

**To: Dr. Robin Murray, Chair
COTE**

**From: The Department of Early Childhood, Elementary, and Middle
Level Education**

Merribeth D. Bruning, Chair

Re: Course and Program Proposals Attached

Date: January 10, 2006

Attached, please find the following:

Introductory Materials

- **Summary of the proposed change**
- **Overview of Conceptualization Chart**
- **Overall rotation chart**
- **Rotation chart for individual emphasis areas**
- **Study Plan Worksheet**

Proposed courses and revisions

Supporting program materials

Catalogue Copy

Thank you for your consideration of our proposals as they appear in this packet. Please let me know if you have questions or concerns.

New Program Summary

Master of Science in Education – Major: Elementary Education

The new program has the following features/changes:

- o **Three phases build upon each other sequentially, but with some choices:**

Phase I Introduction and Basic Education

Phase II Curriculum Emphasis and Basic Education

**Phase III Culminating Research – Thesis or Applied/Action
Research**

- o **ELE 5250 – Change in number and updated language**
- o **Revision for the Early Childhood Emphasis**
- o **Additional area of emphasis – Integrated Curriculum Emphasis**
- o **Updates/Revisions for the Middle Level Emphasis**
- o **Update for the Reading Emphasis**
- o **New Courses**

ELE 5100 – Introduction to Graduate Studies in EC/ELE/MLE

ELE 5500 – Creativity, Play, and the Brain of the Young Child

ELE 5810 – Integrated Curriculum I

ELE 5820 – Integrated Curriculum II

ELE 5900 – Applied/Action Research

The new program can be completed in two years (with summers), although most of our students attend part-time and take up to the six years allowed by the Graduate School to complete their coursework.

Eastern Illinois University
College of Education and Professional Studies
Department of Early Childhood, Elementary, and Middle Level Education
MASTERS of SCIENCE IN EDUCATION
MAJOR: ELEMENTARY EDUCATION

Phase I

Admission to Graduate School, Admission to MAED-Admission to ELE

ELE 5100 Introduction to Graduate Study in Education (3 sh)

ELE 5250 Research in Education (3 sh) *(or EDU 5200 Intro to Research 3 sh)*

ELE 5260 Advanced Developmental Reading (3 sh)

Basic Education: Select 3 sh

EDF 5500 Curriculum Development (3 sh)

EDF 5510 Social Foundations of Education (3 sh)

EDF 5530/5535 Philosophy of Educational Thought (2 sh)

EDF 5540 History of Educational Thought (2 sh)

EDF 5550 Comparative and International Education (3 sh)

EDP 5300 Psychological Foundations for Educational Practice (3 sh)

Phase II

Choose one area of emphasis: See choices below.

Basic Education: Select 5-6 sh (See list in Phase I)

Early
Childhood
Emphasis
15 sh

Elementary
Curriculum
Emphasis
15 sh

Elementary Integrated
Curriculum
Emphasis
15 sh

Middle
Level
Emphasis
15 sh

Reading
Emphasis
15 sh

Phase III

ELE 5900 Applied/Action Research (3 sh)

or

ELE 5950 Thesis (3 sh)

**Draft of Sequence of New
Masters Proposal**
Total 35-36 Hours

Phase 1

Fall (6 hrs)

ELE 5100 Intro. Grad. Study in Ed 3 hrs
Basic Education 3 hrs

Spring (6 hrs)

ELE 5250 Research in Ed 3 hrs
or EDU 5200
ELE 5260 Adv. Dev. Reading 3 hrs

Phase 2

Summer (9 hrs)

Basic Education
Early Childhood Emphasis
Elementary Curriculum Emphasis
Elementary Integrated Curriculum Emphasis
Middle Level Emphasis
Reading Emphasis

Fall (6 hrs)

Basic Education
Early Childhood Emphasis
Elementary Curriculum Emphasis
Elementary Integrated Curriculum Emphasis
Middle Level Emphasis
Reading Emphasis

Spring (6 hrs)

Basic Education
Early Childhood Emphasis
Elementary Curriculum Emphasis
Elementary Integrated Curriculum Emphasis
Middle Level Emphasis
Reading Emphasis

Phase 3

Summer (3 hrs)

Thesis or Action Research 3 hrs

Proposed Rotation of Courses

Master of Science - Elementary Education

Early Childhood Emphasis: 35-36 semester hours

Semester 1	Semester 2
6 hours	6 hours
ELE 5100 Intro to Grad Studies in EC/ELE/MLE	ELE 5250 or EDU 5200 Intro to Research
* Basic Education Course	ELE 5260 Advanced Developmental Reading or * Basic Education Course

Semester 3	Semester 4
8-9 hours	6 hours
ELE 5550 Creativity, Play, and the Brain of the Young Child 3 credits	SPE 5131, 5132, 5133, 5840 or 5620
6 credits of SPE 5131, 5132, 5133, 5840 or 5620 or * Basic Education Course	PSY 5015, Guided Electives or ELE 5400/5700 Special Topics

Semester 5	Semester 6
6 hours	3 hours
ELE 5400 Topics or Psy or Special Ed.	ELE 5900 Applied/Action Research or
* Basic Education Course	ELE 5950 Thesis

Elementary Curriculum Emphasis 35-36 semester hours

Semester 1	Semester 2
6 hours	6 hours
ELE 5100 Intro to Grad Studies in EC/ELE/MLE	ELE 5250 or EDU 5200 Intro to Research
ELE 5260 Advanced Developmental Reading or * Basic Education Course	ELE 5260 Advanced Developmental Reading or * Basic Education Course

Semester 3	Semester 4
8-9 hours	6 hours
ELE 5400 Special Topics	ELE 5650 Language Arts
ELE 5660 Science	* Basic Education or ELE 5400/5700 Special Topics
Math 5400 or * Basic Education Course	

Semester 5	Semester 6
6 hours	3 hours
ELE 5640 Social Studies	ELE 5900 Applied/Action Research or
MAT 5400 or ELE 5400 Topics or *Basic Ed.	ELE 5950 Thesis

* Basic Education Courses:

- EDF 5500 Curriculum Development (3 sh)
- EDF 5510 Social Foundations of Education (3 sh)
- EDP 5300 Psychological Foundations for Educational Practice (3 sh)
- EDF 5530/5535 Philosophy of Educational Thought (2 sh)
- EDF 5540 History of educational Thought (2 sh)
- EDF 5550 Comparative and International Education (3 sh)

Elementary Integrated Curriculum Emphasis 35-36 semester hours

Semester 1	6 hours	Semester 2	6 hours
ELE 5100 Intro to Grad Studies in EC/ELE/MLE		ELE 5250 or <i>EDU 5200 Intro to Research</i>	
ELE 5260 Advanced Developmental Reading <i>or</i> * <i>Basic Education Course</i>		ELE 5260 Advanced Developmental Reading <i>or</i> * <i>Basic Education Course</i>	

Semester 3	8-9 hours	Semester 4	6 hours
ELE 5400/5700 Special Topics		ELE 5810 Integrated Curriculum I	
ELE 5500 <i>and/or</i> Psy <i>or</i> * <i>Basic Education</i>		* <i>Basic Education Course or</i> Psy	

Semester 5	6 hours	Semester 6	3 hours
ELE 5400 Special Topics		ELE 5900 Applied/Action Research <i>or</i>	
ELE 5820 Integrated Curriculum II		ELE 5950 Thesis	
* <i>Basic Education or</i> Psy <i>or</i> ELE 5500 Creativity, Play and the Brain <i>or</i> ELE 5400/5700 Topics/Sem.			

