

2-14-2006

February 14, 2006

Council on Teacher Education

Follow this and additional works at: http://thekeep.eiu.edu/cote_minutes

Recommended Citation

Council on Teacher Education, "February 14, 2006" (2006). *Minutes*. 65.
http://thekeep.eiu.edu/cote_minutes/65

This Article is brought to you for free and open access by the Council on Teacher Education at The Keep. It has been accepted for inclusion in Minutes by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

MINUTES OF THE COUNCIL ON TEACHER EDUCATION

02/14/2006

<http://www.eiu.edu/~eiucote>

The Council on Teacher Education met at 2:00 p.m. on Tuesday, February 14, 2006, in the Martinsville Room.

Members present: Dr. Barbour, Dr. Belleville, Dr. Campanis, Dr. Chiou, Dr. Cornebise, Dr. Edwards, Ms. Jones, Dr. McNitt, Dr. Murray, Dr. Wolf, and Dean Rohn

Guests present: Dr. Bruning, EC/ELE/MLE; Dr. Lisowski, EC/ELE/MLE, Dr. Shelton, History; Dr. Schroeder, EC/ELE/MLE

Staff present: Dr. Herrington-Perry, Ms. B. Wilson

I. Minutes

The minutes from the January 24, 2006 meeting were approved.

II. Communications

None.

III. Informational Items

None.

IV. Items to be added to the Agenda

None.

V. Items to be Acted Upon

1. **05-04, Revisions to the History with Teacher Certification Major**

Dr. Shelton presented the proposal and answered questions of the Council. The motion passed unanimously.

The item (see Attachment A) was approved, effective Fall 2006.

2. **05-05, Revisions to the Masters of Science in Education in Elementary Education**

Dr. Bruning presented the proposal and answered questions of the Council. The motion passed unanimously.

The item (see Attachment B) was approved, effective Fall 2006.

VI. Executive Director's Report

1. Senate Bill 2202. Dean Rohn informed the Council that SB 2202 has been approved by the Senate and is now pending in the House of Representatives. If passed, this bill will allow students in Early Childhood Education teacher certification programs to complete their student teaching in either public or private settings and to be paid for the student teaching experience.
2. Summer College for Teachers. Dean Rohn shared the brochure for this program with the Council. There will be 16 courses offered this summer for this program. Packets and posters have been sent to Regional Offices of Education, student teaching coordinators, and public school administrators in the surrounding area to inform them of this program. Additional brochures are available upon request.

The meeting adjourned at 2:45 p.m.

Bonnie Wilson, Recorder

**ANNOUNCEMENT OF NEXT MEETING
Tuesday, February 28, 2006
Martinsville Room**

Agenda:
None

ATTACHMENT A**History with Teacher Certification Option**[Add Program to Portfolio](#)

The History with Teacher Certification Option is for students who would like to major in History and gain Illinois state certification at the secondary level to teach all of the social sciences (history, economics, geography, political science, psychology and sociology/anthropology). Students must receive a grade of “C” or better in all courses in the major and maintain a minimum cumulative and major G.P.A. of 2.75. For students also wanting to be eligible to teach middle school history, additional Middle Level Education courses are required.

This option requires that students follow and meet the requirements for Admission, Retention and Graduation from Teacher Certification programs as described in the “Teacher Certification Programs” section of this catalog and as explained at the University Admission to Teacher Education Meeting which all students must attend. Students must gain University Approval to Take Teacher Education Courses no later than the end of their first semester Junior year in order to use this suggested plan. Additional information on Admission, Retention and Graduation for Teacher Certification programs can be found on the College of Education & Professional Studies website at www.eiu.edu/ceps/teached.

All students must pass the Illinois Certification Test of Basic Skills for selection into teacher education and should complete this requirement no later than their sophomore year.

Students must receive a “C” or better in all professional education courses and maintain a minimum cumulative and major GPA of 2.65 in order to continue in the education program. Students must receive a “C” or better in all professional education and major courses, and maintain a minimum cumulative and major GPA of 2.75, in order to be approved for student teaching. Approval for student teaching requires that the minimum GPA be held at the beginning of the semester prior to the student-teaching semester.

