Quarterly, 56</i>(S1), S25-S44.</p> <p>Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension. <i>The Reading Teacher, 74</i>(6), 663-672.</p> <p>Echevarria, J., & Vogt, M. E. (2017). <i>Making content comprehensible for English learners: The SIOP model (5th ed.)</i>. Pearson.</p>
<p>Week 7</p>	<p>Fluency Development</p> <ul style="list-style-type: none"> - Automaticity: Accurate and Automatic Word Recognition - Prosody and inflection - Endurance and stamina - Instructional approaches - Echo Reading, Choral Reading, Partner Reading, Paired Reading, Buddy Reading, Performances, Recorded Readings,(Reader’s Theaters, Famous Speeches, Poems, Songs) - Curriculum-based Measurement - Oral Reading Norms - Fluency for English language learners <p>Supporting Texts: Chapter 6 – Fluency Dougherty-Stahl, K. A., Flanigan, K., & McKenna, M. C. (2019). <i>Assessment for reading instruction</i>. (4th ed.). The Guilford Press.</p> <p>Young, C., & Rasinski, T. V. (2017). Why reading fluency matters. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). <i>Comprehensive literacy basics: An anthology by capstone professional</i> (pp. 95-104). Capstone.</p> <p>Supporting Articles: Johnston, L. E., Mercer, S. H., & Geres-Smith, R. (2018). Incorporating vocabulary instruction in individual reading fluency interventions with English language learners. <i>Canadian Journal of School Psychology, 33</i>(1), 63-81.</p> <p>Pikulski, J., Vogt, M. E., & Short, D. (2005). Fluency: Bridging between decoding and reading comprehension. <i>The Reading Teacher, 58</i>(6), 510-519.</p>
<p>Week 8</p>	<p>Writing Development</p> <ul style="list-style-type: none"> - Syntax – Sentence Construction - Grammar - Basic Writing Skills – Sentence and paragraph construction - Writing Traits – Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency

**Supporting Texts:**

Chapter 6: Syntax

Moats, L. C. (2020). *Speech to print*, (3rd ed.). Paul H. Brookes Publishing Co.

Chapter 6: Syntax

Moats, L. C., & Rosow, B. L. (2020). *Speech to print workbook: Language exercises for teachers*. Paul H. Brookes Publishing Co.

Wolfe, H. (2017). Writing is back! How to start and maintain the conversation about writing. In Nelson, B. A., Ford, M. P., Boyles, N., Vaughn, S., & Rasinski, T. (Eds.). *Comprehensive literacy basics: An anthology by capstone professional* (pp. 105-114). Capstone.

Supporting Articles:

Collins, J. L., Jaekyung, L., Fox, J. D., & Madigan, T. (2017). Bringing together reading and writing: An experimental study of writing intensive reading comprehension in low-performing urban elementary schools. *Reading Research Quarterly*, 52(3), 311-332.

Graham, S. (2020). The sciences of reading and writing must become more fully integrated. *Reading Research Quarterly*, 55(S1), 332-339.

Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744.

Raooft, S., Jalal, G., & Gharibi, H. (2017). Self-efficacy and its relation to esl writing proficiency and academic disciplines. *International Journal of Applied Linguistics and English Literature*, 6(5), 127-132.

6. Assignments and evaluation, including weights for final course grade.

- Discussion forum/participation (20%)
(Related course learning objectives 1, 6)
 - Quizzes on course readings (20%)
(Related course learning objectives 1, 6)
 - Reading Curriculum Plan including Word Study (Phonemic Awareness/Phonics/Structural Analysis), Fluency, Comprehension/Vocabulary, and Writing. Scaffolding for differentiating instruction. (60%)
 - Planning
 - Implementation
 - Assessment & Reflection
- (Related course learning objectives 2, 3, 4, 5)

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CGS: **COTE:**

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**

2. **Course prefix and number:** ELE 5007: Assessment in the Content Areas
3. **Short title:** Assessment
4. **Long title:** Assessment in the Content Areas
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025
8. **Catalog course description:** This course emphasizes monitoring student learning through data-driven assessment to meet the needs of diverse learners. Students will learn to design assessments in various content areas (e.g., math, science), use these assessments to plan for student learning, and reflect on effective grading practices.
9. **Course attributes:**

General education component: _____

 Cultural diversity Honors Writing centered Writing intensive Writing active

 Department Capstone as Senior Seminar
10. **Instructional delivery**
Type of Course:

 Lecture Lab Lecture/lab combined Independent study/research

 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

 Face to Face Online Synchronous Online Asynchronous Study Abroad

 Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved:**
N/A
12. **Equivalent course(s):** none
a. **Are students allowed to take equivalent course(s) for credit?** Yes No (N/A)
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
a. **Can prerequisite be taken concurrently?** Yes No (N/A)
b. **Minimum grade required for the prerequisite course(s)?** _____
c. **Use Banner coding to enforce prerequisite course(s)?** Yes No
d. **Who may waive prerequisite(s)?**

 No one Chair Instructor Advisor Other (specify)
14. **Co-requisite(s):** ELE 5006, ELE 5002

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** _College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College_

b. **Degrees, colleges, majors, levels, classes which may not take the course:** _everyone else_

16. **Repeat status:** _X_ May not be repeated May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 3

18. **Grading methods:** Standard CR/NC Audit ABC/NC

19. **Special grading provisions:**

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**

Supplemental Materials or Software _____

Course Fee _X_ No Yes, Explain if yes _____

21. **Community college transfer:**

A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. _X_ Course is required for the major(s) of ELE MAT Program

Course is required for the minor(s) of _____

Course is required for the certificate program(s) of _____

Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to basic elements of assessment in the elementary classroom. Taken during their second residency (i.e., fieldwork) experience, this course prepares students to design assessments and to use them to plan effective lessons. Using their content area understandings, students will design, implement, and review student assessments; they will also use research-based practices to give appropriate and effective feedback to students.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This course is somewhat similar to portions of the ELE 4100 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a

graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The co-requisites (their second residency and a curriculum development course) are also taken during the spring term to maximize candidates' use of course content. Being in their residency that semester will allow students to practice what is taught in ELE 5007.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide developmental awareness and family engagement strategies for students with a bachelor's degree.