Middle Level Education Emphasis 35-36 semester hours
* *See notes for MLE options*

Semester 1	6 hours	Semester 2	6 hours
ELE 5100 Intro to Grad Studies in EC/ELE/MLE		ELE 5250 or <i>EDU 5200 Intro to Research</i>	
ELE 5260 Advanced Developmental Reading <i>or</i> * <i>Basic Education Course</i>		ELE 5260 Advanced Developmental Reading * <i>Basic Education Course</i>	

Semester 3	8-9 hours	Semester 4	6 hours
MLE 5110 Principles & Procedures ML School		MLE 5110 Principles & Procedures ML School	
MLE 5150 Interdisciplinary Curriculum in ML School		* <i>Basic Education, ELE Curriculum Area, or</i> Guided Elective	
MLE 5270 Reading in Content Area			
* <i>Basic Education, ELE Curriculum Area, or</i> Guided Elective			

Semester 5	6 hours	Semester 6	3 hours
MLE 5400 Topics in ML Education (Curriculum) <i>or</i> MLE 5700 Seminar (Issues & Trends)		ELE 5900 Applied/Action Research <i>or</i>	
MLE 5150 Interdisciplinary Curriculum in ML School * <i>Basic Education, Curriculum Area, or</i> Guided Elect.		ELE 5950 Thesis	

Reading Emphasis 35-36 semester hours

Semester 1	6 hours	Semester 2	6 hours
ELE 5100 Intro to Grad Studies in EC/ELE/MLE		ELE 5250 <i>EDU 5200 Intro to Research</i>	
ELE 5260 Advanced Developmental Reading <i>or</i> * <i>Basic Education Course</i>		ELE 5260 Advanced Developmental Reading <i>or</i> * <i>Basic Education Course</i>	

Semester 3	8-9 hours	Semester 4	6 hours
ELE 5600 Diagnostic Reading Problems		ELE 5610 Remedial Reading	
MLE 5270 Content Area Reading		ELE 5650 Language Arts	
* <i>Basic Education Course</i>			

Semester 5	6 hours	Semester 6	3 hours
ELE 5620 Reading Practicum		ELE 5900 Applied/Action Research <i>or</i>	
*Basic Education		ELE 5950 Thesis	

Rotation for New Program – Master of Science in Education

Major: Elementary Education

<u>Fall 2006</u>	<u>Spring 2007</u>	<u>Summer 2007</u>	<u>Fall 2007</u>	<u>Spring 2008</u>	<u>Summer 2008</u>
ELE 5100 Intro	*ELE 5100 Intro	*ELE 5100 Intro	*ELE 5100 Intro	*ELE 5100 Intro	
ELE 5260 Reading	ELE 5260 Reading	*ELE 5260 Reading	*ELE 5250-Research	<i>EDU 5200 Research</i>	ELE 5900-App/Action
<i>Basic Education</i>	<i>EDU 5200 Research</i>	ELE 5250 Research	*ELE 5260-Reading		ELE 5950-Thesis
		ELE 5500 Creativity/Brain	ELE 5810 Integ. I	*ELE 5500 Creativity/Brain	ELE 5100 Intro.
		ELE 5660-Science	ELE 5400/5700	ELE 5400/5700 Topics/Sem.	ELE 5260 Reading
		ELE 5400/5700- Topics/Sem.	ELE 5650 Lang. Arts	ELE 5640-Social Studies	<i>Basic Education.</i>
		MLE 5110/5150	MLE 5110	ELE 5820 Integ. II	*ELE 5660-Science
		MLE 5270 Content RDG	ELE 5610-Rem. Reading	MLE 5400/5700	*MLE 5110 Principles
		ELE 5600 Diag. Reading		MLE 5150	*MLE 5150 Curriculum
				ELE 5620 Reading Practicum	*MLE 5270 Content Area
					*ELE 5600 Diag. Reading

* - Additional Offerings

9-20-05

Name _____ SS# _____

Advisor: _____ Date: _____

STUDY PLAN WORKSHEET

COURSE	TITLE	Credit	Term	Grade	Instructor
Phase I – 12 Semester Hours of Masters Courses (and Prerequisites) 3.0 GPA required to continue to Phase II					
ELE 5100	Introduction to Graduate Studies in Education	3			
EDF/EDP _____	Select 3 hours from: List A on reverse	3			
ELE 5250	Research in Education (or EDU 5200)	3			
ELE 5260	Advanced Developmental Reading	3			
Prerequisites: As needed for admission to Teacher Education for Post Baccalaureate certification with Masters					
Phase II – Basic Education: 5-6 Semester Hours, and 15 Semester Hours in Area of Emphasis (Select One Area)					
EDF _____	Select 2-3 hours from: List A on reverse	2-3			
EDF _____	Select 3 hours from: List A on reverse	3			
Emphasis in Early Childhood (15 semester hours)					
ELE 5500	Creativity , Play & Brain Development (new)	3			
SPE _____	Special Education - Select 6 hours from: List B on reverse	3			
SPE _____		3			
Elec. _____	Guided Electives - Select 6 hours from: List C on reverse	3			
Elec. _____		3			
Emphasis in Elementary Curriculum (15 semester hours)					
ELE 5640	Teaching and Supervision of Social Studies in Elementary Schools	3			
ELE 5650	Language Arts in the Elementary School	3			
ELE 5660	Science Curriculum in the Elementary School	3			
MAT 5400	The Teaching of Mathematics in Grades K-6	3			
ELE. _____	Guided Electives - Select 3 hours from: List D on reverse	3			
Emphasis in Elementary Integrated Curriculum (15 semester hours)					
ELE 5810	Integrated Curriculum I	3			
ELE 5820	Integrated Curriculum II	3			
Elec. _____	Select 3 hours from: List E on reverse	3			
ELE _____	Select 6 hours from: List F on reverse	3			
ELE _____		3			
Emphasis in Middle Level (15 semester hours)					
	Select a minimum of 6 hours from:				
MLE 5110	** Principles & Procedures in the Middle-Level School (3 sh)	3			
MLE 5150	**Interdisciplinary Curriculum in the Middle-Level School (3 sh)	3			
MLE 5270	Content Area Literacy Instruction (3 sh)	3			
MLE _____	MLE 5400/5700 (3 sh) Topics/Seminar	3			
Elec. _____	Select 3 hours from: ELE 5640; ELE 5650; ELE 5660; MAT 5400	3			
Elec. _____	Select from: List G on reverse to total 15 semester hours	3			
**Required To fulfill the ISBE requirements for middle-level endorsement if not yet completed at undergraduate or graduate level					
Emphasis in Reading (15 semester hours)					
MLE 5270	Content Area Literacy Instruction	3			
ELE 5600	Diagnosis of Reading Problems	3			
ELE 5610	Remediation of Reading Problems	3			
ELE 5620	Remedial Reading Practicum	3			
ELE 5650	Language Arts in the Elementary School	3			
Note: Reading Teacher Endorsement information on reverse					
Phase III – Culmination (Presentation/Defense)					
ELE 5900	Applied/Action Research (new)	3			
OR					
ELE 5950	Thesis	3			
Student Signature _____ Date _____ Advisor Signature _____ Date _____					
Email address _____ Coordinator Signature _____ Date _____					

List A	Basic Education	
	EDF 5500	Curriculum Development (3 sh)
	EDF 5510	Social Foundations of Education (3 sh)
	EDF 5530/5535	Philosophy of Education (2 sh)
	EDF 5540	History of Educational Thought (2 sh)
	EDF 5550	Comparative and International Education (3 sh)
	EDP 5300	Theory into Practice: Psychological Foundations for Educational Practice (3 sh)

List B	Emphasis in Early Childhood – Select 6 hours from:	
	SPE 5131	Topics in Special Education (1 sh)
	SPE 5132	Topics in Special Education (2 sh)
	SPE 5133	Topics in Special Education (3 sh)
	SPE 5840	Infant and Toddler Assessment (3 sh)
	SPE 5620	A Family-Focused Approach for Providing Services to Families with Children Identified as Exceptional (3 sh)

List C	Emphasis in Early Childhood – Guided Electives: Choose 6 hours from:	
	PSY 5015	Individual Intellectual Assessment (4 sh)
	FCS 4851	Infant Development (3 sh)
	FCS 4854	Parent-Child Study and Community Involvement (3 sh)
	ELE 4770	Methods and Curriculum in the Primary Grades (3 sh) (if not already completed for BSED)
	ELE 4775	Language and Language Arts in Early Childhood (3 sh) (if not already completed for BSED)
	ELE 4776	Early Childhood Education: History and Philosophy (3 sh) (if not already completed for BSED)
	ELE 5400	Special Issues (2-3 sh)
	ELE 5700	Seminar in Elementary Education (1-3 sh) (Topics such as Classroom Management, Social Emotional Intelligences, Using Children’s Literature to Enhance Literacy)

List D	Emphasis in Elementary Curriculum – Guided Electives: Choose 3 hours from:	
	ELE 5400	Special Issues (2-3 sh) (Topics such as Multiple Intelligences, Differential Instruction, Classroom Management, Using Children’s Literature to Enhance Literacy)
	ELE 5700	Seminar in Elementary Education (1-3 sh)

List E	Emphasis in Elementary Integrated Curriculum – Choose one from the following:	
	ELE 5500	EC/Brain Dev. (3 sh)
	PSY 5170	Theories of Learning (3 sh)
	PSY 6550	Neuropsychology: Brain-Behavior Relationships (3 sh)

List F	Emphasis in Elementary Integrated Curriculum – Guided Electives: Choose 6 hours from:	
	ELE 5400	Special Issues (2-3 sh) (Topics such as Classroom Management, Using Children’s Literature to Enhance Literacy)
	ELE 5700	Seminar in Elementary Education (1-3 sh)

