

Agenda for the February 3, 2009 CGS Meeting

Items Approved: 1. 08-33, Educational Administration Admission Requirements (Revised Proposal)
2. 08-29, EDF5310/ELE 5310, Foundations of ESL & Bilingual Education (New Course Proposal)

Items Pending: None

MINUTES OF THE COUNCIL ON GRADUATE STUDIES

January 20, 2009

The Council on Graduate Studies met at 2:00 p.m. on Tuesday, January 20, 2009 in 3108 Blair Hall.

Members present: Dr. Dively, Dr. Emmett, Mr. Kahler, Dr. Laursen, Dr. Liu, Ms. Lienhop, Dr. Raybin, Dr. Taylor, and Dr. Veale

Members absent: Dean Augustine and Dr. Hanlon

Staff present: Dr. Herrington-Perry, Mr. Rodney Ranes, and Ms. Linda Barter

Guests present: Dr. Nick Osborne, Educational Leadership; Dr. Linda Reven and Dr. Kiran Padmaraju Early Childhood; Dr. Kathlene Shank and Dr. Christy Hooser, Special Education; Dean Diane Jackman, College of Education and Professional Studies; Dr. Pat Fewell and Dr. Audrey Edwards, Secondary Education and Foundations

Note: Agenda items were taken out of order to accommodate guests present.

I. Approval of the December 2, 2008 Meeting Minutes

Dr. Taylor moved and Mr. Kahler seconded the motion to approve the December 2, 2008 meeting minutes. The minutes were approved as published by a unanimous vote.

II. Items to be Added to the Agenda

Chair Raybin called for a motion to set aside the two week waiting period to discuss this item. Dr. Veale moved and Dr. Taylor seconded the motion, the motion passed unanimously. Chair Raybin then called for a motion to add this item to the agenda. Dr. Taylor moved and Dr. Liu seconded the motion, the motion passed unanimously.

1. 08-33, Educational Administration Admission Requirements (Revised Proposal)

Dr. Nick Osborne presented the proposal and answered questions of the council. The proposal was approved with stipulations, see **Attachment A**, effective **Fall 2009**.

III. Items to be Acted On

1. 08-29, EDF5310/ELE 5310, Foundations of ESL & Bilingual Education (New Course Proposal)

Dr. Pat Fewell presented the proposal and answered questions of the council. The proposal was approved with the addition of a prerequisite, see **Attachment B**, effective **Summer 2009**.

IV. Communications

a. College Curriculum Committee Meeting Minutes

1. Tuesday, December 2, 2008, College of Arts and Humanities Curriculum Committee Meeting Minutes.

- 2. Monday, December 8, 2008, Lumpkin College of Business and Applied Sciences Curriculum Committee Meeting Minutes.
- 3. Wednesday, December 10, 2008, College of Arts and Humanities Curriculum Committee Meeting Minutes.
- 4. Monday, December 8, 2008, College of Education and Professional Studies Curriculum Committee Meeting Minutes.
- 5. Friday, December 12, 2008, College of Sciences Curriculum Committee Meeting Minutes.
- 6. Monday, January 12, 2009, Lumpkin College of Business and Applied Sciences Curriculum Committee Meeting Minutes.

b. Executive Actions

None

V. Dean's Report – Rodney Ranes

- 1. Graduate Enrollment – Spring 2009
- 2. Spring 2009 Seminar – Speaker, Dr. Karen Klomparens, Michigan State University
- 3. Graduate School Spring 2009 Events –
 - April 16 – 3:30 pm – Graduate Student Awards Ceremony
 - 5:30 pm – Graduate Alumni Supper
 - April 17 – 9:00 am – Alumni Breakfast with Provost Lord
 - 11:00 am – Alumni Department Reunion
 - 3:00 pm – Foundation Endowment Tea
 - 5:00 pm – Alumni social followed by Dinner and Awards Ceremony at 6:00 pm

VI. Other Items

None

The meeting adjourned at 2:50 p.m.