Writing active, intensive, centered: (N/A)

Capstone as Senior Seminar: (N/A)

4. **General education assurances (answer N/A if not applicable) – (N/A)**

General education component:

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5007: Assessment in the Content Areas

2. Catalog description

This course emphasizes monitoring student learning through data-driven assessment to meet the needs of diverse learners. Students will learn to design assessments in various content areas (e.g., math, science), use these assessments to plan for student learning, and reflect on effective grading practices.

3. Learning objectives.

1. The teacher candidate will design assessments appropriate to various content areas (i.e., reading, writing, math, science, and social studies). (Graduate Learning Goals 1, 2, 4)
2. The teacher candidate will reflect on the assessments currently used in their classrooms and identify their purposes and potential. (Graduate Learning Goals 1, 3, 5)
3. The teacher candidate will review the above content areas in order to identify their own areas of professional development. (Graduate Learning Goals 1, 2, 5)
4. The teacher candidate will analyze and apply assessment data to inform instruction. (Graduate Learning Goals 1, 2, 5)
5. The teacher candidate will use a variety of approaches to analyze the needs of all learners and apply their understanding of RtI and differentiation. (Graduate Learning Goals 1, 2, 4, 5)

Course materials.

- Wormeli, R. (2018). *Fair isn't always equal*. Stenhouse Publishing.
- Colby, R. L. (2017). *Competency-based education: A new architecture for K-12 schooling*. Harvard Education Press.
- Selected articles

4. Weekly outline of content

Weeks 1-2

- Common Core State Standards, NGSS, Illinois SEL Standards
- High-leverage teaching practices – focused on assessment
- Content area (i.e., reading, writing, math, science, social studies) review

Weeks 3-4

- Formative assessment
- Differentiated instruction
- Content area review

Weeks 5-6

- RtI and MTSS
- Minimizing cultural bias in assessment practices
- Competency-based education
- Standards-based grading
- Content area review

Weeks 7-8

- Providing effective feedback
- Analyzing student work for future instruction
- Effective grading practices
- Content area review

5. Assignments and evaluation, including weights for final course grade.

- 3 lesson plans with student-created assessments (15%) – Objectives 1, 3

- Assessment inventory (10%) – Objective 2
- Student work analysis (20%) – Objectives 3, 4
- Discussion forum/participation (15%) – Objectives 2, 4
- Quizzes on course readings (15%) – Objectives 1, 2, 3, 4, 5, 6
- Final exam (25%) – Objectives 1, 2, 3, 4, 5, 6

6. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CGS: **COTE:**

Eastern Illinois University
New/Revised Course Proposal Format
 (Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ELE 5003
3. **Short title:** The Child and Community
4. **Long title:** The Child and Community: Child Development and Family Engagement
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:** This course introduces students to the influences that development (physical, social, emotional, cognitive, linguistic), past experience, economic circumstances, and culture have on the learning process. Along with the child's development, this course addresses best practices for family and community engagement.
9. **Course attributes:**

General education component: _____

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. **Course(s) to be deleted from the catalog once this course is approved:**

N/A

12. **Equivalent course(s):** none

a. **Are students allowed to take equivalent course(s) for credit?** Yes No (N/A)

13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.

a. **Can prerequisite be taken concurrently?** Yes No (N/A)

b. **Minimum grade required for the prerequisite course(s)?** _____

c. **Use Banner coding to enforce prerequisite course(s)?** Yes No

d. **Who may waive prerequisite(s)?**

No one Chair Instructor Advisor Other (specify)

14. **Co-requisite(s):** EDF 5510, SPE 5002, ELE 5004

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** _College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College_

b. **Degrees, colleges, majors, levels, classes which may not take the course:** _everyone else_

16. **Repeat status:** _X_ May not be repeated May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 3

18. **Grading methods:** _X_ Standard CR/NC Audit ABC/NC

19. **Special grading provisions:**

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**

Supplemental Materials or Software _____

Course Fee _X_ No Yes, Explain if yes _____

21. **Community college transfer:**

A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of _____

Course is required for the minor(s) of _____

X Course is required for the certificate program(s) of _ELE MAT Program_

Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to basic elements of teaching in the elementary classroom. Taken during the summer, this course prepares teacher candidates for an awareness of child development and best practices for effective and responsive work with families. This course is offered in the summer term of the MAT program in order to facilitate developmentally appropriate work when students enter their fall semester and begin their first residency (fieldwork) requirements.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This course is somewhat similar to the current ELE 2050 course taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The three co-requisites (a foundations course, a special education course, and a pedagogy course) are also taken during the summer term in order to prepare candidates for their first official residency experience.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide developmental awareness and family engagement strategies for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable) – N/A**

General education component:

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5003: The Child and Community: Child Development and Family Engagement

2. Catalog description

This course is an introduction to the influences that development (physical, social, emotional, cognitive, linguistic), past experience, economic circumstances, and culture have on the learning process. Along with the child's development, this course addresses best practices for family and community engagement.

3. Learning objectives.

1. The teacher candidate will recognize and reflect on how teaching and student learning are influenced by development (physical, social-emotional, cognitive, and linguistic), past experiences (including trauma), prior knowledge, economic circumstances, and issues of diversity. (Graduate Learning Goals 1, 3, 5)
2. The teacher candidate will recognize and reflect on the impact educational issues have (both current and historical) on children's learning. (Graduate Learning Goals 1, 3, 4)
3. The teacher candidate will interpret how teachers' backgrounds, philosophies, and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions. (Graduate Learning Goals 2, 5)
4. The teacher candidate will develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect, and other identified professional dispositions that lead to becoming a reflective practitioner. (Graduate Learning Goals 1, 2, 3, 5)
5. The teacher candidate will develop a plan for collaborative work with diverse families. (Graduate Learning Goals 1, 2, 3, 4, 5)

4. Course materials:

Mayes, L. (2021). *The educator's guide to understanding child development: Supporting healthy academic and emotional growth*. Scholastic.