List G	Emphasis in Middle Level – Guided Electives: To total 15 semester hours in Emphasis	
	Content Area Classes Taken in Content Area Subject Matter:	
	ENG 4903	Young Adult Literature (3 sh)
	ENG 4905	Studies in Children’s Literature (3 sh)
	ENG 4906	Problems in the Teaching of English (3 sh)
	ENG 4801	Integrating the English Language Arts (3 sh)
	MAT 5535	Topics in Mathematics 2-4 sh)
	MAT 5400	The Teaching of Mathematics in Grades K-6 (3 sh)
	MAT 5810	Topics in Mathematics for Elementary/Middle School Teachers (3 sh)
	SCI 5000	Contemporary Issues and Ethics in Science of Natural Science Teachers (3 sh)
	SCI 5002	History of Science for Natural Science Teachers (3 sh)
	HIS	History – Special Topics Course (Issues and Trends in the Social Sciences), and Other graduate level history courses

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

New Course Proposal

1. Catalog description

- a) Course number: ELE 5100
b) **Title:** **Introduction to Graduate Studies in EC/ELE/MLE**
c) Meeting times and credit: 3-0-3
d) Terms to be offered: F S SU
e) Short title: Intro Grad Stu
f) Course description: This course provides an overview of the expectations of an advanced degree program and an opportunity to acquire the necessary skills and knowledge to complete the program successfully.
g) Prerequisites: Admittance to Graduate School
h) Initial term of offering: Fall, 2006

2. Objectives of the Course and Evaluation

a) List the student learning objectives:

- Explore and set the expectation of graduate study as both an opportunity to consume and to create research.
- Explore various types of academic research and guide students in beginning to think about options for their own research in the program.
- Identify at least three current outstanding researchers in elementary education and explain why their work is significant.
- Use an inquiry-based framework for identifying and critiquing quality research studies.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to the field of education and educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
- Write responses to research articles identifying main ideas, evaluating procedures used, and implications.
- Engage in a scholarly writing exercise and investigating options for publishing.
- Participate with colleagues in research-based group projects concerning current issues in education.

b) **Assessment:**

Students will be assessed on in-class assignments, critiques of research articles, a brief research paper (suggested length 7-10 pages), as well as reports, class projects, journals, presentations involving group problem solving, and examinations.

c) **Technology Delivered:** N/A

d) **Numbering of courses 4750-4999:** N/A

- e) **Writing designation: N/A since it is a graduate level course, however, writing is a significant aspect of the course.**

3. Outline of the Course

- a) Meetings: Three hours a week, 15 sessions, or the alternative format with the same number of contact hours.

SESSIONS 1, 2

EC/ELE/MLE Graduate Study

- Expectations of graduate level study
- Department and university resources
- Dispositions
- Ethics
- Social justice, equality, and diversity
- Building a graduate community, working in a collaborative and supportive learning community
- Technology tools and services for research

SESSIONS 3, 4

Pedagogy – Research Based Best Practices

- Current issues in education and implication for classrooms
- Significant researchers in elementary education/educational pedagogy
- Assessment and evaluation of pedagogy
- Needs of culturally and linguistically diverse (CLD) students and faculty
- Sharing pedagogical strategies (group work)

SESSIONS 5, 6

Writing – Strengthening Expertise

- Key Elements in Scholarly Writing
- Writing experiences- research, report, abstract, literature review, critique, peer review, etc.
- Scholarly Language in academic writing
- Audiences for academic writing
- Style Guide: Most current edition of APA

SESSIONS 7, 8

Education Professionals as Consumers of Research

- Brief overview/definition of research terminology
- Introduction to kinds of research studies--quantitative, qualitative, action research, etc.
- Sources of data in educational research i.e. National Center for Educational Statistics
- Evaluation of research quality

SESSIONS 9, 10, 11

Research Fundamentals

- Accessing sources technologically and in print form

- Primary and secondary sources and appropriate use of each
- Data gathering tools and methods *i.e.* survey, pre-post assessments, etc.
- Multicultural perspectives of research: Examining research from different perspectives/point of view
- Different types of research design and methods
- Role of technology in data gathering and analysis
- Critique of research

SESSIONS 12, 13

Guidelines and Procedures for Conducting Research

- EIU processes
- IRB and Ethical Treatment of Human Subjects online training at [http://www.eiu.edu/~grants/Consent Training/index.html](http://www.eiu.edu/~grants/Consent%20Training/index.html)
- Options for culmination of the Masters – Creators of Research:
Thesis-See Graduate School Thesis Manual
(<http://www.eiu.edu/~graduate/#>)
Action Research Class and Project.
See Departmental Expectations for ELE 5900 Applied/Action Research
Class (posted on department web site).
- Publishing Opportunities

SESSIONS 14, 15

Technology enhanced presentation of projects and/or paper demonstrating ability to be informed consumer of research.

b) Technology-delivered: N/A

4. Rationale

- a) Purpose and need: This course introduces students to the expectations of an advanced degree program and will offer students the experiences and opportunities to acquire and enhance the necessary skills and knowledge so that students can advance in their own professional development. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research.
- b) Justification of the level of the course and of course prerequisites: This course will serve as the initial course for the graduate program in Elementary Education
- c) Similarity to existing courses: This course covers introductory material as consumers of research in preparation for being creators of research. It also provides a vehicle to create a community of graduate learners. ELE 5250 Research in Education course builds on the introductory course. The thesis or applied/action research will be the culminating application of information and research experience at the masters level.
- d) Impact on program: This course will provide assistance and guidance to the novice graduate students as they begin their academic work and will serve as a support base as they progress in the program.

5. Implementation

- a) Faculty members to whom course may be assigned: Any graduate faculty member in the department could teach this course.
- b) Specification of any additional cost to students: none
- c) Text and supplementary materials: Most current APA Manual and current professional journals

6. Community College Transfer: NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

* A **technology-aware** course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A **technology-enhanced** course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A **technology-delivered** course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Effective 1-16-03

Revised Course Proposal
(Updated Format formerly ELE 5000)

1. Catalog description

- | | |
|------------------------------|---|
| a) Course number: | ELE 5250 |
| b) Title: | Research in Education |
| c) Meeting times and credit: | (3-0-3) |
| d) Terms to be offered: | F S (if needed) SU |
| e) Short title: | Research |
| | Course description: Provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education. |
| g) Prerequisite(s): | ELE 5100 Intro to Graduate Study in Elementary |
| h) Initial term of offering: | Current Course offered Fall and Summer |

2. Objectives of the Course and Evaluation:

- a) **List of student learning objectives:**
- Synthesize and apply knowledge gained from published research in education on curricular, instructional, and legal issues.
 - Differentiate between types and various components of educational research and identify primary and secondary source.
 - Complete a literature review/critique on a current issue in education using APA style.
 - Critically evaluate various types of education research as to usefulness for research and best practice in the field.
 - Relate research to the world of practice.
 - Formulate a clear problem statement and testable hypotheses in a design appropriate to research projects relative to curriculum and instruction.
 - Articulate and define one's own philosophical, sociological, and psychological perspectives in light of research.
 - Discuss the purposes of educational research and compare and contrast use of descriptive research, experimental, and qualitative research..
 - Identify basic types of research methods and basic statistics.
 - Define and interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations, etc.
 - Define reliability, including methods of establishing content, construct, and empirical validity.
- b) **Assessment:** Students will be assessed on the development of a research proposal in APA format, oral presentation of the research proposal, critique of a significant research study, and completion of a search using electronic education data bases.

- c) **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
 - Describe how the integrity of student work will be assured. N/A.
 - 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. N/A.
- d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.
- e) 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. N/A.

3. Outline of this course:

a. General Considerations

- Course meets for 15 weeks or equivalent contact hours in alternative format.
- The course outline may vary somewhat from instructor to instructor, but the outcomes will meet the objectives.

SESSIONS 1, 2, 3

Rationale for and characteristics of research
Use of research in American schools
Current research issues

SESSION 4, 5, 6

Identify and discuss primary and secondary sources of research
Select appropriate descriptions for research topics
Conduct electronic searches specific to researchable problems
Locate quality research reports from databases, periodicals, and documents
Critique studies for completeness, clarity, and research quality
Conduct a literature review of a specific topic
Identify types of descriptive research
Differentiate between descriptive, correlations, experimental, and qualitative research

SESSION 7, 8, 9

Formulate clear problem statement and testable hypotheses for literature review
Describe the procedures involved in developing a research proposal
Select a research design that is appropriate for the research proposal

SESSION 10, 11, 12

Formulate recommendations for further research and practice based on the proposal development
Orally present and defend a proposal

SESSIONS 13, 14, 15

Identify the characteristics and limitations of the major measures of central tendency and variability

Describe appropriate applications for use of the measures of central tendency and variability

Identify appropriate applications of correlation indexes

Recognize the characteristics and applications of meta-analysis

Distinguish between validity and reliability (execute a statistical program on the computer) Identify the characteristic and components of quality surveys

Construct and pilot/test a survey

b) 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. N/A.

