

## MINUTES OF THE COUNCIL ON TEACHER EDUCATION

10/27/2009

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The Council on Teacher Education met at 2:00 p.m. on Tuesday, October 27, 2009, in Room 2444 Buzzard Hall.

Members present: Dr. Belleville, Dr. Binns, Dr. Campanis, Dr. Cavanaugh, Dr. Cloward, Dr. Dale, Dr. Edwards, Dr. Jones, Dr. Lassak, Ms. Lewis, Dr. Mullins, Ms. Robinson, and Dean Jackman

Guests present: Dr. Lockart, EC/ELE/MLE; Dr. Reven, EC/ELE/MLE

Staff present: Dr. Bower, Dr. Herrington-Perry and Ms. Wilson

### I. Minutes

The minutes from the October 13, 2009, meeting were approved.

(Dr. Cavanaugh and Ms. Lewis entered the meeting)

### II. Communications

Tim Taylor was on the agenda to discuss the Writing Across the Curriculum proposal that is pending before CAA. Dr. Taylor was unable to attend this meeting, so he will be on the agenda for our next meeting.

### III. NCATE Update

1. NCATE updates meetings. 44 people attended the meeting on 10/21/09 and it went extremely well. The second meeting is scheduled for October 29 at 4 p.m.

(Marshall Lassak entered the meeting)

2. Next month, the ISBE will release the first draft of the revised Illinois teaching standards for review.
3. United States Department of Education Secretary Duncan delivered a speech on the status of teacher education in America. The contents of this speech are available on-line.

### IV. Items to be Added to the Agenda

None.

### V. Items to be Acted Upon

1. **09-05, Department of Early Childhood, Elementary and Middle Level Education, Certificate in Reading Instruction**

Dr. Reven presented the proposal and answered questions of the Council. Dr. Edwards moved and Dr. Jones seconded the motion to approve this proposal. The motion passed unanimously.

The item (see Attachment A) was approved, effective Fall 2010.

2. **09-06, Revision to the Masters in Education in Elementary Education Program and catalog revisions**

Dr. Reven presented the proposal and answered questions of the Council. Dr. Campanis moved and Dr. Edwards seconded the motion to approve this proposal. The motion passed unanimously.

The item (see Attachment B) was approved, effective Spring 2010.

**VI. Executive Director's Report**

1. The Principal Preparation Standards for the State of Illinois will be sent out soon.
2. Meetings are being held on potential grants to provide money for professional development. Local schools presently don't qualify for this.
3. The Integrative Learning Conference was held last week in Atlanta. Representatives from all Colleges attended. We will ask these people to come to COTE to have discussions about the information they learned and what each area is doing relative to integrated learning.
4. Kevin Rutter was named Teacher of the Year. He is an EIU graduate and currently teaching social science at Schurz High School. Special events will be held in September involving Kevin.
5. A presentation on what to expect during student teaching was held on October 26 and it was well attended. There will be a panel presentation on the Educational Job Market on November 3.
6. The English Language Learners Conference will be held on October 30-31. The Diversity Conference will be held on November 7.

The meeting adjourned at 2:41 p.m.

Bonnie Wilson, Recorder

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**ANNOUNCEMENT OF NEXT MEETING**

**Tuesday, November 10, 2009**

**Room 2444 Buzzard Hall, 2-3:30 p.m.**

**Agenda:**

**Dr. Tim Taylor, Writing Across the Curriculum Proposal**

**ATTACHMENT A****Certificate in Reading Instruction****Certificate Program Mission:**

The Certificate in Reading Instruction is designed for educators who hold a valid teaching certificate, have previously completed coursework in developmental reading methods and want to further develop their professional knowledge and skills in regard to teaching reading to students (i.e., Pre-School to Grade 12). Although this Certificate does not result in the Reading Teacher Endorsement with the State of Illinois, these graduate courses in reading may be applied toward the requirements for the Reading Teacher Endorsement in Illinois, including a graduate level practicum.