Students have two options for completing the professional education coursework – Regular Secondary Education Program and Integrated Secondary Education Program (ISEP). For more information regarding these two options, please consult with your advisor. Information is also available in the Teacher Certification Program section of this catalog.

V. History with Teacher Certification Option Comprises:

Students must complete all the professional coursework under either the Regular Secondary Education Program or the Integrated Secondary Education Program.

40 Semester Hours of General Education

25-31 Semester Hours in the Professional Education Core

The Professional Education Core consists of the Regular program or Integrated (ISEP) program (see below.)

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

Integrated (ISEP) Program:

- [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

78 Semester Hours in Major Courses

(13 of which overlap with general education courses)

- Upper-Division U.S. History Elective. Credits: 3
- Upper-Division non-U.S. History Electives, including 3 hours in Third World. Credits: 9

- [ANT 2200G - Introduction to Anthropology.](#) Credits: 3
- [ECN 2801G - Principles of Macroeconomics.](#) Credits: 3
- [ECN 2802G - Principles of Microeconomics.](#) Credits: 3
- [GEG 1100G - Cultural Geography.](#) Credits: 3

-
- [GEG 1200G - World Regional Geography](#). Credits: 3
 - [GEG 3200 - Human Impacts on the Environment](#). Credits: 3
 - [HIS 1500G - Roots of the Modern World](#). Credits: 3

(1. Society and Religion)

- [HIS 2010 - History of the United States to 1877](#). Credits: 3
- [HIS 2020 - History of the United States Since 1877](#). Credits: 3
- HIS 2500 – Historical Research and Writing. Credits: 3
- [HIS 2560 - Early Modern World History](#). Credits: 3
- [HIS 3555 - Modern World History](#). Credits: 3
- [HIS 3600G - The U.S. Constitution and the Nation](#). Credits: 3
- [PLS 1003 - Introduction to Comparative Politics](#). Credits: 3
- [PLS 2253G - Introduction to International Relations](#). Credits: 3
- [PLS 2603 - State and Local Government](#). Credits: 3
- [PSY 1879G - Introductory Psychology](#). Credits: 3
- [PSY 3521 - Psychology of Adolescence and Young Adulthood](#). Credits: 3
- [PSY 3780 - Abnormal Psychology](#). Credits: 3
- [SOC 2710G - Introductory Sociology](#). Credits: 3
- [SOC 2721 - Social Stratification](#). Credits: 3
- [SOS 3400 - Methods and Materials in the Social Studies in the Secondary School](#). Credits: 3

VI. Footnote:

Students must complete all the professional coursework under either the Regular Secondary Education Program or the Integrated Secondary Education Program.

ATTACHMENT B

Elementary Education Add Program to Portfolio

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 required 3.0 GPA within last 60 hours (or 3.0 GPA in first 12 hours of graduate coursework);
 2. A copy of current teaching certificate (including type, issuing state, and year granted). If you do not have certification at the appropriate level you will need to complete the course work necessary for certification which may entail undergraduate and graduate credits.
 3. 2 letters of recommendation - professional sources
 4. Resume
 5. A letter of application (double-spaced, 2 pages maximum) expressing your goals for the masters program

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

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 EIU Early Childhood, Elementary Education or Middle Level Education 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 an applied/action research or thesis 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, elementary integrated 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 certification for reading teacher endorsement and meet the standards of the International Reading Association.

Program of Studies

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).

Curriculum for the Master of Science in Education in Elementary Education

Total Credits: 35 to 36

Phase I – Introduction. Credits: Minimum of 12

- ELE 5100 Introduction to Graduate Studies in Education. Credits: 3
- EDF _____ - Select 3 hours of Basic Education from the following:
 - 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
- ELE 5250 – Research in Education. Credits: 3
- ELE 5260 – Advanced Developmental Reading. Credits: 3

3.0 GPA required to continue to Phase II. Prerequisites must be completed as needed for admission to Teacher Education for Post Baccalaureate certification with Masters.