Linda Barter, Coordinator

ANNOUNCEMENT OF THE NEXT MEETING
Tuesday, February 17, 2009
3108 Blair Hall

Attachment A**College of Education and Professional Studies****COVER SHEET FOR CURRICULAR CHANGE REQUEST****DATE: 10/11/08****DEPARTMENT: Educational Administration****X Graduate Program****Fall 2009 Effective Date****ITEM TO CHANGE: Admission Requirements****Reason for Request:**

In March of 2005, Arthur Levine published *Educating School Leaders* in which he outlined a nine-point template for evaluating the quality of a school leadership programs. In response to Levine's report, the Illinois Board of Higher Education formed a commission to consider and evaluate the findings of not only Levine's report, but a number of other national studies that looked at the quality of school leaders and student achievement as well as the quality of training provided to school leaders here in Illinois. In August of 2006, the Commission on School Leader Preparation in Illinois Colleges and Universities published its report to the Illinois Board of Higher Education. In this report, *School Leader Preparation: A Blueprint for Change*, the Commission made 25 recommendations focused on the preparation of school leaders.

The fifth point in Levine's template focused on admission standards. He recommended that the criteria for admissions be designed "to recruit students with the capacity and motivation to become successful school leaders" (p. 13). One of the three goals developed by the Commission on School Leader Preparation in Illinois Colleges and Universities was to "restructure admission criteria and recruit high quality principals" (p.8). Specifically, "Inadequate admission standards and students' self-selection often do not produce the committed, high quality leaders needed in our schools-especially in our hard-to-staff schools. School leader preparation programs need to reshape recruitment efforts to attract candidates with the knowledge, skills, and dispositions that are characteristic of effective school leaders" (p. 8).

In response to these recommendations, the Department made the following changes to our admissions standards for both the master's program and specialist's program in educational administration. These new standards are now in place.

- GPA -- 3.0 (2.75 provisional)
- Require a departmental application consisting of:
 - A writing sample
 - An opportunity for the applicant to demonstrate experience and interest in the program
 - Evidence of support from his/her school (signature of school principal or superintendent)
- Require applicants to complete the Ventures Administrator Profiler, a research-based on-line screening tool for finding the best candidates to lead dynamic learning communities.

The department would now like to require all applicants to the Master of Science Program to have two years of teaching experience or two years experience in another certificated area. The department faculty members feel that new educators lack the knowledge and some of the skills to effectively participate in the Educational Administration program.

NATURE OF CHANGE**From:**

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see " Admission to Degree and Certificate Programs"). In addition, applicants must:

- Have earned a cumulative undergraduate GPA of 3.0 (2.75 for provisional admission) or GPA of 3.0 (2.75 for provisional admission) on last 60 hours.
- Submit a writing sample demonstrating experience and interest in leadership.
- Complete and submit the departmental admission application.
- Complete the Ventures Administrator Profiler on-line.

Applicants must demonstrate a focus of interest in school administration. This focus can be documented through the submission of one of the following documents:

- Master's Degree- A valid teaching certificate.
Specialist's Degree- A principal's certificate.
- Master's Degree- Documentation of admission to and continuing participation in a teacher certification program.
Specialist's Degree- Document of admission to and continuing participation in a principal certification program.
- Both degrees- Documentation of employment in an administrative position at the community college or university and a statement of career goals emphasizing educational administration.

Extenuating circumstances may be appealed to the Department Faculty for consideration. Based on application materials supplied, applicants will be screened for admission to the specified program.

TO:

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see " Admission to Degree and Certificate Programs"). In addition, applicants must:

- Have earned a cumulative undergraduate GPA of 3.0 (2.75 for provisional admission) or GPA of 3.0 (2.75 for provisional admission) on last 60 hours.
- Submit a writing sample demonstrating experience and interest in leadership.
- Complete and submit the departmental admission application.
- Complete the Ventures Administrator Profiler on-line.
- **Master's Degree: Two (2) years fulltime teaching experience or two (2) years experience in another certificated area. Fulltime is defined by the Illinois School Code 105 ILCS 5/24-11.**

Applicants must demonstrate a focus of interest in school administration. This focus can be documented through the submission of one of the following documents:

- Master's Degree- A valid teaching certificate
Specialist's Degree- A principal's certificate
- Master's Degree- Documentation of admission to and continuing participation in a teacher certification program.
Specialist's Degree- Document of admission to and continuing participation in a principal certification program.
- Both degrees- Documentation of employment in an administrative position at the community college or university and a statement of career goals emphasizing educational administration.

Extenuating circumstances may be appealed to the Department Faculty for consideration. Based on application materials supplied, applicants will be screened for admission to the specified program.