Santrock, J. (2019). *Children* (14th ed.) McGraw Hill.

Selected articles

5. Weekly outline of content.

Week 1

Development: Birth to Age 6

- Biological beginnings
- Educational theories and theorists in child development
- Current debates in child development (e.g., nature vs. nurture)
- Assessing children's development
- Motor, cognitive, emotional, and social development of children birth-6
- Educational impacts of trauma

Week 2 – Development: Ages 7 to 12

- Educational theories and theorists in child development
- Current debates in child development (e.g., nature vs. nurture)
- Assessing children's development
- Motor, cognitive, emotional, and social development of children 7-12
- Educational impacts of trauma

Week 3 – Adolescent Development

- Current debates in child and adolescent development
- Needs specific to adolescents (e.g., changes in sleep schedules)

- Educational impacts of trauma

Week 4 - Family Engagement

- Families as partners in the education process
- The impact of family engagement on the educational process
- Developing relationships with families from diverse language and cultural backgrounds

6. Assignments and evaluation, including weights for final course grade.

- Written reflections (20%) – Objectives 1, 2, 3, 4
- Current event report and discussion (10%) – Objectives 2, 3
- Educational autobiography (10%) – Objectives 3, 4
- Family engagement plan (20%) – Objectives 4, 5
- Quizzes and exams (40%) – Objectives 1, 2, 3, 4, 5

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CGS:

COTE:

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** ELE 5004: Elementary Pedagogy
3. **Short title:** Elementary Pedagogy _____
4. **Long title:** Elementary Pedagogy: Classroom Management and High-Leverage Teaching Practices _____
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:** This course is an introduction to the nuts and bolts of teaching in the elementary classroom. Topics include classroom management, effective lesson planning, differentiated instruction, professional dispositions, and high-leverage teaching practices.
9. **Course attributes:**

General education component: _____

Cultural diversity Honors Writing centered Writing intensive Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

Face to Face Online Synchronous Online Asynchronous Study Abroad
 Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. **Course(s) to be deleted from the catalog once this course is approved:** n/a _____
12. **Equivalent course(s):** none _____
 - a. **Are students allowed to take equivalent course(s) for credit?** Yes No (N/A)
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
 - a. **Can prerequisite be taken concurrently?** Yes No (N/A)
 - b. **Minimum grade required for the prerequisite course(s)?**
 - c. **Use Banner coding to enforce prerequisite course(s)?** Yes No
 - d. **Who may waive prerequisite(s)?**

No one Chair Instructor Advisor Other (specify)

14. **Co-requisite(s):** EDF 5510, SPE 5002, ELE 5003
15. **Enrollment restrictions**

- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College.
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X May not be repeated May be repeated once with credit
17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 3
18. **Grading methods:** X Standard CR/NC Audit ABC/NC
19. **Special grading provisions:**

 Grade for course will not count in a student's grade point average.

 Grade for course will not count in hours toward graduation.

 Grade for course will be removed from GPA if student already has credit for or is registered in:

 Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**

Supplemental Materials or Software _____

Course Fee No X Yes, **\$30.00** Explain if yes: Students will be required to purchase the Illinois Licensure Testing System practice test in order to target content areas needing improvement on the Elementary Education Content Exam (ILTS).

21. **Community college transfer:**

 A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of ELE MAT Program

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of ELE MAT Program

 Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. Taken during the summer, this course builds student capacity to plan effective lessons and create an environment of respect and rapport among students. MAT students will enter the fieldwork (observation and practice teaching) part of their program in the fall semester after this summer introduction, and this class is essential to their productive work with students during their fall fieldwork.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This course is somewhat similar to the current ELE 3100 and ELE 4100 courses taken by traditional undergraduates in the elementary education program. Because the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: The three co-requisites (a foundations course, a special education course, and a child development course) are also taken during the summer term in order to prepare candidates for their first official residency experience.

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because the course was designed for precisely this level of student background and this grade focus; this program is an accelerated teacher certification program and is designed to provide pedagogical support for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable) – N/A**

General education component:

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This is a course designed to accommodate nontraditional candidates seeking their degrees in elementary education. Many of the prospective candidates will be full-time employees of a school district (e.g., paraprofessionals), so the online modality meets the needs of these students for flexibility. The ELE MAT program itself responds directly to the crushing teacher shortage in Illinois and the United States.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will address academic integrity during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

ELE 5004: Elementary Pedagogy

2. Catalog description

This course is an introduction to the nuts and bolts of teaching in the elementary classroom. Topics include classroom management, effective lesson planning, differentiated instruction, professional dispositions, and high-leverage teaching practices._

3. Learning objectives:

1. The teacher candidate will consider students' cognitive and SEL needs when planning lessons. (Graduate Learning Goals 1, 2, 3, 4, 5)
2. The teacher candidate will develop a plan for a safe and challenging learning environment that encourages risk-taking. (Graduate Learning Goals 1, 2, 3, 4, 5)
3. The teacher candidate will develop a plan to respond thoughtfully to classroom behaviors with a culturally responsive mindset. (Graduate Learning Goals 1, 2, 3, 4, 5)
4. The teacher candidate will differentiate lessons both proactively and responsively. (Graduate Learning Goals 1, 2, 5)
5. The teacher candidate will use the Common Core State Standards and related Illinois State Standards thoughtfully and effectively. (Graduate Learning Goals 1, 2, 3, 5)
6. The teacher candidate will design formative assessments and know what to do with the results. (Graduate Learning Goals 1, 2, 3, 5)
7. The teacher candidate will develop a lifelong learning mindset and set goals for growth as a professional. (Graduate Learning Goal 5)

4. Course materials.

- Wormeli, R. (2018). *Fair isn't always equal*. Stenhouse Publishing.
- Orlich, D., Harder, R. J., Trevisan, M. S., Brown, A. H., & Miller, D. E. (2018). *Teaching strategies: A guide to effective instruction* (11th ed.). Cengage Learning.
- Fisher, D., & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom* (2nd ed.).
- Selected articles

5. Weekly outline of content

Week 1

- Effective lesson planning using the departmental lesson plan template
- Common Core State Standards, NGSS, Illinois SEL Standards, ELD Standards
- High-leverage teaching practices