Phase II – Area of Emphasis. Credits: 15

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. Credits: 15

- ELE 5500 - Creativity, Play & Brain Development. 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 5840 – Infant and Toddler Assessment. Credits: 3
 - SPE 5620 – A Family-Focused Approach for Providing Services to Families with Children Identified as Exceptional. Credits: 3
- Guided Electives: Select 6 hours from:
 - PSY 5015 – Individual Intellectual Assessment. Credits: 4
 - FCS 4851 – Infant Development. Credits: 3
 - FCS 4854 – Parent-Child Study and Community Involvement. Credits: 3
 - *ELE 4770 – Methods and Curriculum in the Primary Grades. Credits: 3
 - *ELE 4775 – Language and Language Arts in Early Childhood. Credits: 3
 - *ELE 4776 – Early Childhood Education: History and Philosophy. Credits: 3
 - (* If not already completed for BSED)
 - +ELE 5400 – Special Issues. Credits: 2-3
 - +ELE 5700 – Seminar in Elementary Education. Credits: 1-3
 - (+ Topics such as Classroom Management, Social Emotional Intelligences, Using Children’s Literature to Enhance Literacy)

Emphasis in Elementary Curriculum. 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 – Special Issues. Credits: 2-3
 - +ELE 5700 – Seminar in Elementary Education. Credits: 1-3
 - (+ Topics such as Multiple Intelligences, Differential Instruction, Classroom Management, Using Children’s Literature to Enhance Literacy)

Emphasis in Elementary Integrated Curriculum. Credits: 15

- ELE 5810 - Integrated Curriculum I – Credits: 3
- ELE 5820 - Integrated Curriculum II – Credits: 3
- Guided Electives: Select 3 hours from:
 - ELE 5500 - Creativity, Play & Brain Development. Credits: 3

- PSY 5170 – Theories of Learning. Credits: 3
- PSY 6550 – Neuropsychology: Brain-Behavior Relationships. Credits: 3
- Guided Electives: Select 6 hours from:
 - +ELE 5400 – Special Issues. Credits: 2-3
 - +ELE 5700 – Seminar in Elementary Education. Credits: 1-3
 - (+ Topics such as Classroom Management, Using Children’s Literature to Enhance Literacy)

Emphasis in Middle Level. Credits: 15

- 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
 - (* Required to fulfill the ISBE requirements for middle-level endorsement if not yet completed at graduate or undergraduate level)
 - MLE 5270 – Content Area Literacy Instruction. Credits: 3
 - MLE 5400 – Special Issues. Credits: 2-3
 - MLE 5700 – Seminar in Middle/Junior High School Education. Credits: 1-3
- 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 additional hours to total 15. Content area classes taken in content area subject matter:
 - ENG 4903 – Young Adult Literature. Credits: 3
 - ENG 4905 – Studies in Children’s Literature. Credits: 3
 - ENG 4906 – Problems in the Teaching of English. Credits: 3
 - ENG 4801 – Integrating the English Language Arts. Credits: 3
 - MAT 5535 – Topics in Mathematics. Credits: 2-4
 - MAT 5400 - The Teaching of Mathematics in Grades K-6. Credits: 3
 - MAT 5810 – Topics in Mathematics for Elementary/Middle School Teachers. Credits: 3
 - SCI 5000 – Contemporary Issues and Ethics in Science of Natural Science Teachers. Credits: 3
 - SCI 5002 – History of Science for Natural Science Teachers. Credits: 3
 - HIS – Special Topics Course (Issues and Trends in the Social Sciences), and other graduate level history courses

Emphasis in Reading. Credits: 15

- MLE 5270 – Content Area Literacy Instruction. Credits: 3
- 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

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 – Young Adult Literature. Credits: 3
- ENG 4905 – Studies in Children’s Literature. Credits: 3
- ELE 5400 – Special Issues in Children’s Literature. Credits: 2-3
- ELE 5990 – Independent Study in Children’s Literature. Credits: 1-6
- The Reading Teacher endorsement also requires the applicant to successfully complete the Reading Teacher content area test.

Phase III – Culmination. Credits: 3

-
- ELE 5900 - Applied/Action Research. Credits: 3

OR

- ELE 5950 – Thesis. Credits: 3

Graduate Assistantships

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

Add Program to Portfolio