DATES OF ACTION

	DEPT	COLLEGE
Date Approved:	8/21/08	12/08/08

Attachment B

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EDF5310 / ELE 5310 (Cross-listed)
2. **Title:** Foundations: ESL-Bilingual Ed.
3. **Long title:** Foundations of ESL & Bilingual Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2009
7. **Course description (not to exceed four lines):**

This course addresses historical, political, sociocultural and educational issues, along with local, state, and federal policies, that affect English language learners (ELLs). The course explores current theories of second language acquisition, bilingualism, and culture for their pedagogical implications and examines program models used in elementary, middle, and high school for their effects on academic achievement.

8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). **None**
 - Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **SPE 3000 or SPE 3500 or the equivalent**
 - b. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - c. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
None
 - d. **Repeat status:** Course may not be repeated.
 Course may be repeated to a maximum of hours or times.
 - e. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
None
 - f. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] **None**

10. **Grading methods** (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** lecture lab lecture/lab combined independent study/research internship performance practicum or clinical study abroad X other: discussion, cooperative learning, student presentations, interviews, directed reading, and writing.

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

As a result of completing this course, students will be able to

1. Analyze the political, sociocultural and educational issues that contribute to the formation of language policy at local, state, and federal levels.
2. Explain the historical events that have contributed to the development of programs for teaching ELLs in schools.
3. Critique instructional models and theories in terms of their implications for teaching ELLs.

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.** N/A

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- **Depth of content knowledge** – Objectives 1, 2 & 3
- **Effective critical thinking and problem solving** – Objectives 1, 2, & 3
- **Effective oral and written communication** – Objective 2
- **Advanced scholarship through research or creative activity** – Objective 3

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

In keeping with the theme of the College of Education and Professional Studies, “Educator as Creator of Effective Educational Environments,” the course will use a constructivist model and will involve the following activities: discussion, cooperative learning, student presentations, interviews, directed reading, and writing.

Course assignments:

- (1) Reflection papers: Two papers, two pages each, based on class discussion of previous week’s assigned readings.
- (2) Interview of a community member to learn about attitudes towards ELLs and knowledge of programs and issues related to teaching ELLs in the community; an oral report of the results; and a written summary and analysis. Students will choose from a list of community members (not professional educators) so as to

include ethnic minority members such as recent immigrants and second generation U.S. residents.

- (3) Group discussion: Small groups will take turns in leading class discussions of assigned readings.
- (4) Final project: A plan of action for teaching ELLs in one's own current or future classroom, describing the target population and justifying one's choice of a particular program model and strategies.

3. Explain how the instructor will determine students' grades for the course:

All assignments will be evaluated for correctness of factual understanding, quality of analysis, and level of detail. Greatest weight will be given to the final project, as it reflects the level of success at achieving the course objectives and subsumes the first three assignments. Further breakdown of how each assignment meets the course objectives is given

below:

Learning Objective	Reflection Paper	Interview – Oral & Written	Group Discussion (Attendance and Participation)	Final Project - Written	Final Project – Oral Presentation
	15%	20%	20%	35%	10%
1	X	X	X	X	X
2	X	X	X		
3	X		X	X	X

For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

N/A

5. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide

clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Classes will meet once a week for two and a half hours for fifteen weeks during fall/spring semesters (in the summer, classes may meet twice a week for 75 minutes each).

Weekly Outline (content conforms to that used by National Louis University & Northern Illinois University for similar courses, with adaptations to meet the needs of our students):

Week 1: Introduction and Overview (including course sequence and content as well as outline of clinical component)

1. Status of language minority education/historical overview
2. Federal educational policies – rules and regulations, legislation, and court rulings (e.g. Lau vs Nichols)
3. Review of State educational policies – rules and regulations (e.g. IL School Code Article 14 [Special Education] and Article 14C [Bilingual Education]; 23 IL Administration Code #228 [Bilingual Education] and #226 [Special Education] [Current as of 10/06]) and court rulings (e.g. Gomez vs. ISBE)
4. Bilingual education resources (e.g. OELA, NABE, NCELA, IAMME, TESOL)

Week 2: Changing Demographics and Policies

1. The history of immigration and national, state and local immigration patterns
2. Distinctions concerning citizens, permanent residents, the undocumented
3. Rights of immigrants students in public schools on the federal level (e.g. Plyler vs. Doe) and the state level (e.g. residency requirements and the DREAM Act)

Week 3: Bilingualism and Second Language Acquisition

1. Definition of bilingualism
2. Relationship between L1 and L2
3. Social language vs. academic language proficiencies

Week 4: Bilingualism and Second Language Acquisition (cont.)