Week 2

- Formative assessment
- Differentiated instruction
- Differentiated instruction for English Language Learners

Week 3

- Proactive and responsive classroom management
- Procedures and routines in the classroom

Week 4

- Planning for student engagement and considering student diversity
- Professional dispositions and growth

6. Assignments and evaluation, including weights for final course grade.

- Three (3) lesson plans (25%) – Objectives 1, 4, 5, 6
- Discussion forum/participation (15%) – Objectives 1, 2, 3, 4, 5, 6
- Quizzes on course readings (15%) – Objectives 1, 2, 3, 4, 5, 6
- Classroom management plan (10%) – Objectives 2, 3
- Professional development plan (10%) – Objective 7
- Final exam (25%) – Objectives 1, 2, 3, 4, 5, 6

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CGS: **COTE:**

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** STG 5008
3. **Short title:** Residency I
4. **Long title:** Residency I in Elementary Education
5. **Hours per week:** Arr Class Arr Lab 6 Credits
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2024
8. **Catalog course description:**

STG 5008 Residency I in Elementary Education

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements that may apply.

9. **Course attributes:**

General education component:

N/A

 Cultural diversity Honors Writing centered Writing intensive
 Writing active

 Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

 Lecture Lab Lecture/lab combined Independent study/research

 Internship Performance Practicum/clinical Other, specify:

Mode(s) of Delivery:

 Face to Face Online Synchronous* Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction 80% online,
20% face-to-face

*Individual observations and meetings will be required

11. **Course(s) to be deleted from the catalog once this course is approved:**

N/A

12. **Equivalent course(s):** None

a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes X No

13. **Prerequisite(s):** Admission to the ELE MAT program or permission of the Department Chair

a. **Can prerequisite be taken concurrently?** ___ Yes ___ No X N/A – no pre-req

b. **Minimum grade required for the prerequisite course(s)?** N/A N/A – no pre-req

c. **Use Banner coding to enforce prerequisite course(s)?** X Yes ___ No

d. **Who may waive prerequisite(s)?**

___ No one X Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** N/A

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** MAT in ELE only

b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else

16. **Repeat status:** X May not be repeated ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 6

18. **Grading methods:** X Standard ___ CR/NC ___ Audit ___ ABC/NC

19. **Special grading provisions:**

N/A Grade for course will not count in a student's grade point average.

N/A Grade for course will not count in hours toward graduation.

N/A Grade for course will be removed from GPA if student already has credit for or is registered in:

N/A Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. **Additional costs to students:**

Supplemental Materials or Software:

Course Fee ___ No X Yes, Explain if yes Student fee of \$125 will cover Equipment/Software for Distance Supervision, Coaching, and Evaluation

21. **Community college transfer:**

___ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of Elementary Education Master of Arts in Teaching (MAT)

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

2. **Rationale for proposal :**

This course provides the supervised clinical experience needed to meet the professional standards required for teacher candidates in Illinois seeking their elementary education licensure. Because the MAT program itself is designed specifically for full-time employees (e.g., paraprofessionals), the supervision can be considered both synchronous (e.g., streaming video observations or in-person observations) and asynchronous (e.g., classroom lessons recorded and submitted for feedback via D2L). This course will allow candidates to apply theory to practice in the first of two semester-long residency experiences.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: Candidates must meet minimum requirements for admission to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification to teach in Illinois.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admission to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification to teach in Illinois.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

This course and the ELE MAT program address the teacher shortage in Illinois and across the United States. The course will serve a population of candidates who cannot attend classes on campus and online delivery makes the course accessible to candidates who work in schools and/or those who are changing careers.

Instruction:

Candidates will be able to access audio and/or video recordings and other instructional materials and resources through EIU's online learning management system (LMS). Assignments/projects, discussion postings, reflections, and a weekly mentor-mentee log will be completed or submitted within the LMS. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conferences. As this course is a clinical experience, much of the instruction and evaluation will be individualized. Candidates will be required to complete formal observations by providing video access to their instruction and meet with the instructor (supervisor) to debrief. Evaluation, coaching, and mentoring will be completed asynchronously (instructor feedback/responses) and synchronously (live individual meetings/sessions). Seminar attendance will be required. Faculty members who teach this course will have completed OCDI training or the equivalent.

Integrity:

Syllabus content includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To promote academic integrity, the EIU learning management system includes software for the detection of plagiarism in assessments submitted through the LMS.

Interaction:

The instructor and students will communicate through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will encourage candidates to meet for office hours. Individual meetings about formal evaluations will be required. Candidates will be encouraged to collaborate with one another through the learning management system. Interaction with the instructor will be frequent and will leverage various modes of communication.

Model Syllabus (Part II)

Please include the following information:

1. Course

STG 5008 Residency I in Elementary Education (Arr-Arr-6).

2. Course Description:

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements which may apply.

3. Learning Objectives for the Course

1. Candidates will apply research-based principles of student analysis, instructional planning, and assessment in the development of long (unit) and short-term plans (lesson). (Graduate Learning Goals 1, 2, 3, 4, 5)
2. Students will implement research-based, trauma-informed, and appropriate teaching and classroom management strategies in daily lessons. (Graduate Learning Goals 2, 3, 4, 5)
3. Students will critically and regularly reflect upon their experience; these reflections will be held individually, with their residency supervisor, and with their peers in seminar settings. (Graduate Learning Goals 1, 2, 3, 5)
4. Candidates will analyze their own knowledge, skills, and dispositions and engage in professional growth planning to strengthen those skills. (Graduate Learning Goals 1, 2, 3, 4, 5)

Additional Standards Addressed in this Course:

Illinois Professional Educator Standards

Illinois Social and Emotional Learning Standards

Illinois Culturally Responsive Teaching and Learning Standards

4. Course Materials

Reading, videos, and other learning materials related to monthly seminars will be available via the LMS.