4. Rationale:

a) *Purpose and need:* This course assists educators in becoming critical consumers and produces of research through its emphasis on reading, analyzing, doing, and using research.

b) *Justification of the level of the course and of course prerequisites:* This graduate course fulfills the requirement for students to research, analyze, and apply research.

c) *Similarity to existing courses:* This course is distinct and builds on ELE 5100 Introduction to Graduate Studies. EDU 5200 can be substituted for this course.

d) *Impact on the program:* This course provides the foundation for students to engage in research and complete either the ELE 5950 Thesis option or the ELE 5900 Applied/Action Research course as the culmination of the Master of Science in Education in Elementary Education.

5. Implementation:

a. *Faculty members to whom course may be assigned:* Any member of the graduate faculty serving on the Departmental Graduate Council should be able to teach this course.

b. *Specification of any additional costs to students:* none unless desired by the student

c. *Text and supplementary materials:* Current edition of the APA Manual; and professional journal articles.

6. Community College Transfer NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

* A **technology-aware** course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A **technology-enhanced** course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A **technology-delivered** course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

New Course Proposal

1. Catalog description

- | | |
|------------------------------|---|
| a) Course number: | ELE 5500 |
| b) Title: | Creativity, Play, and the Brain of the Young Child |
| c) Meeting times and credit: | 3-0-3 |
| d) Terms to be offered: | F S SU (Rotational) |
| e) Short title: | Brain Dev |
| f) Course description: | This course explores the brain development in the young child along with the roles of play and creativity. |
| g) Prerequisites: | Admittance to the Graduate School and completion of Phase I of the Elementary Masters program or permission of the department chair |
| h) Initial term of offering: | Summer, 2007 |

2. Student Learning Objectives and Evaluation:

- a) **List the student learning objectives.**
- Identify and study the physiology of the brain, including the right and left hemispheres, lobes, functions;
 - Introduced to the growth of the brain at various ages and stages, prenatal to age 8 years;
 - Articulate three ways creativity and play are related to brain development;
 - Identify milestones in child development and their relationship to brain development;
 - Articulate the development of language milestones and the brain's capacity for music, balance, rhythm, sounds, language production;
 - Identify characteristics of an enriched environment for young children, birth to age eight years;
 - Compare convergent and divergent thinking skills and the value of both;
 - Compare the development of dramatic play skills, imagination, literacy, drama, and brain development;
 - Describe the creative process in regard to writing, movement and dance, music, sculpture, and the visual arts;
 - Students will be able to discuss social emotional development, meaningful relationships, self-esteem, and self-expression in the context of creativity, play and brain development.
- b) **Assessment:**
Students will be assessed on the following:
- Two research papers on topics related to the course.

- A group project investigating an issue related to implementing brain research in the classroom.
- A review of a research study related to the course topic.
- A web search of the latest research on the course topic.
- A power point presentation of one research paper.

Technology will be used for the literature reviews, group project, web search and power point presentation.

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

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
- Describe how the integrity of student work will be assured. N/A.
- 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. N/A.

d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.

e) 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. N/A.

3. Outline of this course:

a) **Meetings:** Three hours per week for 15 sessions, evenings or weekend format with equivalent contact hours.

SESSIONS 1, 2

- Introduction
- Sprouting Dendrites: The processing speed of neurons improves as dendrites increase their surface area through sprouting.
- Making Connections: Babies exhibit behavioral changes corresponding to changes taking place in the brain.
- Enriched Environments: Creating a stimulating, creative, interactive environment for students can make all the difference in learning.
- Enriched Minds: The human brain is transformed by its experiences. How creativity develops.
- Myelin Sheaths: An insulating substance that grows around neurons speeds up the rate of information processing in the brain.
- Newborns: An infant's brain comes equipped for survival. Attachment and bonding and brain organization.
- Toddlers to age 8: Myelination in the brain occurs in tandem with developmental milestones connecting creative thought processes and the brain.

SESSIONS 3, 4

- Introduction
- Synapses: Synapses are the “meeting places” of the mind, the points of information exchange in the brain.
- Synaptic Proliferation: In preparation for learning and skill development, the brain forms a huge number of synapses during the first year of life.
- Adaptability: All those synapses mean that the infant brain is prepared to respond to a wide range of environments and experiences.
- Synaptic Pruning: Throughout development, skills are refined and mastered by the elimination of excess synapses.
- Critical Periods: Basic skills learned during certain developmental periods pave the way for more advanced skill development.
- How Neurons Function: The electrochemical messages sent between neurons direct the reorganization of synapses in the brain.
- Learning Connection: Practice makes perfect. Left brain and Right brain relationship to drawing, writing, dance, drama, music.

SESSIONS 5, 6

- Introduction
- The Brain and the Mind: Brain scientists and educators are in pursuit of the same goal: understanding the how and why of the human brain.
- Mental Milestones: Developmental milestones reflect the changes taking place in the developing brain. Review Piaget’s theory of developmental stages. Role of play in concept building.
- Language Development: The brain develops language skills in increasing stages of complexity. The role of multiple language proficiency.
- Nurturing Language: Adults can help support children’s language development, creative writing, drawing, sculpting, etc.
- The Enriched Classroom: Brain scientists and educators have come up with tips for creating an enriched classroom environment that enhances creativity.
- An Enriching Example: Learn how one teacher created an enriching classroom activity to enhance creativity.

SESSIONS 7, 8

- Introduction
- Forming feelings and images
- Early musical development
- Music and movement in the creative classroom
- An enriching example: TBA

SESSIONS 9, 10

- Introduction
- Drama and literacy
- Writing screenplays for the creative classroom.
- An enriching example: TBA

-

SESSIONS 11, 12

- Introduction
- Convergent and divergent thinking and implications for learning environments.
- Self esteem and the creative arts
- An enriching example: TBA

SESSIONS 13, 14, 15

- Presentation of culminating projects linking the brain to the creative arts.
- Summary of the course.

b) 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. N/A.

4. Rationale:

- a) Purpose and need: This course will introduce students to the current research on brain development in early childhood education. The course is designed for teachers in the early childhood classroom to gain the knowledge about this topic as well as strategies for setting up enriched environments for young children.
- b) Justification of the level of the course and of course prerequisites: This course is developed to challenge graduate level students with state of the art information on creating classrooms based on the latest brain research in early childhood education.
- c) Similarity to existing courses: There is a special topics course offered through Family and Consumer Sciences that does address some brain research. However, this course is distinct in that the application is for teachers in early childhood education settings, infancy through age eight years. The proposed course also has a significant focus on the integration of the arts for enriching “learning with the brain in mind.”
- d) Impact on the program: This course will meet the needs of graduate level early childhood students in preparing them for teaching with the knowledge of the latest research on brain development.

5. Implementation:

- a) Faculty members to whom course may be assigned:: Faculty with Early Childhood Expertise
- b) Specification of any additional costs to students: none at the masters level for early childhood.
- c) Text and supplementary materials: Articles in the reference list readings and the text
Wolfe, P. (2001). Brain matters: Translating research into classroom practice. Alexandria VA: Association for Supervision and Curriculum Development.

6. *Community college transfer: NA*

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

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** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

New Course Proposal

1. Catalog description

- | | |
|-----------------------------|---|
| a) Course number | ELE 5810 |
| b) Title | Integrated Curriculum in the Elementary Classroom I |
| c) Meeting times and credit | 3-0-3 |
| d) Terms to be offered | F S SU (Rotational) |
| e) Short title | Integrat Curr I |
| f) Course description | This course provides a research base and opportunity to apply learning theory for integration of subject matter in the elementary school with a focus on Fine Arts, Language Arts, and Social Studies.. |
| g) Prerequisites | Admittance to Graduate School and Phase I of the Elementary Masters or permission of the Department Chair. |
| h) Initial term of offering | Fall, 2007 |

2. Student Learning Objectives of the Course and Evaluation

- a) **List the student learning objectives:**
- Increase awareness of the how curriculum can be integrated to meet the learning preferences and needs of children and increase both learning in cognitive and affective domains; and psychomotor domains;
 - Read, evaluate, and respond to research and best practice articles in professional journals to explore the benefits of integration; and subject all professionals to the American Alliance of Theatre and Education; National Association for Schools of Theater; National Association of Schools of Theatre; National Association of Art Educators; Music Educators National Conference; National Council for the Social Studies; National Council of Teachers of English; International Reading Association; American Alliance for Health, Physical Education, and Recreation, and Dance; and others.
 - Demonstrate and experience the integration of the Fine Arts, Language Arts, and Social Studies themes in creating meaningful learning experiences for differentiating instruction for all learners
 - Engage in a web inquiry using a theme approach based on essential questions;
 - Participate in a Literature Circle that examines a book on American Education written from a minority point of view.
 - Work in teams to create and write a creative interdisciplinary unit of instruction with a research rationale using a theme that will include information and skills enhanced through the integration of subject areas around an essential question/big idea, using the fine arts, language arts, and the social studies.
- b) **Assessment and Evaluation**
- Students will be assessed on in-class assignments, a 7-10 page research paper, a group constructed thematic unit, a web inquiry, participation in a literature circle project, and both written and oral research article reviews, and reflective journals.