**Certificate Admission Requirements:**

This certificate is available to certified teachers who can provide documentation of prior coursework in reading methods (e.g., ELE 3280 Developmental Reading in the Elementary School – 3 hrs. or ELE 3281 Developmental Reading in Early Childhood – 3 hrs.). To be eligible for admission to the certificate program, applicants must meet all of the requirements for admission to the Graduate School that include verification of a baccalaureate degree from an accredited institution approved by Eastern Illinois University. In addition, documentation of a minimum undergraduate cumulative grade point average of 3.0 within the last 60 hours of undergraduate study (or 3.0 GPA in the first 12 hours of graduate coursework) is required. The applicant must submit an Application for Admission to the Graduate School and an Application for Admission to the Certificate Program through the Department of Early Childhood, Elementary and Middle Level Education.

**Certificate Study Plan:**

A certificate study plan must be approved by the Graduate Coordinator in the Department of Early Childhood, Elementary and Middle Level Education and be filed with the Graduate School no later than the 10<sup>th</sup> day of classes during the last semester in which the student is enrolled in courses counting toward the graduate certificate.

**Certificate Course/Curriculum Requirements:**

The Department of Early Childhood, Elementary and Middle Level Education Certificate in Reading Instruction requires 18 semester hours of study including both required and elective courses. Total Credits: 18

**Required Courses (Required Credits - 15):**

The fifteen semester hours of required coursework are listed below.

ELE 5260 - Advanced Developmental Reading – 3 hrs.

ELE 5600 - Diagnosis of Reading Problems – 3 hrs.

ELE 5610 - Remediation of Reading Problems – 3 hrs.

ELE 5620 - Remedial Reading Practicum – 3 hrs.

ELE/MLE 5270 - Content Area Literacy Instruction – 3 hrs.

**Elective Courses (Elective Credits – 3):**

The remaining three elective hours are to be selected from the list of courses provided below.

ELE 4880 - Diagnostic/Prescriptive Reading – 3 hrs.

ENG 4903 - Young Adult Literature – 3 hrs.

ENG 4905 - Studies in Children's Literature – 3 hrs.

ELE 5400 - Special Issues in Children's Literature – 3 hrs.

ELE 5990 - Independent Study in Children's Literature – 3 hrs.

NOTE: In special circumstances other courses may be used as elective credit if approved by the Graduate Coordinator in the Department of Early Childhood, Elementary and Middle Level Education.

**Courses Applicable Toward a Specific Concurrent or Future Degree Program:**

Upon approval from the graduate coordinator, the fifteen required graduate course credits completed for the certificate program may be applied to a Master's Degree in Elementary Education at Eastern Illinois University to fulfill requirements for the emphasis in reading. All courses applied to the certificate or degree program must be completed within the six-year time limit. All other regulations established by the Graduate School pertaining to degree study will be applicable to the courses if used toward a concurrent or future degree program.

EIU seniors may enroll for courses under the "Reserve Graduate Credit" option; but will be required to meet the standard admission requirements to be admitted to the certificate program after completion of the baccalaureate degree. Meeting the requirement to take courses under the reserve graduate credit option does not guarantee admission to the certificate program or the Master's Degree in Elementary Education.

**ATTACHMENT B****Elementary Education**[Print-Friendly Page](#)[Add to Portfolio](#)

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**Program Mission:** The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning. The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