5. Weekly Outline of Content

Weeks	Practicum On-Site 16 Weeks
Weeks 1-2	Introduction to the course Establishing your classroom expectations/Classroom environment considerations Assignment: Procedures and routines
Weeks 3-4	Observations and reflections: Content understandings (PE, Health, & Fine Arts) Activities to support classroom instruction Assignment: Lesson plans 1 and 2 Assignment: Informal Observation 1 due
Weeks 5-6	Observations and reflections: (Science and social studies) Activities to support classroom instruction Assignment: Informal Observation 2 due
Weeks 7-8	Observations and reflections: Content understandings (ELA) Activities to support classroom instruction Assignment: Lesson plans 3 and 4
Weeks 9-10	Observations and reflections: Content understandings (Math) Activities to support classroom instruction Assignment: Professional growth plan Assignment: Formal Observation 1 due
Weeks 11-12	Observations and reflections: Assessments Activities to support classroom instruction

	Assignment: Lesson plans 5 and 6
Weeks 13-14	Observations and reflections: Classroom management & trauma-informed education Assignment: Formal Observation 2 due
Weeks 15-16	Observations and reflections: Final reflection on the full semester residency Assignment: Mini-Unit (6 lesson plans) due

6. Assignments and Evaluation, including weights for final course grade

Readings: Candidates are expected to complete all readings for the course which are listed on the syllabus and housed in the LMS.

Related Course Learning Objectives: 1, 2, 3, 4

Reflections: Candidates will complete weekly reflections related to content understanding, assessment, trauma-informed education, instruction, management, and other topics as specified by the instructor. (20%)

Related Course Learning Objectives: 1, 2, 3, 4

Mentor-Mentee Log: A weekly mentor-mentee log will be maintained, submitted, and discussed with the instructor. (10%)

Related Course Learning Objectives: 3, 4

Teaching Evaluations: Candidates will be evaluated informally at least two times during the semester and evaluated formally at least two times during the semester. Feedback will be provided for informal evaluations while formal evaluations will result in a score of PASS/FAIL. Candidates must PASS two formal evaluations to complete the course successfully. Evaluations will not be calculated into the grade earned in the course.

Related Course Learning Objectives: 2, 3, 4

Seminars: Seminars will be held a minimum of three times across the semester and candidates will be expected to attend virtually. These meetings will cover licensure requirements/processes; ESL/bilingual education; safety education; legal updates; best practices in collaboration, assessment, instruction, and management; and ethical challenges and considerations.

Related Course Learning Objectives: 1, 2, 3, 4

Instructor Meetings: Individual meetings with the instructor will be held at predetermined intervals no fewer than four times across the semester. (10%)

Related Course Learning Objectives: 3, 4

Course Projects (60%)

- Midterm project: Candidates will identify areas of strength and need in order to create a professional growth plan and detailed reflection paper. This professional growth plan may include resources (e.g., workshops) available in their school buildings, online coursework, professional organization membership, and other professional growth opportunities as approved by their instructor.
- Final project: Candidates will complete a minimum of six detailed lesson plans using the departmental lesson planning template. These lesson plans will address multiple content

areas and will have related assessments as discussed in prerequisite coursework. Students will submit drafts of these lessons over the course of the semester for feedback and will revise and resubmit as their final project.

Related Course Learning Objectives: 1, 2, 3, 4

*alternative/additional assignments may be added based on candidate need

7. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **CGS:**

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** STG 5009
3. **Short title:** Residency II
4. **Long title:** Residency II in Elementary Education
5. **Hours per week:** Arr Class Arr Lab 6 Credits
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025
8. **Catalog course description:**

ELE 5002 Residency II in Elementary Education

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements that may apply.

9. **Course attributes:**

General education component:

N/A

Cultural diversity Honors Writing centered Writing intensive
 Writing active

Department Capstone as Senior Seminar

10. **Instructional delivery**

Type of Course:

Lecture Lab Lecture/lab combined Independent study/research

Internship Performance Practicum/clinical Other, specify:

Mode(s) of Delivery:

Face to Face Online Synchronous* Online Asynchronous Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction 80% online,
20% face-to-face

*Individual observations and meetings will be required

11. **Course(s) to be deleted from the catalog once this course is approved:**

N/A

12. **Equivalent course(s):** None

a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes X No

13. **Prerequisite(s):** Admission to the ELE MAT program or permission of the Department Chair. Successful completion of Residency I. Students must pass the Illinois Licensure Testing System Elementary Education exam to be admitted to Residency II.

a. **Can prerequisite be taken concurrently?** ___ Yes ___ No X N/A – no pre-req

b. **Minimum grade required for the prerequisite course(s)?** N/A N/A – no pre-req

c. **Use Banner coding to enforce prerequisite course(s)?** X Yes ___ No

d. **Who may waive prerequisite(s)?**

___ No one X Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** ELE 5006 and ELE 5007

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which may take the course:** MAT in ELE only

b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else

16. **Repeat status:** X May not be repeated ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 6

18. **Grading methods:** X Standard ___ CR/NC ___ Audit ___ ABC/NC

19. **Special grading provisions:**

N/A ___ Grade for course will not count in a student's grade point average.

N/A ___ Grade for course will not count in hours toward graduation.

N/A ___ Grade for course will be removed from GPA if student already has credit for or is registered in: ___

N/A ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**

Supplemental Materials or Software:

Course Fee ___ No X Yes, Explain if yes Student fee of \$125 will cover Equipment/Software for Distance Supervision, Coaching, and Evaluation

21. **Community college transfer:**

___ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of Elementary Education Master of Arts in Teaching (MAT)

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

2. **Rationale for proposal :**

This course provides the second of two supervised clinical experiences needed to meet the professional standards required for teacher candidates in Illinois seeking their elementary education licensure. Because the MAT program itself is specifically designed for full-time employees (e.g., paraprofessionals), the supervision can be considered both synchronous (e.g., streaming video observations or in-person observations) and asynchronous (e.g., classroom lessons recorded and submitted for feedback via D2L). This course will allow candidates to apply theory to practice in their final semester-long residency experience.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: Students will be conducting their final practicum experiences as part of this second residency. (Some would consider this experience analogous to a student teaching period.) Because this is their final semester of the program, they must be candidates in the Elementary MAT program and must have completed their required coursework and first residency experience in order to complete assignments and reflect on their teaching experiences.