- c) **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
 - Describe how the integrity of student work will be assured. N/A.
 - 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. N/A.
- d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.
- e) 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. N/A.

3. Outline of the Course

- a) Meetings: Three hours per week for 15 sessions, evenings or weekend format with equivalent contact hours

SESSION 1

Introduction to the Course

Sharing of information of distinct professional organizations and their stated goals;
Discussion of practice in schools;
Discussion of diversity in classrooms and how to differentiate instruction.
Discussion of the brain and learning theory.
Discussion of theme teaching;

Formation of 3-5 groups of 3-5 students into literature Circles for the purpose of reading, discussing, and reporting to the group. Each circle will read a book on an American education issue written from the point of view of a minority. Topics for the literature selections could include school segregation, school integration, the Civil Rights Movement as it relates to schools, diversity in the classroom, etc. Students will write a book review, and present information to the class in a PowerPoint presentation. A reference list of books will be provided.

SESSION 2

Overview of Research on integration and interconnection of ideas.
Thinking "out of the box" for curriculum changes.

Present awareness of professional goals of the American Alliance of Theatre and Education; National Association for Schools of Theater; National Association of Art Educators; National Association of Schools of Theatre; Music Educators National Conference; National Council for the Social Studies; National Council of Teachers of English; International Reading Association; and others. Discuss how these goals can be addressed in an integrated approach.

SESSIONS 3, 4

Create curricula strands; Looking at the big ideas/themes; asking essential question.

Explore examples of ways to integrate;

Use graphic organizers in planning;

Themes in art, music, drama, movement, language, and social studies;

Sharing research about curricula construction in an integrated classroom;

Discussion of time for planning for theme and integrated teaching;

Writing – Selection of topic about curriculum integration (7-10 page paper).

SESSION 5

Technology Tools and Integration

Discussion and demonstration of web inquires. Discussion on how these contribute to creating an integrated curriculum. Discussion of how teachers can utilize the construction of web sites to enhance interdisciplinary learning.

SESSION 6

Literature Circle PowerPoint presentations from Literature Circle Project assigned in Session 1.

SESSIONS 7, 8

Students will team to create interdisciplinary curriculum units using the fine arts, language arts, and the social studies in a creative endeavor, with vision for effective schools. Discussion and modeling of ways of thinking about themes including use of technology tools for webbing, creating Venn diagrams, etc.

Possible topics: The integration of the fine arts, language arts, and Social studies examined through the NCSS strands of “culture...; people, places and environments; individual development and identity; power, authority, and governance...; global connections; civic ideals and practices;” How the fine arts reflect the social and linguistic patterns of society, etc.

Presentation of Web inquiries.

Activities around themes based on essential questions.

SESSIONS 9, 10

Research papers due with PowerPoint presentations of highlights of the paper.

Presentation to include an interactive module to highlight how subject matter is integrated in the teaching module.

SESSIONS 11, 12

Further exploration of the role of language arts in an integrated setting.

Discussion of English Language Learners and the integration of curriculum

Further discussion of differentiating instruction through curriculum integration.

SESSION 13

Exemplary Models and the effect on P-5/6 learning.

SESSIONS 14, 15

Presentation of team Integrated Units and Final Evaluation

b) 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. N/A.

4. Rationale

- a) Purpose and need: Current research indicates that individuals learn holistically. The course provides a research base for and experience in connecting/integrating conceptual knowledge and how to present it for elementary children and their learning environments. It provides for exploration and vision of creative curriculum construction that meets and exceeds standards, providing motivation for teachers and students to create an enhanced learning environment.
- b) Justification of the level of the course and of course prerequisites: This course will serve as the introduction to integration of curriculum and lay foundations for the Interdisciplinary Course II.
- c) Similarity to existing courses: None
- d) Impact on program: This course will provide an opportunity for a candidate seeking to be a master teacher to explore, discover, and review research effective integration of curriculum in the elementary classroom.

5. Implementation

- a) Faculty members to whom course may be assigned: Graduate faculty with experience in Pre-K through Sixth grade, and/or subject matter specialists in one of the Fine Arts, Language Arts, and/or Social Studies.
- b) Specification of any additional costs to students: none
- c) Text and supplementary materials. National Council for the Social Studies (2002) *National Standards for Social Studies Teacher 1*, NCSS, Washington, D.C.; Cornett, C.D. (2000). *The Arts as Meaning Makers, Integrating Literature and the Arts Throughout the Curriculum*; Merrill, Columbus, Ohio
Articles from professional journals.

6. Community College Transfer: NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

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** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

New Course Proposal

1. Catalog description

a)	Course number	ELE 5820
b)	Title	Integrated Curriculum in the Elementary Classroom II
c)	Meeting times and credit	3-0-3
d)	Terms to be offered	F S SU (Rotational)
e)	Short title	Integrat Curr II
f)	Course description	This course provides a research base and opportunity to apply learning theory for integration of subject matter in the elementary school with a focus on fine arts, science, math, health, and physical education.
g)	Prerequisites	Admittance to Graduate School and Phase I of the Elementary Masters, Integrated Curriculum in the Elementary School I or permission of the Department Chair.
h)	Initial term of offering	Spring, 2008

2. Student Learning Objectives and Evaluation

a) List the student learning objectives of the course

- Engage in activities that demonstrate how to integrate curriculum to meet the learning preferences and needs of children and increase learning in cognitive, affective, and psychomotor domains.
- Read and respond to research and best practice articles in professional journals to explore the benefits of integration and subject area learning goals using information from the various subject area professional organizations such as: American Alliance of Theatre and Education; National Association for Schools of Theater; American School Health Association; American Alliance for Health, Physical Education, Recreation, and Dance; Music Educators National Conference. National Association for Art Educators; National Association for Sport and Physical Education; National Science Teachers Association; National Council of Teachers of Mathematics; and others.
- To demonstrate and to experience the integration of the Fine Arts, Health, Math, Physical Education, and Science goals from the professional organizations in creating meaningful learning experiences.
- Explore internet sites and software to support integration of curriculum.
- Create a unit of instruction with a research rationale using a theme based on essential questions that will include information and skills enhanced through the integration of the fine arts with at least the subject areas of science, math, health, and physical education around a concept or strand.
- Create a culminating group “program” to demonstrate curriculum integration.

b) Evaluation and Assessment:

Students will be assessed on in-class assignments as well as a 7- 10 page research paper, a group or individually constructed thematic unit, a group program/product, and both written and oral research article reviews.

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

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
- Describe how the integrity of student work will be assured. N/A.
- 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. N/A.

d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.

e) 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. N/A.

3. Outline of the Course

a) Meetings: Three hours a week for 15 sessions or alternative format with same number of contact hours.

SESSION 1

Introduction to the Course

Sharing of information of distinct professional organizations and their stated goals;

Discussion of curriculum in elementary schools;

Discussion of diversity in classrooms and how to differentiate instruction;

Discussion of the brain and learning theory as it relates to the conceptual development for children.

SESSION 2

Overview of Research concerning the integration and interconnectedness of concepts and ideas. Thinking "out of the box" for curriculum changes.

Present awareness of professional goals of the American Alliance of Theatre and Education; American Alliance for Health, Physical Education, Recreation, and Dance; American School Health Association; National Association for Sport and Physical Education; National Council for Teachers of Mathematics; National Science Teachers Association, Music Educators National Conference; National Art Education Association; and others.

Discuss how these can be addressed in an integrated approach.

SESSIONS 3, 4

Creating curricula strands. Looking at the big ideas/themes.

Examples of ways to integrate. Using graphic organizers in planning.

Themes in art, health, math, music, physical education, science, and theatre.

Sharing research about curricula construction in an integrated classroom

Discussion of theme teaching.

Writing – Selection of topic about curriculum integration (7-10 page paper).

SESSION 5,

Technology Tools

Discussion and demonstration of internet sites and software. Discussion on how these contribute to creating an integrated curriculum. Connections via e-mail or possible poly com connections, with other areas of the USA for ways to teach with an integrated approach.

SESSIONS 6, 7, 8

Group work to create themed teaching units and culminating “program/production/product” and discussion on ways of thinking about themes based on essential questions.

- *Possible topics:* Systems, Models, Change Equilibrium, Form and Function, etc.
- Presentation of theme activities incorporating technology tools.

SESSIONS 9, 10

Research papers due with *PowerPoint* presentations of highlights of the paper.

Presentation to include an interactive module to highlight how subject matter is integrated in the teaching.. Papers can provide research base for culminating project.

SESSIONS 11, 12

Further exploration of critical thinking and integration of subjects for the education of the whole child. Determination of final group project/production.

SESSION 13

Exemplary Models and the effect on P-6 learning.

