

## MINUTES OF THE COUNCIL ON TEACHER EDUCATION

04/13/2010

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The Council on Teacher Education met at 2:00 p.m. on Tuesday, April 13, 2010, in Room 2444 Buzzard Hall.

Members present: Dr. Belleville, Dr. Binns, Dr. Campanis, Dr. Cavanaugh, Dr. Cloward, Dr. Dale, Dr. Edmonds-Behrend, Dr. Edwards, Dr. Jones, Dr. Lassak, Dr. New Freeland, Ms. Lewis, Ms. Moomey, and Dean Jackman

Guests present: Dr. Bulla, Biological Sciences; Ms. Dailey, Academic Advising; Dr. Fewell, Secondary Education & Foundations; Dr. Reven, Early Childhood, Elementary & Middle Level Education; and Dr. Russell, Early Childhood, Elementary & Middle Level Education

Staff present: Ms. Wilson

### I. Minutes

The minutes from the February 23, 2010, meeting were approved.

(Dr. New Freeland entered the meeting)

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

The following items were added to the agenda. Voting will take place at the next meeting.

1. **10-04 Proposal to Eliminate the Student Technology Proficiency**
2. **10-05 Proposal for modification of the Unit Assessment System**
3. **10-06 Revision to the Career & Technical Education Teacher Certification Program**

### III. Items to be Acted Upon

1. **10-02 Revision to the Masters in Education in Elementary Education Program**

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

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

2. **10-03 Revision to the Science with Teacher Certification, Biological Sciences Specialization Major**

Dr. Gary Bulla presented the proposal and answered questions of the Council. Dr. New Freeland moved and Dr. Cloward seconded the motion to approve this proposal. The motion passed unanimously.

The item (see Attachment B) was approved, effective FA2010.

### IV. NCATE

Dr. Pat Fewell reported on the status of the Institutional Report. A rough draft of the Institutional Report is available for review. A link to the report can be found on the COTE website. The steering committee is now asking for feedback. Please send comments, either electronically or in hard copy, to Dr. Doug Bower or Dr. Fewell by April 26, 2010.

### V. Executive Director's Report

1. NCATE visit – November 6-10, 2010.
2. The Principal Preparation Programs are gearing up to resubmit their programs.
3. The cut scores for the Basic Skills Test have been increased. Students who fail one or more sections of the test are now sent an email with helpful hints to prepare for a retake.
4. Illinois did not get the Race to the Top grant. Illinois will reapply in June.

The meeting adjourned at 3:06 p.m.

Bonnie Wilson, Recorder

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**ANNOUNCEMENT OF NEXT MEETING**

**Tuesday, April 27, 2010**

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

**Agenda:**

- 10-04 Proposal to Eliminate the Student Technology Proficiency**
- 10-05 Proposal for modification of the Unit Assessment System**
- 10-06 Revision to the Career & Technical Education Teacher Certification Program**

## ATTACHMENT A

### Elementary Education

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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 consists of: **Basic Education, Area of Emphasis, and Research Components.**

### Basic Education:

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#### Departmental Basic Education Courses

Credits: Minimum of **6 hours of Departmental Basic Education Courses:**

(Prerequisites must be completed as needed for admission to Teacher Education for Post-Baccalaureate certification with Master's.)

- ELE 5260 - Advanced Developmental Reading. Credits: 3
- ELE/MLE 5270 - Content Area Literacy Instruction Credits: 3

#### College Basic Education Courses

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Select **8-9** hours of **College Basic Education Courses** 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

## Area of Emphasis

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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 BSSED

- 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 and Middle Schools. Credits: 3
- ELE 5650 - Language Arts in the Elementary and Middle School. Credits: 3
- ELE 5660 - Science Curriculum in the Elementary and Middle 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 and Middle Schools. Credits: 3
- ELE 5650 - Language Arts in the Elementary and Middle School. Credits: 3
- ELE 5660 - Science Curriculum in the Elementary and Middle School. Credits: 3
- MAT 5500 – Methods of Teaching Mathematics at Middle Level. 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 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 and Middle School. Credits: 3

- Guided Elective: Select 3 hours in consultation with advisor

## Research Component

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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.

**ATTACHMENT B**

The BS in Science with Teacher Certification, Biological Sciences Specialization degree program prepares students for a career as a secondary science teacher with emphasis in the biological sciences.

**Requirements for the BS in Science with Teacher Certification, Biological Sciences Specialization:****1. 77 Semester Hours of Major Courses**

BIO 1100 - General Biology. Credits: 4

BIO 1200G - General Botany. Credits: 4

BIO 1300G - Animal Diversity. Credits: 4

BIO 2200 - Human Anatomy. Credits: 4

**BIO 3120 Molecular and Cell Biology. Credits: 4**

BIO 3200 - Genetics. Credits: 4

BIO 3400 - Methods of Teaching Biological Sciences in High School. Credits: 3

BIO 3510 - Plant Physiology. Credits: 4

or

BIO 3520 - Animal Physiology. Credits: 4

BIO 3800 - Ecology. Credits: 4

BIO 4984 - Organic Evolution. Credits: 3

CHM 1310G - General Chemistry I. Credits: 3

CHM 1315G - General Chemistry Laboratory I. Credits: 1

CHM 1410 - General Chemistry II. Credits: 3

CHM 1415 - General Chemistry Laboratory II. Credits: 1

CHM 2730 - Quantitative Analysis. Credits: 3

CHM 3100 - Practicum in Chemistry. Credits: 1

ESC 1300G - Introduction to Earth Sciences. Credits: 4

ESC 1400G - Weather and Climate. Credits: 4

ESC 2450G - Oceanography. Credits: 3

MAT 2250G - Elementary Statistics. Credits: 4

PHY 1055G - Principles of Astronomy. Credits: 3

PHY 1056G - Principles of Astronomy Laboratory. Credits: 1

PHY 1151G - Principles of Physics I. Credits: 3

PHY 1152G - Principles of Physics I Laboratory. Credits: 1

PHY 1161 - Principles of Physics II. Credits: 3

PHY 1162 - Principles of Physics II Laboratory. Credits: 1

**2. 25-31 Semester Hours in the Professional Education Core**

For the regular program:

EDF 2555 - Diversity of Schools and Societies: Social and Global Perspectives. Credits: 3

EDF 4450 - Philosophy and History of Education. Credits: 3

EDP 3331 - Theories of Learning and Development for Secondary Teachers. Credits: 3

SED 2000 - Inquiry Into Teaching. Credits: 1

SED 3330 - Instructional Tasks in the Secondary School. Credits: 3

SPE 3500 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum. Credits: 3

STG 4000 - Multicultural/Disabilities Practicum. Credits: 1

STG 4001 - Student Teaching. Credits: 12-16

or the Following for the ISEP:

EDF 2555 - Diversity of Schools and Societies: Social and Global Perspectives. Credits: 3

SED 2000 - Inquiry Into Teaching. Credits: 1

SED 3000 - ISEP Level I. Credits: 3

SED 3100 - ISEP Level II. Credits: 3

SED 4000 - ISEP Level III. Credits: 3

STG 4001 - Student Teaching. Credits: 12-16

(Major GPA based on all biological sciences, chemistry, earth sciences, and physics courses taken at EIU.)