Co-requisites: N/A

Enrollment restrictions: Candidates must meet minimum requirements for admission to the College of Education Master of Arts in Teaching in agreement with and as outlined by the Illinois State Board of Education for those seeking certification to teach in Illinois.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

This course addresses the teacher shortage in Illinois and across the United States. The course will serve a population of candidates who cannot attend classes on campus, and online delivery makes the course accessible to candidates who work in schools and/or those who are changing careers.

Instruction:

Candidates will access audio and/or video recordings and other instructional materials and resources through EIU's online learning management system (LMS). Assignments/projects, discussion postings, reflections, and a weekly mentor-mentee log will be completed or submitted within the LMS. Feedback from the instructor will be provided through the LMS, email, online discussion boards, and synchronous video conference. As this course is a clinical experience, much of the instruction and evaluation will be individualized. Candidates will be required to complete formal observations by providing video access to their instruction and meet with an instructor (supervisor) to debrief. Evaluation, coaching, and mentoring will be completed asynchronously (instructor feedback/responses) and synchronously (live individual meetings/sessions). Seminar attendance will be required. Faculty members who teach this course will have completed OCDI training or the equivalent.

Integrity:

Syllabus includes statements regarding academic dishonesty and plagiarism as well as adherence to dispositional professional ethical standards required of all College of Education majors. To encourage academic integrity, the EIU learning management system includes software for the detection of plagiarism when assessments are submitted.

Interaction:

The instructor and students will communicate with one another through email, discussion boards, and collaborative functions provided by the learning management system. The instructor will encourage candidates to meet for office hours. Individual meetings about formal evaluations will be required. Candidates will be encouraged to collaborate with one another through the learning management system. Interaction with the instructor will be frequent and leverage various modes of communication.

Model Syllabus (Part II)

Please include the following information:

1. Course

ELE 5002 Residency I in Elementary Education (Arr-Arr-6).

2. Course Description:

This course involves 16 weeks of full-time placement in a Grades 1-6 classroom. Credit for this residency is earned by successful completion of the experience and all departmental requirements which may apply.

3. Learning Objectives for the Course

1. Candidates will apply research-based principles of student analysis, instructional planning, and assessment in the development of long (unit) and short-term plans (lesson). (Graduate Learning Goals 1, 2, 3, 4, 5)
2. Students will implement research-based, appropriate teaching, and classroom management strategies in daily lessons. (Graduate Learning Goals 2, 3, 4, 5)
3. Students will reflect critically and regularly on their experiences; these reflections will be held individually, with their residency supervisor, and with their peers in seminar settings. (Graduate Learning Goals 1, 2, 3, 5)
4. Students will demonstrate their readiness to enter the teaching profession through the creation of a reflective, professional portfolio. (Graduate Learning Goals 1, 2, 3, 4, 5)
5. Students will prepare a six-lesson, integrated unit of study for their chosen grade level. (Graduate Learning Goals 1, 2, 3, 4, 5)

Additional Standards Addressed in this Course:

Illinois Professional Educator Standards

Illinois Culturally Responsive Teaching and Learning Standards

4. Course Materials

No texts will be required for this course. Individualized readings will be used to supplement the weekly reflections students complete as part of their field experience.

*Additional readings, videos, and other learning materials will be available via the LMS.

5. Weekly Outline of Content

Weeks	Practicum On-Site 16 Weeks
Weeks 1-2	Introduction to the course Introduction to Understanding by Design Assignment: Classroom reflection
Weeks 3-4	Activities to support classroom instruction Classroom reflection Assignment: Understanding by Design outline Informal Observation 1 due
Weeks 5-6	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 1 and 2 Informal Observation 2 due
Weeks 7-8	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 3 and 4

	Assignment: Midterm project due
Weeks 9-10	Activities to support classroom instruction Classroom reflection Formal Observation 1 due
Weeks 11-12	Activities to support classroom instruction Classroom reflection Assignment: Lesson plans 5 and 6
Weeks 13-14	Classroom reflection Formal Observation 2 due
Weeks 15-16	Final reflection on the full semester residency Assignment: Mini-Unit (6 lesson plans) due

6. Assignments and Evaluation, including weights for final course grade

Reflections: Candidates complete weekly reflections related to content understanding, assessment, instruction, management, and other topics as specified by the instructor (20%)
Related Course Learning Objectives: 1, 2, 3, 4

Mentor-Mentee Log: A weekly mentor-mentee log will be maintained, submitted, and discussed with the instructor. (10%)
Related Course Learning Objectives: 3, 4

Teaching Evaluations: Candidates will be evaluated informally at least two times during the semester and evaluated formally at least two times during the semester. Feedback will be provided for informal evaluations while formal evaluations will result in a score of PASS/FAIL. Candidates must PASS two formal evaluations to complete the course successfully. Evaluations will not be calculated into the grade earned in the course.
Related Course Learning Objectives: 2, 3, 4

Seminars: Seminars will be held a minimum of three times across the semester and candidates will be expected to attend virtually. These meetings will cover licensure requirements/processes; legal updates; ESL/bilingual education; safety education; best practices in collaboration, assessment, instruction, and management; and ethical challenges and considerations.
Related Course Learning Objectives: 1, 2, 3, 4

Individual Instructor Meetings: Individual meetings with the instructor will be held at predetermined intervals no fewer than four times across the semester. (10%)
Related Course Learning Objectives: 3, 4

Course Projects (60%)

- Midterm project: Prepare a professional portfolio that includes a minimum of the following pieces: professional background information (e.g., updated resume and cover letter), teaching philosophy, documentation of planning and teaching practices, documentation of student success, and professional development.

- Final project: Candidates will complete a minimum of six detailed lesson plans using the Understanding by Design framework and the departmental lesson planning template. These lesson plans will be integrated across content areas and will have related assessments as discussed in prerequisite coursework. Students will submit drafts of these lessons over the course of the semester for feedback and will revise and resubmit as their final project.