**Accreditation:** National Council for Accreditation of Teacher Education and North Central Association.

**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"](#)) In addition students must:

- Complete and submit the departmental admission application with additional information as outlined:
  1. A copy of transcripts showing the required 3.0 GPA within the last 60 hours of undergraduate study (or 3.0 GPA in the first 12 hours of graduate coursework).
  2. A copy of the applicant's current teaching certificate (including type, issuing state, and year granted.) If the individual does not have certification at the appropriate level, he/she will need to complete the course work necessary for certification, which may entail undergraduate and graduate credits.
  3. Two letters of recommendation provided by professional sources, such as an immediate supervisor and/or co-worker, are required. The letters of recommendation should address such topics as the candidate's:
    - depth of content knowledge including effective technology skills and ethical behaviors/dispositions;
    - critical thinking and problem solving;
    - oral and written communication skills;
    - advanced scholarship (research and/or creative activity);
    - ability to work with diverse clientele; and
    - ability to collaborate and create positive relationships within the school, community and profession.
  4. A professional resume that includes information regarding undergraduate education, work experience, recent professional development activities (i.e., workshops attended and/or workshops presented), involvement with professional education organizations, and volunteer work within the community (involving children/youth) must be developed and submitted.
  5. A formal (typed) letter of application expressing the applicant's goals for the master's program is required. Within the letter of application, please describe a professional situation that required you (the applicant) to employ critical thinking and/or problem solving to select an appropriate course of action in order to resolve an issue.
  6. Complete and submit the "Advanced Candidate Self-Assessment Form" that is available on the Department website (<http://www.eiu.edu/~elegrad>).

**Study Plan Approval:** The study plan shall be approved by the department and filed with the departmental graduate coordinator prior to the completion of 12 semester hours of graduate credit which count toward the graduate degree.

**Degree Requirements**

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Degree requirements include those outlined for the master of science in education degree by the Graduate School (see ["Requirements for the Master of Science in Education Degree"](#)). Additional requirements include a minimum of 15 semester hours in an emphasis area from Early Childhood, Elementary Education, Middle Level Education, or Reading courses, and a thesis or applied/action research requirement. Evening classes, off-campus classes, summer sessions and independent study arrangements are offered, permitting students to pursue graduate degrees while meeting other personal and professional commitments.

The course of study consists of 35-36 semester hours of course credit with a thesis or applied/action research requirement. The program is designed to encompass three areas: basic courses in education (these courses provide a background in

fundamental educational theory), specific requirements in an area of emphasis and a research component.

The program is devoted to the field of elementary education with opportunities for study in the emphasis areas such as early childhood, elementary curriculum, middle level, and reading. Students may choose courses according to individual needs, professional interests, and teaching level. Courses in reading may be selected which will lead to the Illinois reading teacher endorsement and meet the standards of the International Reading Association.

## Program of Studies

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The program of studies for candidates requires minimally 35-36 semester hours of course work. The program is to be completed in three phases: Introduction, Area of Emphasis, and Culmination (research component).

### Phase I Introduction

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Credits: Minimum of 9

A 3.0 GPA is required to continue to Phase II. Prerequisites must be completed as needed for admission to Teacher Education for Post-Baccalaureate certification with Master's.

- ELE 5100 - Introduction to Graduate Studies in EC/ELE/MLE Credits: 3
- ELE 5260 - Advanced Developmental Reading. Credits: 3

### Basic Education Courses

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Select 3 hours of Basic Education from the following:

- EDF/ELE 5310 – Foundations: ESL-Bilingual Ed. Credits: 3
- EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3
- EDF 5510 - Theory Into Practice: Social Foundations for Educational Practice. Credits: 3
- EDF 5530 - Theory Into Practice: Philosophy for Educational Practice. Credits: 2
- EDF 5535 - Philosophy of Education: Clinical. Credits: 2
- EDF 5540 - Theory Into Practice: History for Educational Practice. Credits: 2
- EDF 5550 - Comparative and International Education. Credits: 3
- EDP 5300 - Theory into Practice: Psychological Foundations for Educational Practice. Credits: 3

### Phase II Area of Emphasis

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Basic Education: Select 5-6 semester hours of Basic Education from listing above.

Select one Area of Emphasis: 15 semester hours.

#### Emphasis in Early Childhood

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- ELE 5500 - Creativity, Play, and the Brain of the Young Child Credits: 3
- Select 6 hours of Special Education Courses from:
- SPE 5131 - Topics in Special Education. Credits: 1
- SPE 5132 - Topics in Special Education. Credits: 2
- SPE 5133 - Topics in Special Education. Credits: 3
- SPE 5620 - A Family-Focused Approach for Providing Services to Families with Children Identified as Exceptional. Credits: 3
- SPE 5840 - Infant and Toddler Assessment. Credits: 3

#### Guided Electives

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Guided Electives: Select 6 hours from:

- ELE 4770 - Methods and Curriculum in the Primary Grades. Credits: 3
- if not already completed for BSED
- ELE 4775 - Language and Language Arts in Early Childhood. Credits: 3
- if not already completed for BSED
- ELE 4776 - Early Childhood Education: History and Philosophy. Credits: 3
- if not already completed for BSED
- ELE 5400 - Special Issues. Credits: 2 to 3
- ELE 5700 - Seminar in Elementary Education. Credits: 1 to 3
- FCS 4851 - Infant Development. Credits: 3
- FCS 4854 - Parent-Child Study and Community Involvement. Credits: 3
- PSY 5022 - Individual Intellectual Assessment. Credits: 4

### Emphasis in Elementary Curriculum

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Credits: 15

- ELE 5640 - Teaching and Supervision of Social Studies in Elementary Schools. Credits: 3
- ELE 5650 - Language Arts in the Elementary School. Credits: 3
- ELE 5660 - Science Curriculum in the Elementary School. Credits: 3
- MAT 5400 - The Teaching of Mathematics in Grades K-6. Credits: 3
- Guided Electives: Select 3 hours from ELE 5400 or ELE5700

### Emphasis in Middle Level Education

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Credits: 15

- Select 3 hours from:
- ELE 5640 - Teaching and Supervision of Social Studies in Elementary Schools. Credits: 3
- ELE 5650 - Language Arts in the Elementary School. Credits: 3
- ELE 5660 - Science Curriculum in the Elementary School. Credits: 3
- MAT 5400 - The Teaching of Mathematics in Grades K-6. Credits: 3
- Select a minimum of 6 hours from:
- MLE 5110 - Principles and Procedures in the Middle-Level School. Credits: 3
- MLE 5150 - Interdisciplinary Curriculum in the Middle-Level School. Credits: 3
- MLE 5270 - Content Area Literacy Instruction Credits: 3
- MLE 5400 - Topics in School Middle Level Education. Credits: 1 to 3
- MLE 5700 - Seminar in Middle/Junior High School Education. Credits: 1 to 3
- Select additional hours to total 15. Content area classes taken in content area subject matter: ENG 4903, 4905, 4906, 4801; MAT 5535, 5400, 5810; SCI 5000, 5002; HIS Special Topics Courses

### Emphasis in Reading

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Credits: 15

Reading Teacher Endorsement:

- Students need a total of 24 semester hours of reading instruction (graduate or undergraduate) in areas/topics that are aligned with the Reading Teacher Standards in order to receive the Reading Teacher endorsement.
- Students must also complete coursework (graduate or undergraduate) that addresses "literature appropriate to students across all grade ranges" in order to meet the guidelines for the Reading Teacher endorsement. Any one of the following courses could be taken as an elective at the graduate level to meet this requirement: ENG 4903, 4905; ELE 5400, 5990.
- The Reading Teacher endorsement also requires the applicant to successfully complete the Reading Teacher content area test.

- ELE 5600 - Diagnosis of Reading Problems. Credits: 3
- ELE 5610 - Remediation of Reading Problems. Credits: 3
- ELE 5620 - Remedial Reading Practicum. Credits: 3
- ELE 5650 - Language Arts in the Elementary School. Credits: 3
- ELE/MLE 5270 - Content Area Literacy Instruction Credits: 3

### **Phase III Culmination**

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Credits: 6

- ELE 5250 – Research in Education Credits: 3
- ELE 5900 - Applied/Action Research in Education Credits: 3
- OR
- ELE 5250 – Research in Education Credits: 3
- ELE 5950 - Thesis. Credits: 1 to 3

### **Graduate Assistantships**

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Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Early Childhood, Elementary and Middle Level Education, 2220 Buzzard Hall, EIU.