4. Developmental stages of second language acquisition
5. Bilingualism and giftedness (ELL issues leading to underrepresentation in gifted programs)
6. Local or district-level decision-making around issues related to ELLs (e.g. Dual Language Programs and newcomer Centers)

Week 5: ELL Educational Particularly as Related to State Rule and Regulations

1. Theory and rationale
2. IL English Language Proficiency Standards and IL Spanish Language Arts Standards
3. Effective native language and ESL delivery

Week 6: ELL Educational Particularly as Related to State Rule and Regulations (cont.)

4. State Required Programs: TBE and TPI

5. Framework for Service : ESL (self-contained, pull-out, resource); Dual language (two-way immersion, developmental bilingual program, foreign language immersion) and transitional bilingual education (early exit and late exit)
6. School Improvement, (e.g. district and school improvement plans, language and content standards (TESOL and WIDA)

Week 7: Assessment

1. Implications of identification: language minority students, ELLs, and Redesignated/Former ELL (e.g. Fall Housing Report)
2. Screening procedures: HLS (Home Language Survey) and WAPT

Week 8: Assessment (cont.)

3. ISBE Assessments: ISAT, IMAGE, ACCESS, and the new 2008/2009 instrument replacing IMAGE

Week 9: Research and Policy on Bilingual Education

1. Research on the effectiveness of native language instruction and heritage language (e.g. Collier, Krashen, Cummins, et al.)

Week 10: Research and Policy on Bilingual Education (cont.)

2. The English-Only Movement
3. Anti-bilingual Education Initiatives (e.g. CA, MA, AZ and CO [defeated])

Week 11: Other Educational Programs/Integrating Services for Language Minority Students

1. ESEA reauthorization including No Child Left Behind (NCLB)
2. Title III
3. Title I
4. IDEA (Special Education): Review of the law

Week 12: Other Educational Programs/Integrating Services for Language Minority Students (cont.)

5. Adult and Vocational Education
6. Family Literacy and Newcomer Programs
7. Early Childhood Programs and Preschool for All (IL)
8. Mainstream Education

Week 13: Professional Preparation

1. IL Certification and Approval
2. Professional development requirements and opportunities
3. Professional organizations and resources
4. Advocacy

Week 14: Family and Community Involvement

1. Federal and state mandates regarding parental participation in public education
2. Funds of knowledge (e.g. Moll)

3. Barriers to participation for ELL families

Week 15: Final Projects Presentations**PART IV: PURPOSE AND NEED****1. Explain the department's rationale for developing and proposing the course.**

Census data show a rapidly increasing population of ELLs nationally and in the state of Illinois, suggesting that teachers must be ready to serve this population. Unfortunately, however, a recent survey of graduates of Illinois teacher certification programs showed that new teachers felt less well-prepared to meet the needs of ELLs than at any other aspect of their work (Illinois Association of Deans of Public Colleges of Education). Eastern Illinois University can greatly strengthen its education programs by preparing teachers in the area of language minority education.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

N/A

b. If the course or some sections of the course may be technology delivered, explain why.

N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course provides advanced study for teachers who have already completed the basic courses required for teaching general education classes. The course may be used as an elective within the graduate education programs. The course, approved by the Illinois State Board of Education, can also serve as the first course in the state-approved sequence leading to a bilingual/ESL endorsement.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

No Deletions. Curricular gap: See Part IV, Item 1.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

For the M.S.E.D. in Master Teachers Program, one elective is required. This course will be one of the approved electives.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Rotate among the following: Gong, Edwards, Md. Yunus, Padmaraju.

2. Additional costs to students: NA

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Ovando, C. J., & Collier, V. P. (2005). *Bilingual and ESL classrooms* (4th ed.) Boston: McGraw-Hill.

We also recommend that students purchase the WIDA English Language Proficiency Standards and Resource Guide (2007 ed.), available from www.wida.us.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school: 8-28-08: SED-EDF; 9-12-08: EC/EL/MLE

Date approved by the college curriculum committee: 10-13-08

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

Date approved by CAA: CGS: 01-20-09