Related Course Learning Objectives: 1, 2, 3, 4

*alternative/additional assignments may be added based on candidate need

7. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/17/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **CGS:**

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**

2. **Course prefix and number:** ELE 5006
3. **Short title:** Content Curriculum
4. **Long title:** Curriculum in the Content Areas
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** Fall Spring Summer On demand
7. **Initial term:** Fall Spring Summer Year: 2025
8. **Catalog course description:** This course addresses curriculum development in the following content areas: science, social studies, and mathematics addressing the Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics. Research-based frameworks for curriculum/lesson development will be used that will meet the developmental levels of students.
9. **Course attributes:**
General education component: _____

 Cultural diversity Honors Writing centered Writing intensive Writing active

 Department Capstone as Senior Seminar

10. **Instructional delivery**
Type of Course:

 Lecture Lab Lecture/lab combined Independent study/research

 Internship Performance Practicum/clinical Other, specify: _____

Mode(s) of Delivery:

 Face to Face Online Synchronous Online Asynchronous Study Abroad

 Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. **Course(s) to be deleted from the catalog once this course is approved:**
n/a
12. **Equivalent course(s):** none
13. **Prerequisite(s):** Admission to the Graduate College and the ELE MAT Program. University teacher education requirements apply, and department requirements for enrollment must be met.
 - a. **Can prerequisite be taken concurrently?** Yes No **N/A**
 - b. **Minimum grade required for the prerequisite course(s)?** _____
 - c. **Use Banner coding to enforce prerequisite course(s)?** Yes No
 - d. **Who may waive prerequisite(s)?**

 No one Chair Instructor Advisor Other (specify)

14. **Co-requisite(s):** ELE 5007 and ELE 5002
15. **Enrollment restrictions**
- a. **Degrees, colleges, majors, levels, classes which may take the course:** College of Education candidates who have met the conditions for the MAT program and admission to the Graduate College
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** everyone else
16. **Repeat status:** X May not be repeated May be repeated once with credit
17. **Enter the limit, if any, on hours which may be applied to a major or minor:** 3
18. **Grading methods:** X Standard CR/NC Audit ABC/NC
19. **Special grading provisions:**

 Grade for course will **not** count in a student's grade point average.

 Grade for course will **not** count in hours toward graduation.

 Grade for course will be removed from GPA if student already has credit for or is registered in:

 Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**

Supplemental Materials or Software _____

Course Fee X No Yes, Explain if yes _____

21. **Community college transfer:**

 A community college course may be judged equivalent.

X A community college may **not** be judged equivalent.

Note: Upper division credit (3000+) will **not** be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of ELE MAT Program
- Course is required for the minor(s) of _____
- Course is required for the certificate program(s) of _____
- Course is used as an elective

2. **Rationale for proposal :**

This new course (as part of the new ELE MAT program) is an essential introduction to some basic elements of teaching in the elementary classroom. Taken during the spring semester, this course teaches teacher candidates about curriculum development in four primary content areas: science, social studies, literacy, and mathematics. These MAT students will enter the final fieldwork (observation and practice teaching) part of their program during this spring semester.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This course is somewhat similar to the current ELE 3290, ELE 3340, and Math 3420 courses taken by traditional undergraduates in the elementary education program. Because

the MAT program is a graduate-level program and students will be taking courses asynchronously, we were required to create a new course.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is restricted to students in the ELE MAT program primarily because it was designed solely for them in mind; this program is an accelerated teacher certification program and is designed to provide pedagogical supports for students with a bachelor's degree.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable) – N/A**

General education component:

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This is a course designed for nontraditional candidates seeking their degrees in elementary education. Because many of the anticipated candidates will be full-time employees of a school district (e.g., paraprofessionals), the online delivery of this coursework is essential to meet the need for flexibility.

Instruction: The skills from the learning goals will be taught in an explicit manner using video lectures, class discussions via D2L forums, and weekly reflective assignments. Students will interact with the instructor and fellow students through the D2L discussion forums. Faculty members who teach this course will have completed the OCDI training or equivalent.

Integrity: The syllabus includes statements about academic dishonesty and plagiarism as well as professional dispositions required of all College of Education majors. The software available within D2L will ensure honesty during exams and assignment submissions.

Interaction: The professor and students will interact frequently through email and discussion forums available within D2L. The professor will encourage students to attend regular office hours, and individual meeting times can be arranged.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ELE 5006: Curriculum in the Content Areas
2. Catalog description: This course addresses curriculum development in the following content areas: science, social studies, and mathematics addressing the Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in

Mathematics. Researched-based frameworks for curriculum/lesson development will be used that will meet the developmental levels of students.

3. Learning objectives.
 1. The teacher candidate will know how the standards are organized and how to use them when planning curriculum/lessons. The Next Generation Science Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics. (Graduate Learning Goals 1, 2, 4)
 2. The teacher candidate will demonstrate a working knowledge of appropriate hands-on inquiry and critical thinking experiences for children in all content areas. (Graduate Learning Goals 1, 2, 3, 4)
 3. The teacher candidate will apply evidence-based criteria for selecting and/or designing instructional materials, methods, and assessment for differentiating instruction and considering student diversity. (Graduate Learning Goals 1, 2, 3, 4, 5)
 4. The teacher candidate will build their own content knowledge in each domain. (Graduate Learning Goal 1)
 5. The teacher candidate will use the following frameworks to develop curriculum: (Graduate Learning Goals 1, 2, 3, 4, 5)
 - o Universal Design for Learning: Representation, Action and Expression, and Engagement <http://udlguidelines.cast.org>
 - o The 5E Learning Cycle: Engage, Explore, Explain, Extend, and Evaluate
 - o The C3 Framework for Social Studies Standards K-12: <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>
 - o Best Practices in Mathematics (NCTM) <https://www.cde.state.co.us/comath/math-teaching-practices>
4. Course materials.
 - a. *Illustrative Mathematics*: <https://illustrativemathematics.org/>
 - i. K-5 <https://im.kendallhunt.com/k5/curriculum.html>
 - ii. 6-8 <https://im.kendallhunt.com/MS/index.html>
 - b. *Inquiry Design Model: Building Inquiries in Social Studies* (2018) by Kathy Swann, John Lee, and S. G. Grant, published by the National Council for the Social Studies.
 - c. *Universal Design for Learning Science: Reframing Elementary Instruction in Physical Science* (2020) by Deborah Hanuscin and Delinda Van Garderen published by NSTA.
5. Weekly outline of content.
 - Weeks 1-2
 - o Overview of the NGSS Standards, the National Curriculum Standards for Social Studies, and the Common Core State Standards in Mathematics, the ELD Standards, and the Universal Design for Learning.
 - o Development of background knowledge of upper elementary topics such as algebra and statistics
 - o Development of classroom curriculum using the appropriate standards and content understandings
 - Weeks 3-4
 - o Overview of The 5 E Model for Teaching Science
 - o Development of classroom curriculum using the appropriate standards and content understandings
 - Weeks 5-6
 - o Overview of The C3 Framework for Social Studies Standards and Illinois history requirements