SESSIONS 14, 15

Culminating activities with options to demonstrate how to integrate curriculum. Groups of 4-5 or whole class create a program/product, such as a mini-musical with scenery and plot, created around a theme; a science and health mini hands on “museum”; an art gallery exhibit, etc. that incorporates all the focus subject areas from the course. Submission of individual or group integrated Units for Final Evaluation.

- b) 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. N/A.

4. Rationale

- a) Purpose and need: current research indicates that individuals learn holistically. The course provides a research base for and experience with connecting/integrating conceptual knowledge and how to present it for elementary children and their learning environments. It builds on the conceptualization for integration developed in the Integrated Curriculum I course.
- b) Justification of the level of the course and of course prerequisites: This course will serve as one of the courses for the integrated curriculum emphasis. It requires a depth and breadth of knowledge in order to creatively integrate subjects.
- c) Similarity to existing courses: The Integrated Curriculum for the Elementary Classroom I has a similar research basis, but a different subject area integration focus.
- d) Impact on program: This course will an opportunity for candidates seeking to become master teachers to explore and to research about effective integration of curriculum in the elementary classroom.

5. Implementation

- a) Faculty members to whom course may be assigned: Any graduate faculty member could teach this class.
- b) Specification of any additional costs to students: none
- c) Text and supplementary materials.
Byrns, J. P. (2001). *Cognitive Development and Learning in Instructional Contexts*. Allyn and Bacon; Wiggins, G. & J. McTighe (2001). *Understanding by Design*. Merrill Education/ASCD College Textbook Series; *Project WET Curriculum & Activity Guide*.(2002); Professional Journals.

6. **Community College Transfer:** NA

7. **Date approved by the department or school** _____

8. **Date approved by the college curriculum committee** _____

9. **Date approved by CAA** _____ **CGS** _____

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** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

(Revised Course Proposal)
MLE 5270
Content Area Literacy Instruction

1. Catalog Description:

a) Course Number	MLE 5270
b) Title	Reading in the Content Area
c) Meeting Time	3-0-3
d) Term(s) to be offered	F, S, Su
e) Short Title	Content Lit
f) Course Description	Content Area Reading: Implementing of reading strategies, approaches to instruction, and informal assessment of struggling readers.
g) Prerequisites	ELE 3280 or permission of Department Chair
h) Initial term of offering	Summer, 2007

2. Student Learning Objectives and Evaluation

a) List the student learning objectives of the course

- Develop a desire of lifelong learning in students and personally display one's own desire for life long learning including self-evaluation skills.
- Demonstrate good communication skills.
- Demonstrate and exhibit compassion to students of all cultures.
- Design instruction to develop and utilize the cognitive process by which students learn.
- Demonstrate knowledge of facts and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
- Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
- Describe cultural influences which are reflected in the history of the English language.
- Demonstrate knowledge of current issues in the language arts domain.
- Develop an enduring capacity to care, in particular, about the literacy needs of all students by utilizing the content area classroom as a vehicle for teaching and extending the reading skills to the students you serve.
- Recognize that the vast range of individual differences at the middle and secondary levels requires dedication to acquiring, developing, and pursuing instructional strategies and resources as you become a lifelong learner.

b) Assessment/evaluation: Students will be assessed by projects, reports, research papers, oral presentations, group problem solving, examinations;

- Reading Strategy Portfolio: In class, students will present content reading strategies and accumulate and assemble for before, during, and after reading strategies
- Examinations: Two major tests consisting of primarily objective items and short answer questions will be administered to assess students' understanding of course content, assigned reading, classroom presentations, and discussion.
- Book Talks: Conduct a book search and list at least twenty books for your academic content area. Prepare a book talk from this list of books. Include in your book talk the title, author's name, summary of the book, genre, how this book could be used in your content area.

- Research the importance of teaching reading in the content area: Discuss why it is critical to incorporate a variety of reading strategies to assist struggling readers become active proficient readers.
 - Research paper: Identify struggling readers about the struggling reader, your observations of the characteristics of the struggling reader, conclusions you may draw from your research, and compile recommended strategies to help these specific readers (APA 5th edition)
- c) **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
 - Describe how the integrity of student work will be assured. N/A.
 - 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. N/A.
- d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.
- e) 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. N/A.

3. Outline of the Course

- a) Meetings: 2.5 hours each week for 15 weeks
Topics to be covered:
- Principles of reading
 - Uniqueness of the individual reader
 - Cultural differences in readers
 - Characteristics of the struggling reader
 - Alternative methodology to enhance reading at the middle/secondary level
 - Responsibility for the learner
 - High order thinking (problem solving, decision making, critical thinking)
 - Development of communication skills
 - Past and present developments of issues in reading
 - Trends in reading education
 - Social influences in the field of education
- b) For technology-delivered or other non-traditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. N/A

4. Rationale:

- a) Purpose and need: This course is designed to convey to middle school/secondary teachers the enormous responsibility of preparing students with the instructional support needed to comprehend content texts. To achieve this end, students will become familiar with several perspectives of the reading process and will acquire

multiple strategies for teaching reading skills using content textbooks, reading textbooks, and other reading materials. In addition, student will recognize there are multiple pathways to learning and address various learning styles of those they serve.

- Masters' level students need to have an in-depth understanding of content level reading issues at the middle and secondary levels.
- Masters' level students need to have knowledge and understanding of a plethora of reading strategies to help students read successfully in the content areas.
- Middle level and secondary students need to have metacognitive awareness of the reading process and how they learn.

- b) Justification of the level of the course and of course prerequisites: The ELE 3280 prerequisite is necessary in order that teachers have the necessary background knowledge about the reading process.
- c) Similarity to existing courses: MLE 4280 is similar to this course though it does not contain the research and action research components. Also, the study of the reading process is not as in-depth in MLE 4280.
- d) Impact on Program: This course will be offered as an elective in the Elementary Education Masters' Reading program and as an elective in the Middle Level course offerings. This course will not be a core requirement but will be an elective.

5. Implementation:

- a) Faculty members to whom course may be assigned: Faculty with Middle Level Expertise
- b) Specification of any additional costs to students: none at the masters level for middle level.
- c) Text and supplementary materials: Articles in the reference list readings and the text

6. Community college transfer: NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

* A **technology-aware** course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A **technology-enhanced** course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A **technology-delivered** course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing

assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

REVISED COURSE PROPOSAL

1. Catalog Description

- | | |
|-----------------------------|---|
| a) Course number | MLE 5400, 5401, 5402 |
| b) Title | Topics in School Middle Level Education |
| c) Meeting times and credit | (3-1-3) |
| d) Terms to be offered | F, S, SU as needed |
| e) Short title | Spec Top MLE |
| f) Course description: | A study of current research and practices in middle level education (e.g. organization of school advisory programs, utilization of technology, staff development, legal/ethical concerns) |
| g) Prerequisites | Completion of the Middle Level Course sequence (MLE 3110, MLE 4760, MLE 4280, or MLE 5110, MLE 5150) or permission of Department Chair |
| h) Initial term of offering | Summer 06 |

2. Student Learning Objectives and Evaluation

- List the student learning objectives of the course**
 - Demonstrates the ability to write an effective research paper.
 - Demonstrates the ability to think critically and to be able to explain their findings to peers.
 - Analyze research and data and infer practical applications for the school setting.
 - Demonstrate adequate computer skills in searching the research body.
- Assessment:** research paper, class presentations, and demonstrations of compute research skills
- Technology-delivered and other nontraditional courses/sections:** NA
- Additional requirements for students enrolling in graduate courses:** NA
- Is the course writing-active, writing-intensive, or writing-centered?** NA

3. Outline of the Course

Meetings: Course meets for 15 weeks

- The course outline may vary from instructor to instructor depending on the topics given for each Semester. (see sample outline)
- Since this course is designed to address recent and cutting edge studies, the outline may vary.

4. Rationale:

- Purpose and need:** This course will provide the motivation, requirements, and tools to research information regarding middle school topics.
 - Provide middle school students, teachers, or principals with the research base which impacts policies and procedures in middle level schools.
 - Provide a topical course that can be used for in-service or special in-depth study on relevant issues in the field of middle level education.
 - Serve the extended learning community as well as graduate level students.
- Justification of course level and of course prerequisites:** This graduate middle level course fulfills the requirement for students to research in-depth, analyze, and find practical course applications for implementation of effective strategies in

middle level education. This course complements the requirements made by *No Child Left Behind* that suggest improvements in education are to be research-based. This course would encompass a variety of assessment tools such as projects, papers, experiments, etc.

- c) Impact on Program: This course will be offered as an elective in the Elementary Education Masters' Reading program and as an elective in the Middle Level course offerings. This course will not be a core requirement but will be an elective.

5. Implementation:

- a) Faculty members to whom course may be assigned: Any middle level faculty that is on the Graduate Council would be able to teach this course based on his/her own specialty and expertise.
- b) Specifications of any additional costs to students: none at the masters level for middle level
- c) Text and supplementary materials: Articles in the reference list readings and the text

6. Community college transfer: NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

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** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

New Course Proposal

1. Catalog Description

- | | |
|-----------------------------|---|
| a) Course number | MLE 5700 |
| b) Title | Seminar in Middle/Junior High School Education |
| c) Meeting times and credit | Arr. -1 to 3 |
| d) Terms to be offered | F, S, Su as needed |
| e) Short title | Sem MLE/JR Ed |
| f) Course description: | Intensive study of important contemporary issues, problems, developments, and trends in Middle/Junior High School Education. A maximum of six semester hours may be earned in MLE 5700, ELE 5950, or in ELE 5990, but no more than nine semester hours may be earned in any combination of these. |
| g) Prerequisites | MLE 5110 and MLE 5150 or equivalent course work, prior to teaching experience. |
| h) Initial term of offering | Fall 05 |

2. Student learning objectives and Evaluation

a) List student learning objectives:

- Examine issues, developments, and trends in Middle/Junior High School Education.
- Demonstrate the ability to think critically.
- Demonstrate the ability to summarize, synthesize, and evaluate information obtained from research.
- Demonstrate an ability to integrate theory and practice by surveying alternative instructional models as a basis for middle school curricular changes.
- Foster awareness of societal influences on the emerging adolescent.
- Examine curricular modifications due to technological changes in society.
- Examine the effect of high-stakes testing on the middle school child and the curriculum.

b) Students will be assessed by presentations, group discussion and, traditional tests and research papers.

c) **Technology-delivered and other nontraditional courses/sections:** NA

d) **Additional requirements for students enrolling in graduate courses:** NA

e) **Is the course writing-active, writing-intensive, or writing-centered?** NA

3. Outline of the course

Meetings: 2 ½ hrs. each week for 15 weeks—each topic will be the focus during one class session.

Topics

- Reading in the middle school
- Scheduling issues
- Parental/community involvement in the middle school
- Empowerment of teachers
- Special students—inclusion
- School uniforms

- Year-round schooling
- Early teen problems (anorexia/bulimia, sex, drugs, pregnancy, alcohol, smoking, gangs, obesity)
- Integrated learning/interdisciplinary teaching/ the team concept
- Physical, social/emotional, intellectual, development of the pre-adolescent
- Urban schools/ suburban schools/ rural schools
- Changing to a k-8 school
- Sports in the middle school
- Testing/ evaluation. Assessment in the middle school
- Impact of technology in the middle school

4. Rationale

- a) Purpose and need: The purpose of this course is to enhance the student's present understanding of issues, developments, and trends in middle level education.
- b) Justification of course level and of course prerequisites: The development of middle schools has created the evolvement of many topics which relates to this age child's learning.
 - Teachers need to have an in-depth understanding of these issues in order to teach effectively and meet the needs of this age group.
- c) This course is not a new course but the course proposal has been rewritten to meet the present format for courses requested by CAA.
- d) Impact on Program: This course will be offered as an elective in the graduate master's program.

5. Implementation

- a) Faculty members to whom course may be assigned: Graduate faculty members from the EC/ELE/MLE department will be assigned to teach this course.
- b) Specifications of any additional costs to students: none at the masters level for middle level
- c) Text and supplementary materials: Articles in the reference list readings and the text

6. Community College Transfer: NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

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**** In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. **In writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. **In writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Effective 1-16-03

New Course Proposal

1. Catalog description

- a) Course number: ELE 5900
- b) Title:** **Applied/Action Research in Education**
- c) Meeting times and credit: (3-0-3)
- d) Terms to be offered: F S SU
- e) Short title: Action Research
- f) Course description: This course provides the fundamental framework for analyzing research and for conduction of Action Research Projects. Students will create and implement an action research project. They will create a written paper and a presentation concerning their projects. Use of technology tools is required. Diversity issues will be addressed.
- g) Prerequisite(s): ELE 5100 Intro to Graduate Study; ELE 5250 Research or EDU 5200 Intro to Research
- h) Initial term of offering: Summer, 2008

2. Objectives of the Course and Evaluation:

- a) **List of student learning objectives:**
- Students will acquire a body of knowledge that supports the use of action research to impact the learning of P-9 students.
 - Masters candidates will analyze research and data and infer practical applications for the classroom setting.
 - Receive guidance on the use of technology research tools.
 - Engage in activities that provide information on conceptualizing, implementing, and reflecting on a specific question about practice.
 - Create and complete an action research project with the support of peers and a graduate faculty member.
 - Receive guidance as they write descriptive text to share the action research conducted.
 - Engage in critical thinking concerning educational questions and how to use these to inform teaching and learning.
- b) **Assessment:** Students will be assessed on assignments for using technology research tools, the completion of the proposal, the culmination of the written action research study; and presentation of the findings of the project. The presentations will be made during a culminating seminar session open to the public.
- c) **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives. N/A.
 - Describe how the integrity of student work will be assured. N/A.

- 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. N/A.
- d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.
- e) 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. N/A.

3. Outline of this course:

a) Meetings

General Considerations

- Course meets for 15 weeks or equivalent contact hours in alternative format.
- The course outline may vary somewhat from instructor to instructor, but the outcomes will meet the objectives and use the Illinois State Board of Education template for research design and reporting.

Culminating Activity

- Students will prepare a 10-12 page paper, using APA guidelines that describe the research project they design and implement, along with a display that demonstrates the work completed.
- Students will present in a class “research seminar” open to the public the last session of the semester with at least two faculty members present for the presentations in addition to the instructor of record. Copies of the research papers are to be provided for the participating faculty members at least one week prior to the seminar. The instructor of record will assign the final grade for the course.
- Action research projects will follow guidelines based on the Illinois State Board of Education format. Guidelines will be available through the departmental webpage.

SESSIONS 1, 2

Discussion of applied research. A definition of applied research and discussion of current Action Research as a means to improve teaching and learning in the classroom will be given. Topics to be included in defining applied research include the elements of:

- Systematic inquiry
- Reflective practice
- Problem solving effort
- Teacher-led investigation
- Context of research
- Goals of Action Research
- Professional development
- Informed decision making
- Improvement of practice
- Reflective teaching
- Practical applications

SESSION 3

Action Strategies

- Approach Selection
- Question Development
- Process Initiation
- Approaches to Research
- Individual(single classroom)
- Collaborative (team)
- School-wide (entire school)

SESSION 4

Question Development

- Novel exploration
- Higher level questions
- Manageable study
- Specific focus
- Leads to other questions
- Research Questions are:
 - Significant (high impact)
 - Manageable (do-able/focused)
 - Contextual (job related)
 - Clearly stated
 - Self-reflective
- Starting Points
- Samples of Questions

SESSION 5

Processes and Plans

- Problem Identification
- Plan of Action
- Data Collection
- Data Analysis
- Findings and Recommendations
- Further Action Plan
- IRM and Ethical Treatment of Human Subjects (online training at <http://www.eiu.edu/~grants/ConsentTraining/index.html>)

SESSIONS 6, 7, 8

Data Collection Guidelines

- Data types
- Multiple sources of data
- Amount of data
- Use of the data
- Communication of the data
- Generation of findings
- Data Collection Questions
- Data Collection Questions
 - WHY collect this data?
 - WHAT is going to be collected?
 - WHERE will data be collected?

- Who will be collecting the data?
- HOW with the data be collected?
- Data Sources

SESSIONS 9, 10, 11

Data Analysis Guidelines

- Themes and patterns
- Labels
- Data management
- Data analyses

SESSIONS 12, 13

Action Research Report

Written paper must include a detailed report of the project.

- Focus Statement
- Related Literature
- Context/Setting/Descriptions
- Intervention/innovation Explanation
- Data Collection
- Data Analysis and Interpretation
- Conclusions and Recommendations
- Future Action Plan

SESSION 14

Final Editing of Action Reports: Online Action Research Options; “Dress Rehearsal for Seminar in Session Fifteen.

- Mechanics
- Style
- Action Research Template Found on EC/ELE/MLE website:
[www.eiu.edu~eemedu](http://www.eiu.edu/~eemedu)

SESSION 15

Culminating Seminar Session Open to the Public to share presentations in the manner of a “Research Fair.”

- b) 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. N/A.

4. Rationale:

- e) *Purpose and need:* This course provides insight into the practical application of research. It guides masters candidates in asking questions about teaching practice and in finding answers to those questions. It provides a venue that both demonstrates how teachers can conduct more systematic research to inform practice and enable teachers to do so.
- f) *Justification of the level of the course and of course prerequisites:* This graduate course fulfills the requirement for students to research, analyze, and find practical course applications for implementation of effective strategies in their classrooms.

Many schools are engaging in action research as they seek to implement school improvement plans and as they participate in grants.

- g) *Similarity to existing courses:* This course is distinct.
- h) *Impact on the program:* This course will positively affect academic rigor and takes the place of a non-credit culminating experience termed “Colloquy.” It will provide information needed in contemporary classrooms dealing with issues of accountability. It is a necessary addition to the program to provide an alternative to the Thesis Option to meet an academic need.

6. Implementation:

- d. *Faculty members to whom course may be assigned:* Any member of the graduate faculty serving on the Departmental Graduate Council should be able to teach this course.
- e. *Specification of any additional costs to students:* none unless desired by the student
- f. *Text and supplementary materials:* Stringer, E. (2004). *Action research in education*. Upper Saddle River: Pearson Education, Inc.; Current edition of the APA Manual; and professional journal articles.

6. Community College Transfer NA

7. Date approved by the department or school _____

8. Date approved by the college curriculum committee _____

9. Date approved by CAA _____ CGS _____

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students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Early Childhood, Elementary, and Middle Level Education

Mission Statement

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.

Application process for new MSED students

Current

When application packet is received from graduate school:

1. arrives in Graduate Coordinator's mailbox
2. given to Advisement Secretary to review GPA, undergrad degree, and possible advisor name
3. approved by Graduate Coordinator
4. assigned to advisor
5. mailed welcome letter
6. left up to the student to contact advisor and department for further instructions, which many don't do

Proposed

When application packet is received from graduate school:

1. arrives in Graduate Coordinator's mailbox
2. given to Advisement Secretary to review
3. letter mailed to student to thank them for their interest in our program.
 - Letter – stating deadline of March 1 / June 1 / Oct 1 to return additional materials and be considered for admission to the department for the following semester.
 - Additional materials: Request for Department Admission form
4. Every semester at midterm (March 1 for Summer , June 1 for Fall , or Oct 1 for Spring admission) the graduate coordinator and department chair will review the applications and materials returned to determine admission status and advisor assignment. The coordinator will consult with department chair and graduate faculty for any special cases that may arise.
5. Letter will be sent to student to welcome them to department and introduce to advisor.
 - New graduate student will need to register for ELE 5100 Introduction to Graduate Education course. Dates and times for the course will be provided.
 - Complete study plan with advisor by the end of Phase I.

Revised 4-15-05 cf

Master of Science – Elementary Education

Request for Department Admission

Complete this form and return to: Department of Early Childhood, Elementary,
and Middle Level Education
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920

Name: _____ SS# _____

Address: _____ Home PH _____

_____ Work PH _____

Email: _____

.....
I am interested in pursuing a Masters of Science in Elementary Education with an emphasis in:
(choose one)

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Middle Level |
| <input type="checkbox"/> Elementary Curriculum | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Elementary Interdisciplinary | <input type="checkbox"/> Undecided |

I plan to begin my program of study in the Spring/Summer/Fall (choose one) semester of _____ (year)
by enrolling in ELE _____ Introduction to Graduate Studies.

- I have certification in _____ from the state of _____ granted in the year _____.
- I have no certification at this time.

Please include the following with your completed Request for Department Admission:

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 your 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.

.....
I understand that for Master of Science – Elementary Education applicants, the Department of Early Childhood, Elementary, and Middle Level Education must have received all application materials by the established deadlines (March 1 / June 1 / October 1) for admission the following semester. Required materials include a copy of transcripts to verify the required GPA, copy of teaching certificate if applicable, 2 letters of recommendation, resume, and a letter of application. By these same deadlines, the Graduate School of Eastern Illinois University must have received an application form with required fees and transcripts.

Signature: _____ Date: _____

Checklist for Master of Science – Elementary Education Advisees

(Enter date by each item as it is completed)

	Apply for Admission ☎ Graduate School (Phone: 581-2220) http://www.eiu.edu/~graduate/
	Access the online Graduate Catalog. Students are responsible for following requirements as stated in the Graduate Catalog. http://www.eiu.edu/~graduate/
	Apply for readmission if you remain inactive for one or more semesters while at EIU. ☎ Records Office (Phone: 581-3511) http://www.eiu.edu/~records/
	Receive Acceptance Letter & Requirements Checklist from Graduate School (Step 1 for Admission)
	Receive Department of Early Childhood, Elementary, and Middle Level Education Admission Packet
	Receive Department of Early Childhood, Elementary, and Middle Level Education Acceptance Letter and Advisor assignment (Step 2 for Admission)
	Meet with faculty advisor by the end of Phase I, and periodically throughout the degree program, to review study plan and program progress.
	Complete “official study plan” during Phase I. It is the student’s responsibility to maintain a record of grades, the semester completed, and the instructor’s name for each course.
	Complete and submit “Transfer Credit Approval Form” for all transfer work to be considered for your MSED-ELE program prior to beginning course. http://www.eiu.edu/~graduate/TransferCreditForm.pdf
	Request transcripts for transfer work to be sent to EIU from all universities attended.
	Complete the program Phase I, Phase II, and Phase III.
	Apply for Graduation ☎ Graduate School (Phone 581-2220) Contact Graduate School during the semester prior to your graduation semester to confirm time lines for application. Even if you do not intend to walk through a commencement ceremony, you MUST apply to graduate.

Revised Catalog Description

(with changes noted)

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 ~~12~~ 15 semester hours in an emphasis area from EIU Early Childhood, Elementary Education and or Middle Level Education courses, ~~a comprehensive oral exam in the final term, and submission of MAT scores to the department 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 ~~30~~ 35-36 semester hours of course credit with ~~a thesis~~

~~requirement, or 32 semester hours for programs without a thesis 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 ~~elementary education~~ an area of emphasis and ~~special interest areas~~ a research component.

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

Program of Studies

The program of studies for candidates ~~in a non-thesis option~~ requires minimally ~~32~~ 35-36 semester hours of course work. The curriculum of study includes basic education courses, specific requirements ~~courses in an area of emphasis~~ and ~~special interest area courses~~ a research component.

Curriculum for the Master of Science in Education in Elementary Education Non-Thesis Option

Total. Credits: 32 to 33

- Basic Education Courses Selected from the list below. Credits: 8 to 9
- Two Additional Specific Requirements Selected from the List Below. Credits: 6
- Special Interest Area Courses or Approved Electives Selected from the List Below. Credits: 12
- Specific Requirements in Elementary Education

- ELE 5000 - Introduction to Research in Elementary Education. Credits: 3
- ELE 5260 - Advanced Developmental Reading. Credits: 3

Program of Studies

The program of studies for candidates ~~in the thesis option~~ requires minimally ~~30~~ 35-36 semester hours of course work ~~in addition to thesis hours for the degree~~. The program is to be completed in three phases: Introduction, Area of Emphasis, and Culmination (research component) ~~A minimum of 21 to 22 semester hours must be chosen in a combination of specific and special interest area courses.~~

Curriculum for the Master of Science in Education in Elementary Education Thesis Option

Total ~~with Thesis~~. Credits: ~~33~~ 35 to 36

- Basic Education Courses Selected from the List Below. Credits: 8 to 9
- Two Additional Specific Requirements Selected from the List Below. Credits: 6
- Special Interest Area Courses or Approved Electives Selected from the List Below. Credits: 9 to 10

- Thesis. Credits: 3 to 6
- Specific Requirements in Elementary Education
- ELE 5000- Introduction to Research in Elementary Education. Credits: 3
- ELE 5260 - Advanced Developmental Reading. Credits: 3

Basic Education Courses Phase I – Introduction. Credits: Minimum of 12

The 8 to 9 semester hours of basic education courses may be selected from the list that follows:

- 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 5000/5250 – 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.

Specific Requirements Courses Phase II – Area of Emphasis. Credits: 15

The two additional specific requirements courses may be selected from the list that follows:

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

Select one Area of Emphasis: 15 semester hours

- ~~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~~

Special Interest Area Courses

The special interest area courses are selected from one of the special interest areas. Candidates may substitute approved electives for special interest area courses. Candidates are advised to consult with the coordinator of graduate studies regarding selection of electives.

Emphasis in Early Childhood Education. 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
- ~~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~~
- ~~FCS 4854 – Parent-Child Study and Community Involvement. 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 Education. Credits: 15

- ~~• MLE 4760 – Student Social-Emotional Development in the Middle Grades. Credits: 3~~
- ~~• MLE 4781 – Topics in Junior High/Middle School Education. Credits: 1 to 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
 - (* 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

~~Related courses from other departments may also be approved.~~

- 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:
 - ENG4903 – 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.

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Revised Catalog Description

(print version)

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:
 6. A copy of transcripts showing required 3.0 GPA within last 60 hours (or 3.0 GPA in first 12 hours of graduate coursework);
 7. 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.
 8. 2 letters of recommendation - professional sources
 9. Resume
 10. 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
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- Select additional hours to total 15. Content area classes taken in content area subject matter:
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 - 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

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 - ENG4903 – 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

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