- Development of classroom curriculum using the appropriate standards and content understandings
- Weeks 7-8 -
 - Overview of high-quality approaches for integrating literacy and math, social studies, and science knowledge
 - Development of classroom curriculum using the appropriate standards and content understandings

6. Assignments and evaluation, including weights for final course grade.

- Discussion forum/participation - reflective responses (20%)
(Related course learning objectives 1, 2, 4)
- Quizzes on course readings (20%)
(Related course learning objectives 1, 2, 4)
- Planning, implementing, and assessing lesson plans meeting standards (60%)
(Related course learning objectives 1, 2, 3, 5)
 - Two Science Lessons
 - Two Social Studies Lessons
 - Two Math Lessons

7. Grading scale.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 59% = F

Date approved by the department or school: 10/30/2023

Date approved by the college curriculum committee: 11/06/2023

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **CGS:**

Proposed Catalog Copy Revision

MS Nutrition & Dietetics

Effective Date: Fall 2024

Request: Add a Coordinated Program option to our MS Nutrition & Dietetics: Dietetic Internship program. Only EIU BS Nutrition students would be eligible to participate in the Coordinated Program.

Rationale: In response to changes in the accreditation standards, and the move to a required master's degree to be eligible for the Register Dietician Nutritionist credential, we propose to add a Coordinated Program option to our MS Nutrition & Dietetics: Dietetic Internship program. Only EIU BS Nutrition students would be eligible to participate in the Coordinated Program.

This programmatic change aligns with credentialing changes at the national level, but also offers EIU Nutrition students a number of advantages:

- Direct admission to the graduate program, without requiring the DICAS/DND match process (and expense).
- Completion of both degrees (undergraduate and graduate) in 5 academic years.
- Completion of 18 credits of graduate courses as Z sections, allowing coursework to double count toward both undergraduate and graduate degree requirements.

The Dietetics program will be able to keep our best and brightest undergraduate students here for their graduate work, and will have substantial recruiting advantage over our regional competitors, especially in overall cost and time to completion.

Current Catalog Copy:

Nutrition and Dietetics



← Return to: [Graduate Degree Programs](#)

The Master of Science in Nutrition and Dietetics offers two options: Dietetic Internship and Nutrition Education. While both programs of study provide students with a focus on nutrition education and research, the Dietetic Internship Option includes the Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited Dietetic Internship that will allow the successful student to take the Registration Examination for Dietitian Nutritionists. The MSND: Dietetic Internship Option coursework may be completed online or on campus. Internship placements are coordinated by the Dietetic Internship Coordinator for students in both delivery options.

Revised Catalog Copy:

The Master of Science in Nutrition and Dietetics offers two options: Dietetic Internship and Nutrition Education. While both programs of study provide students with a focus on nutrition education and

research, the Dietetic Internship Option includes the Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited Dietetic Internship that will allow the successful student to take the Registration Examination for Dietitian Nutritionists. The MSND: Dietetic Internship Option coursework may be completed online or on campus. Internship placements are coordinated by the Dietetic Internship Coordinator for students in both delivery options.

Students enrolled in the BS Nutrition program at EIU are eligible to apply for admission to the **Coordinated Program in Nutrition & Dietetics** which provides a second pathway to completing the MS Nutrition & Dietetics: Dietetic Internship. Applications to the EIU Coordinated Program in Nutrition & Dietetics are accepted in spring of junior year for admission in the fall of the senior year. Students accepted into the Coordinated Program are direct admitted to the graduate program, and are not required to participate in the DICAS match process. Students will complete their remaining undergraduate courses along with 18 credits of graduate course work during their senior year; the 18 credits of graduate course work will also count toward completion of their undergraduate degree. Upon completion of all coursework, students will be issued a verification statement which permits them to enroll in their mandatory 1000 clock hour Dietetic Internship. Internship placements are coordinated by the Dietetic Internship Coordinator.

Admission Requirements for the Coordinated Program:

- Currently enrolled in the B.S. Nutrition program at EIU
- Cumulative EIU GPA of 3.00/4.00
- Completion of all required NTR course work with a grade of C or better
- A failed prerequisite course (D, F, NF) may not be repeated more than once to receive a passing grade of C or higher.

Course of Study: Coordinated Program

Fall Year 4: enter CP

Course	S.H.
NTR 5600Z: Research Methods	3
NTR 5150Z: Med Nutr Therapy	3
NTR 5155Z: Nutr Ed, Beh, Comm	3
PUBH 4783: Health Politics & Policy	3
TOTAL	12

Spring Year 4

Course	S.H.
NTR 5610Z: Systematic Reviews	3
NTR 5154Z: Med Nutr Therapy	3
NTR 5156Z: Leadership Devt	3
NTR 3756: Comm Nutr Interv	3
TOTAL	12

Summer*

Course	S.H.
Grad elective(s)	3
NTR 5151: Nutrition in Pub Health	3
TOTAL	6

Fall Year 5*

Course	S.H.
NTR 5981, 5982: DI	6

Spring Year 5*

Course	S.H.
NTR 5983, 5984: DI	6

TOTAL	6	TOTAL	6
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***Actual schedule may vary based on DI placement schedule.**

DCC approval: 10/31/2023

CHHS Curriculum Committee Approval: 11/9/2023

CGS approval: