

**Policies and Procedures Handbook  
August 2014**

**Table of Contents**

|  |              |
|--|--------------|
| <b>1. Education Department Conceptual Framework.....</b>                                 | <b>1-4</b>   |
| • <b>Conceptual Framework .....</b>  | <b>1-2</b>   |
| • <b>Identifying Dispositions of Lake Forest College Teachers .....</b>                  | <b>3</b>     |
| • <b>Lake Forest College Honor Code.....</b>   | <b>4</b>     |
| <b>2. Elementary and Secondary Teacher Licensure Programs .....</b>                      | <b>5-9</b>   |
| • <b>Stages of the Teacher Education Program.....</b>                                    | <b>7-9</b>   |
| <b>3. Program Assessment Table .....</b>   | <b>10</b>    |
| <b>4. Standards.....</b>   | <b>11-14</b> |
| • <b>LFC Courses Addressing Illinois Content Area Standards in Education .....</b>       | <b>11-12</b> |
| • <b>Standards, LFC Identifying Characteristics and Program<br/>    Checkpoints.....</b> | <b>13-14</b> |
| <b>5. Curriculum of the Education Department.....</b>                                    | <b>15-41</b> |
| • <b>Education Course Descriptions .....</b>   | <b>15-25</b> |
| • <b>Post Graduate Student Teaching Option .....</b>                                     | <b>26</b>    |
| • <b>Master of Arts in Teaching (MAT) Program.....</b>                                   | <b>26</b>    |
| • <b>Education Major/ Teacher Licensure Planning Sheets .....</b>                        | <b>27-41</b> |
| <b>6. Developmental Checkpoints and Assessments .....</b>                                | <b>42-45</b> |
| • <b>Calendar for Approval for Student Teaching .....</b>                                | <b>42</b>    |
| • <b>Education Department Advising and Assessment System .....</b>                       | <b>43</b>    |
| • <b>Education Department Advising Calendar and Assessment<br/>    Summary .....</b>     | <b>44-45</b> |
| <b>7. Procedures .....</b>   | <b>46-51</b> |
| • <b>Student Teaching Placement Procedures .....</b>                                     | <b>46-47</b> |
| • <b>Termination of Student Teaching &amp; Internship Procedures .....</b>               | <b>47</b>    |
| • <b>Transfer Procedures.....</b>  | <b>48-49</b> |
| • <b>Appeal Procedures .....</b>   | <b>49-51</b> |

## **1. Conceptual Framework**

Lake Forest College has been preparing teachers for the public schools since its founding in 1857. The history and mission of the college support quality teacher preparation. As is the case in the small liberal arts college tradition, teacher preparation is valued intrinsically as teaching is the primary mission of faculty at this type of institution. Collaboration and close contact among members of the faculty across departments and divisions at Lake Forest College provides a fully integrated program of study for teacher candidates. Program development, policy initiatives, and final candidate approval and assessment occur through a committee with representation from departments across campus. Faculty throughout the college are intimately involved in the development of our teacher candidates through this committee.

The teacher preparation program is a double major program, meaning that all teacher candidates in both elementary and secondary programs complete a major in a department outside of Education in addition to their Education major. Each candidate is assigned an academic advisor and mentor in addition to the advisor in education. This structure leads to a sharing of responsibility for the mentorship and assessment of each candidate from first semester freshman year to graduation and recommendation for licensure. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

The Education Department is driven by **three key commitments** that provide the foundation for teacher preparation to be successful. The program builds on these three principles and articulates them into program and candidate assessments.

### **Commitment to Personal Growth: Mentoring Individual Potential**

As stated in the mission statement of the College, "education ennobles the individual...we know our students by name." Just as a good teacher knows and responds to the whole child, caring for his/her intellectual, emotional and social well-being, the Education Department believes a good teacher educator cares for the whole teacher candidate. The faculty view candidates through a developmentalist lens, asserting the healthy personal development of the teacher as the essential groundwork for the development of professional commitments and skills of teaching. The commitment to personal growth and mentorship by our institution is evident in our approach to supervision and the reflective self-assessment designed in our coursework. As we mentor individual potential established Illinois Content Area Standards are also being met while the individual goals, desires, and purposes for teaching of candidates, those reasons that bring passion to the teaching and learning process, are being carefully nurtured as well.

### **Commitment to Practical Reflection: Analytic Inquiry of Performance**

As articulated in our College mission statement, we are committed to the outcome of the our students' ability to "read critically, reason analytically, communicate persuasively, and above all, to think for themselves" in order to "solve problems." This analytic ability to solve problems is at the heart of what the department believes is necessary to learn and grow as a teacher. Candidates are taught to view teaching problems as resolvable through analytic reflection on one's practices and careful observation and assessment of students' responses to instruction. Throughout the course of study within the Education Department and through the other major program of study at the college, students are taught to frame problems and to use various tools of analysis. In addition to multiple research project assignments throughout their courses of study, in each of the content-area majors at the College, students are required to take at least one course that focuses on research design and implementation in that discipline. In the education major, students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

This commitment is also evident in the design of our fieldwork experiences within the education major. In each course within the education major, there is a fieldwork or field study component. The department believes that the journey from novice to competent teacher can only occur through the constant review of theory in terms of practice. Another way that this commitment to analysis is evident is in our supervision practices. The department provides teacher candidates with fieldwork supervisors who are also

responsible for their preparation in methods of instruction. Supervisors who are also methods course instructors bring much needed coherence to how theories and approaches to instruction can be effectively practiced. The department follows developmentalist principles and capitalizes on the powerful connection between personal and professional growth. We take seriously the personal connection and interpretations students make to theories of learning and instructional design. We consider the ways in which candidates teach to be their personal expression of theory and hold them to high expectations in terms of their reflections about their practice.

### **Commitment to Professionalism: Melding Competencies with Responsibility**

In keeping with the mission of Lake Forest College, we believe that good teachers are also “responsible citizens.” Candidates come to understand that there are moral consequences to pedagogical decisions. The choices one makes about what to teach and how to teach are value-laden and have important consequences. Good teaching practices for us then are more than what is typically referred to in more technical models of effective teaching; rather, following an ethical model, we understand that technical expertise is meaningless and eventually ineffectual without a sensibility and commitment to larger social aims of teaching and learning. The focus on the “breadth and depth of traditional disciplines” through a full major of study in an academic field encourages a view of knowledge that is not simply factual, fragmented, or merely instrumental. The focus on self-development and self-understanding gives teacher candidates the ethical fortitude necessary to teach in ways that result in positive, productive changes in students’ lives in schools. The intensive, long-term field experiences that are key to the program give teacher candidates an opportunity to articulate and act upon their moral commitments through their pedagogical choices. In this way, they engage in the highest order of teacher reflection—critical reflection—by considering carefully and fully the consequences of their teaching acts over time

## IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

**I. PREPROFESSIONAL CHARACTERISTICS** that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- *adhere to the Lake Forest College Honor Code*
- be *reliable* (e.g., punctual, consistent attendance, responsible)
- demonstrate *seriousness of purpose* and *perseveres* in order to accomplish goals
- demonstrate a *positive, pleasant attitude* toward children, peers, mentor teachers, and college faculty
- demonstrate *tact, honesty, good judgment, courtesy, respect*, and diplomacy
- be *open to constructive criticism and act upon suggestions*
- *balance self-confidence and assertiveness* with deference to others
- demonstrate *flexibility* both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)
- demonstrate high levels of *motivation and commitment to growth* by going beyond minimal expectations
- *communicates* clearly and accurately both orally and in writing

**II. RESOURCEFULNESS** that enables teachers to know how to learn and to teach how to learn.

In this regard, the teacher candidate will

- take *initiative*, use his or her *imagination*, and seek out information using a *variety of human and material resources* to inform his or her teaching.
- demonstrate *strong content area knowledge*
- demonstrate a *commitment to life-long learning* by being an *avid reader* and an *informed citizen*
- be able to *draw from theoretical and philosophical frameworks explored in coursework* and apply them meaningfully to classroom settings.
- *recognize his or her own strengths, interests, and skills* and consider how these might be compelling ways to *engage children in learning*

**III. RESPONSIVENESS** to children that considers their best interests first and foremost.

In this regard, the teacher candidate will

- develop *rapport* with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- *enact responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching ) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *fairness, respect and care for children and concern for their emotional and physical well being*
- *respect and consider students with exceptionalities to determine how to be responsive to children*
- *respect and consider students from diverse cultural, ethnic/racial, linguistic, gender, gender identity, sexual orientation, and socioeconomic groups to determine how to be responsive to children*

**IV. TEACHER EFFICACY** that includes believing in their ability to positively impact children's lives.

In this regard, the teacher candidate will

- develop *the intellectual capabilities and teaching skills* that support children's learning
- *persevere and exercise all options* to reach individual students no matter how challenging the circumstances
- be well *organized* and fastidious in the manner in which he or she prepares for and executes instruction
- demonstrate *vitality and energy/teacher presence* in his or her teaching
- be *proactive in developing relationships* with children that support their academic, emotional, and social well being
- plan learning experiences that *engage children meaningfully and actively* (hands-on/minds-on)
- develop a *repertoire of instructional strategies* based on both coursework and observations of other teachers
- reflect an understanding of the importance of *meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction*
- *develop positive, proactive relationships* with students, parents
- *communicates with clarity and accuracy*

**V. REFLECTIVE SELF-ASSESSMENT** that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* , find alternatives for inappropriate strategies, and modify future practice
- show *evidence of self-directed learning*
- *demonstrate sustained and consistent growth* and commitment toward reaching goals
- *reflect* about and *articulate* what he or she knows and does not know
- be able to *talk about his or her thinking processes* during conferences and seminar
- show evidence of *metacognition through writing* ( e.g., journals, response to prompts, etc.)

## **Current Statement of the Lake Forest College Honor Code (revised Fall 2009)**

### **PREAMBLE**

Members of the Lake Forest College community are expected to uphold the standards of honesty, mutual respect, self-discipline, and civility that represent the core values of the college in all aspects of social and academic interactions. Any students' failure to follow these principles or any rules of behavior in the school handbook will be subject to proper disciplinary actions as recommended by the Judicial Counsel.

**MEMBERS' PLEDGE:** *As a Forester, I will act with honesty, valuing every member of the community, and holding myself and others accountable for our own actions. I accept responsibility to maintain this pledge at all times.*

### **ARTICLE 1: COMMUNITY STANDARDS**

Lake Forest College expects that members of the community will maintain the values of honesty, civility and respect as embodied by the school. These standards are to facilitate students' ethical development, personal integrity and promote a positive living, learning, and physical environment. Each member of the community has the same basic rights and must take responsibility for respecting the rights of others.

### **ARTICLE 2: ACADEMIC INTEGRITY**

Academic dishonesty is any act in which a scholar fails to properly identify the sources of material used in his or her work. Students are expected to guarantee that all material submitted is the product of his or her honest intellectual effort and participation. As an affirmation of this pledge, all members of the community will be expected to resign the Members' Pledge at the start of each new semester.

### **ARTICLE 3: ENCOURAGING RESPONSIBLE ACTION**

All members of the Lake Forest College community are expected to encourage, in others as well as themselves, the personal responsibility of being accountable for one's own actions. Members of the Lake Forest College community are encouraged to have conversations with those that would violate aspects of the honor code to offer support, advice and recommend alternative actions.

### **ARTICLE 4: THE HONOR COUNCIL**

**SECTION 1:** A body known as the Honor Council will be established in order to present the honor system to all new members of the Lake Forest College community, organize efforts to enable members to live up to the Code, encourage broad campus dialogue about the Code and formulate proposals for changes in the Code. Members of the Honor Council are in charge of all judicial, legislative and educational processes. Members are required to act with discretion in reference to student violations, and keep all aspects of said cases confidential.

**SECTION 2:** In order to become a member of the Honor Council a student or faculty/ staff must present an application to the Dean of Students who will approve their name to go before a Student Government vote. No student may participate as a member of the Council if they are on probation. The Council shall consist of fifteen (15) students, which includes one (1) chair and one (1) secretary, six (6) faculty/ staff and the Dean of Judicial Affairs that will act as an advisor and administrator. Judicial meetings will be comprised of five (5) Council members, two (2) faculty/ staff and will be presided over by the Dean of Judicial Affairs. The Dean may participate in all proceedings, deliberations and act as an advisor to the Council but is unbiased and without a vote. No member of the Honor Council may hear a case when he or she has a conflict of interest as deemed by themselves or by a majority vote of the Council.

## 2. Elementary, Secondary and K-12 Teacher Licensure Programs

All students in the teacher education program fulfill four sets of requirements to graduate with a recommendation for licensure:

1. General education courses for graduation from Lake Forest College that include courses in the humanities, natural and social sciences, courses in cultural diversity, and courses in communication skills, with a particular emphasis on writing skills.
2. A full major course of study in the Department of Education
3. A full major course of study in the content area of licensure (secondary & K-12) or any content major in the college (elementary). Middle School endorsement requires a major in the content area of licensure.
4. Additional courses as necessary to meet Content Area Standards in broad fields.

The philosophy that supports the design of the Teacher Education Program clearly reflects the department's commitment to the rigorous and high standards of Lake Forest College and of the Illinois State Board of Education. The program provides multiple and diverse opportunities for teacher candidates to do the following:

- develop and demonstrate the *Identifying Dispositions of a Lake Forest College Educated Teacher College Teacher* as this reflects the *Lake Forest College Conceptual Framework*.
- meet the knowledge and performance standards articulated by the *ISBE Content-Area Standards for Educators*.
- exemplify their adherence to the *Lake Forest College Honor Code*.

These documents provide the basic philosophical template for the design of the Teacher Education Program. Together they offer a compelling vision for preparing teachers that will enable them to help all students learn. The comprehensive nature of these documents and their strong intersection help ensure the development of a coherent teacher education program that carefully considers the nature of experiences that are necessary to prepare prospective teachers for K-12 teaching. The increasing diversity of both the Illinois student population and of prospective teachers, too, must be reflected in the nature of teacher preparation. The Teacher Education program has been designed in ways that successfully integrate a commitment to the development of pedagogical skills in the content areas, ethical standards, technological proficiency, communicative efficacy, and responsiveness to diverse student populations.

### Philosophy of the Program

The philosophy of the program is based on the belief that teacher education programs are responsible for placing caring, competent teachers in every classroom. This mandate requires that teacher candidates not only possess the knowledge base to teach, as has been stated above, but also have been prepared to make ethical decisions in the best interests of the students in their classrooms. The dispositions required for teachers to actualize such a vision for the teaching profession are cultivated and assessed throughout the Teacher Education Program. The changing characters of schools, increased importance of technology, and dynamic aspect of the curriculum require teachers to be flexible and skilled about ways to integrate their knowledge about content, student learning, teaching, and context so that they can develop strategies that meet the needs of changing circumstances. This philosophy is reflected in the program's emphasis upon practical reflection and analytic inquiry of performance, two dispositions of practice which are emphasized in the *Conceptual Framework*. Furthermore, the importance of continuous, regular assessment to ascertain the progress of teacher candidates and provide for appropriate support and remediation where necessary is an integral part of the program's philosophy.

Although there are many goals and objectives of the program related to these dispositions, the following overarching goals provide an umbrella for the numerous dispositions required of program completers. Teacher candidates should demonstrate the following as a result of General Education Courses and courses and internships in the Professional Sequence:

- a strong knowledge base in the content areas.
- an understanding of the theoretical underpinnings of best practice in each content area and the ability to move theory into practice appropriately.
- the capacity to make ethical decisions in the classroom that are in the best intellectual, emotional, and social interests of students and that promote their physical well-being.
- adherence to the standards of conduct as these are articulated in the *Lake Forest College Honor Code*

All courses within the Education Department share five common features. First, all theory and methods courses have substantive fieldwork components that are directed by full-time or long-term faculty in the Department so that a commitment to analytic inquiry and close mentorship are sustained. Second, there is a special commitment to the development of instructional skills in the area of reading methods. In the junior year, all students take a full course on instructional design for content area reading methods and related literacy instruction. All teacher education candidates need to prove that they are capable of developing basic literacy skills in their students before they progress to developing literacy skills that pertain to their particular fields of study exclusively. Thirdly, all of our courses involve members of the teaching community, including our local teaching alumni base, either as guest speakers (usually in our 200 and 300 level courses) or as methods consultants (in ED 416/ 417/ 419/420/422). Education Department faculty members share a commitment to practical reflection and responsible teaching with members of the teaching community who are involved in our courses. Practicing public school teachers provide another way to make meaningful connections between theory and practice and to provide individual support and mentorship for our students. Fourth, all of our courses are small, ranging from 20 in our 200 level courses and not rising above 7 in our intensive clinical placement courses. This small seminar, small cohort design enables self-reflection and dedication to critique of practice as students feel safe and secure in a classroom community in which they are known and valued. Fifth, Education courses are interdisciplinary, meaning that prospective English teachers are in the same methods and fieldwork courses as prospective math teachers and social studies teachers and foreign language teachers. This allows for students to make fundamental connections to learning and pedagogical theory as well as develop an interdisciplinary perspective on curriculum and instructional design. Secondary and K-12 candidates also complete discipline-specific methods courses.

The statement of *Identifying Dispositions of a Lake Forest College Educated Teacher* is an articulation of the objectives of the program. These characteristics are: professional qualities or characteristics, resourcefulness, responsiveness, a belief in teacher efficacy, and a dedication to reflective self-assessment. These identifying dispositions show the ways in which the mission statement of the College and the key commitments of the faculty are sustained by our graduates in their teaching lives. For example, the development of personal dispositions for teaching is reflected in our faculty's commitment to personal growth and mentorship of individual potential. The development of resourcefulness and reflective self-assessment—two of the Identifying Dispositions—can be traced to the faculty commitment to practical reflection or the focus on analytic inquiry into performance. And the Identifying Dispositions of responsiveness and teacher efficacy are tied to the faculty commitment to responsible and ethical frameworks for performance and knowledge construction.

These *Identifying Dispositions* help us to operationalize or “make visible” our mission, philosophy and commitments by creating a portrait of teaching practices that were more readily transferable into a system of performance assessments. These characteristics are articulated and reflected in our individual course and program assessment structure, fieldwork assessments used by supervisors and cooperating teachers, and program entrance and exit requirements.

## Stages of the Teacher Education Program at Lake Forest College

### **Becoming an Education Major:**

One interested in declaring education as a major should contact the Chair of the Education Department. A tentative four-year course of study to meet program requirements will be constructed and students will be informed about necessary state licensure exams and other program requirements.

Students must agree to allow Lake Forest College to conduct a criminal background check for school security purposes and to maintain the education major.

### **Becoming a Teacher Candidate: Entering a Teacher Education Program**

Students with at least second semester sophomore status who have successfully completed or are in the process of successfully completing with a B- or better coursework in EDUC 210 and an overall 2.75 GPA can apply for entrance to a teacher education program. Students need to do the following to apply to the program:

*Checkpoint 1- Entrance to Program - End sophomore or beginning junior year*

The portfolio should contain the following:

1. Content Area Assessments (varies across departments)  
Discipline specific and elementary broad fields
2. Reflective paper: (Dispositional Assessment: Preprofessional dispositions and Self-reflection) that addresses the following:
  1. preprofessional dispositions (see Identifying Characteristics)
  2. strengths and weaknesses in content areas with plans to remediate
4. Two observation papers from EDUC 210:
  1. Engagement and motivation paper
  2. Multicultural observation paper

Note. Specific directions for the portfolio can be found in the Developmental Portfolio Handbook.

Additional requirements for entrance:

1. College Transcript that shows 2.75 G.P.A., with grade or progress grade of B- or better in EDUC 210\*
2. On-site writing sample\*
3. Passing grade on all subtests of the Illinois Test of Academic Proficiency (TAP) or submitting the required ACT/SAT score
4. Evidence from academic advisor and Dean of Students that candidate has adhered to College's Honor Code and Statement of Respect and Responsibility\*
5. EDUC 210 instructor's positive recommendation regarding candidate's performance in area of dispositions (see Identifying Characteristics)\*
6. Successful interview that includes assessment of the following:
  - a. communication skills
  - b. clarity of goals for teaching
  - c. Identifying characteristics in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics
  - d. Relevant experiences with targeted age group
7. Evidence from criminal background check that the student is suitable to work with children\*
8. Signing FERPA waiver and other teacher licensure program waivers.
9. Passing the English Language Arts Assessment (secondary English licensure candidates only)\*

Note: See the Developmental Handbook for directions and assessment criteria for portfolio requirements

\*items with asterisk will be collected and/or documented by the Education Department

To maintain teacher education program candidacy, students must continue to sustain the above requirements. Students will be exited from the program and will need to reapply if not all of the above requirements are sustained or if evidence is obtained that brings into question the candidate's readiness for teaching as articulated in the Identifying Dispositions of a Lake Forest College Educated Teacher.

Students must become candidates before they can enter the internship courses (EDUC 304; EDUC 315) in any of the teacher education programs.

## **Becoming a Student Teacher: Application for Student Teaching**

Teacher candidates who successfully complete (with a B- or better) fieldwork and methods coursework (EDUC 215 and all 300 and 400 level courses) may apply for a student teaching placement. All other courses (including GEC requirements) applied toward licensure or endorsements must be completed with a grade of C or better. This application process must be completed within the first three weeks of the semester prior to the requested student teaching placement.

The following evidence must be presented by the Education Department advisor to the Education Advisory Council:

*Checkpoint 2a- Completion of Fieldwork/Entrance to Student Teaching – End of Junior Year (due September of senior year)*

Add the following to your portfolio

1. Content Area assessments-remainder of required assessments  
Discipline specific and elementary broad fields
2. Sections of Student Study
3. Sections of Total Teach Plan
4. Multicultural lesson plans or community-based project

Additional requirements:

1. Final evaluation from fieldwork and recommendation from EDUC 304 or EDUC 315 instructor for continuation in program as supported by final evaluation of fieldwork practicum\*
2. Transcript indicating 2.75 G.P.A.
3. Continued adherence to College's Honor Code

*Checkpoint 2b-Entrance to Student Teaching-November of senior year*

Add the following to your portfolio:

1. Selected unit plan sections
2. Documentation of passing score IL Content Area Test
4. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Education faculty from 400-level courses recommendation for continuation in program.
2. EAC votes to approve application for student teaching
3. Continued adherence to College's Honor Code

The Education Advisory Council can ask for additional evidence such as recommendations from course instructors, cooperating teachers, college personnel or additional portfolio artifacts.

Following approval by the EAC, candidates will meet with the Director of Clinical Partnerships for further instructions on the placement process.

## **Becoming a Program Completer**

*Checkpoint 3- Exit from Student Teaching –May of senior year or December for PGSTO*

Add the following to your portfolio

1. edTPA portfolio completion at passing level.
2. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Final evaluation from student teaching, including verification by supervisor and cooperating teacher that candidate has adhered to the College Ethics\*

2. Observation forms and attached lesson plans for relevant content areas with evaluation and recommendation from content area professors, supervisors, and cooperating teacher that content knowledge was sufficiently demonstrated in clinical observations. \*
3. Passing grade (SCR) for student teaching\*

*Checkpoint 4- Program Completion:*

Add the following to your portfolio:

1. Exit interview artifacts

Additional Requirements:

1. Documentation of passing score for APT
2. Exit interview  
(Dispositional Assessment- LFC Characteristics)

**Becoming a Licensed Teacher: Application for Recommendation for Licensure**

The Licensure Officer will recommend student teachers for licensure when the following is completed:

1. Application for License, including declaring no felony charges
2. Successful assessment of portfolio presented to Exit Assessment Committee of the Education Advisory Council
3. Passing grade in student teaching
4. Student Teaching supervisor's report of successful performance and completion of Illinois State Board of Education's Content Area Standards in Student Teaching and dispositional assessment.
5. Passing the Assessment of Professional Teaching exam given by the Illinois State Board of Education.

### 3. PROGRAM ASSESSMENT TABLE

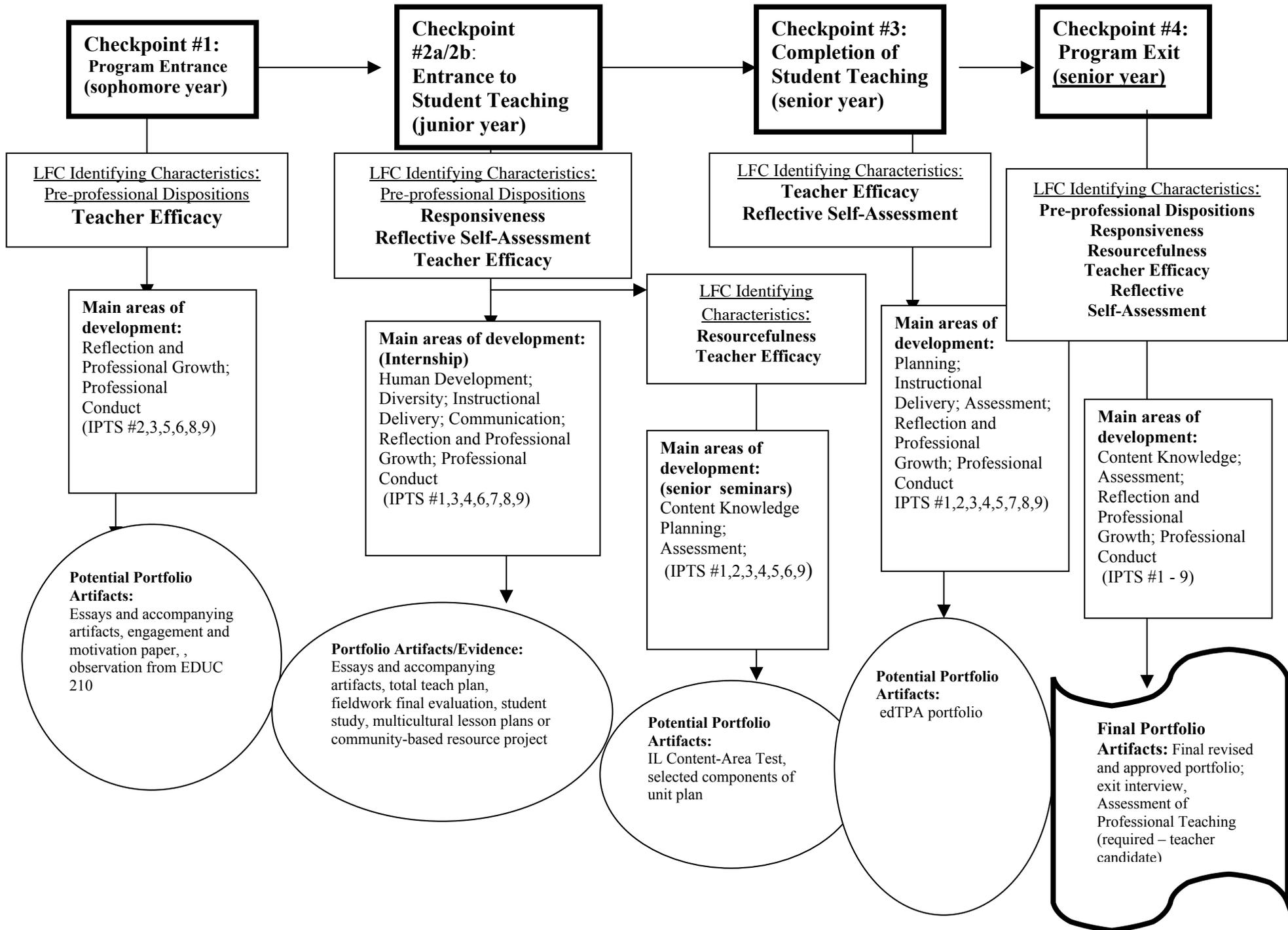
| Name of Assessment |  | Type or Form of Assessment<br>(ex.: essay, case study, project, portfolio, state test, etc.)                                    | When the Assessment is Administered<br>(point in the program when assessment is administered)   |
|--------------------|--|---|---|
| 1                  | <i>IL Content-Area Test (required)</i>   |   | Entrance to Student Teaching, Checkpoint 2b (fall senior year)  |
| 2                  | <i>Content Assessment (required)</i>   | Essays and accompanying artifacts<br><br>Essays and accompanying artifacts<br><br>Lesson plans in specific disciplines in edTPA | Entrance, Checkpoint 1<br><br>Entrance to Student Teaching, Checkpoint 2a (spring junior year/fall senior year)<br><br>Exit from Student Teaching, Checkpoint 3 |
| 3                  | <i>Assessment of Candidates' Ability to Plan Instruction or Plan an Appropriate Environment (required)</i>                 | Total Teach Plan<br><br>Selected components of unit plan<br><br>edTPA commentary and artifacts                                  | Entrance to Student Teaching, Checkpoint 2a<br><br>Entrance to Student Teaching, Checkpoint 2b<br><br>Exit from Student Teaching Checkpoint 3                   |
| 4                  | <i>Clinical Practice Assessment (required)</i>   | Fieldwork final evaluation<br><br>Student teaching final evaluation   | Entrance to Student Teaching, Checkpoint, 2a<br><br>Exit from Student Teaching, Checkpoint 3  |
| 5                  | <i>Candidates' Impact on Students' Learning or on Providing a Supportive Environment for Students' Learning (required)</i> | Engagement and Motivation Paper<br><br>Student Study<br><br>edTPA commentary and artifacts                                      | Entrance to Program, Checkpoint 1<br><br>Entrance to Student Teaching, 2a<br><br>Exit from Student Teaching, Checkpoint 3                                       |
| 6.                 | <i>Assessment of Professional Teaching (required – teacher candidate)</i>  |   | Exit from Program, Checkpoint 4   |
| 7.                 | <i>Optional Assessment: Diversity</i>  | Observation from EDUC 210<br><br>Multicultural lesson plans or community-based resource project                                 | Entrance to Program Checkpoint 1<br><br>Entrance to Student Teaching, Checkpoint 2a   |

## Education Courses Addressing Illinois Professional Teaching

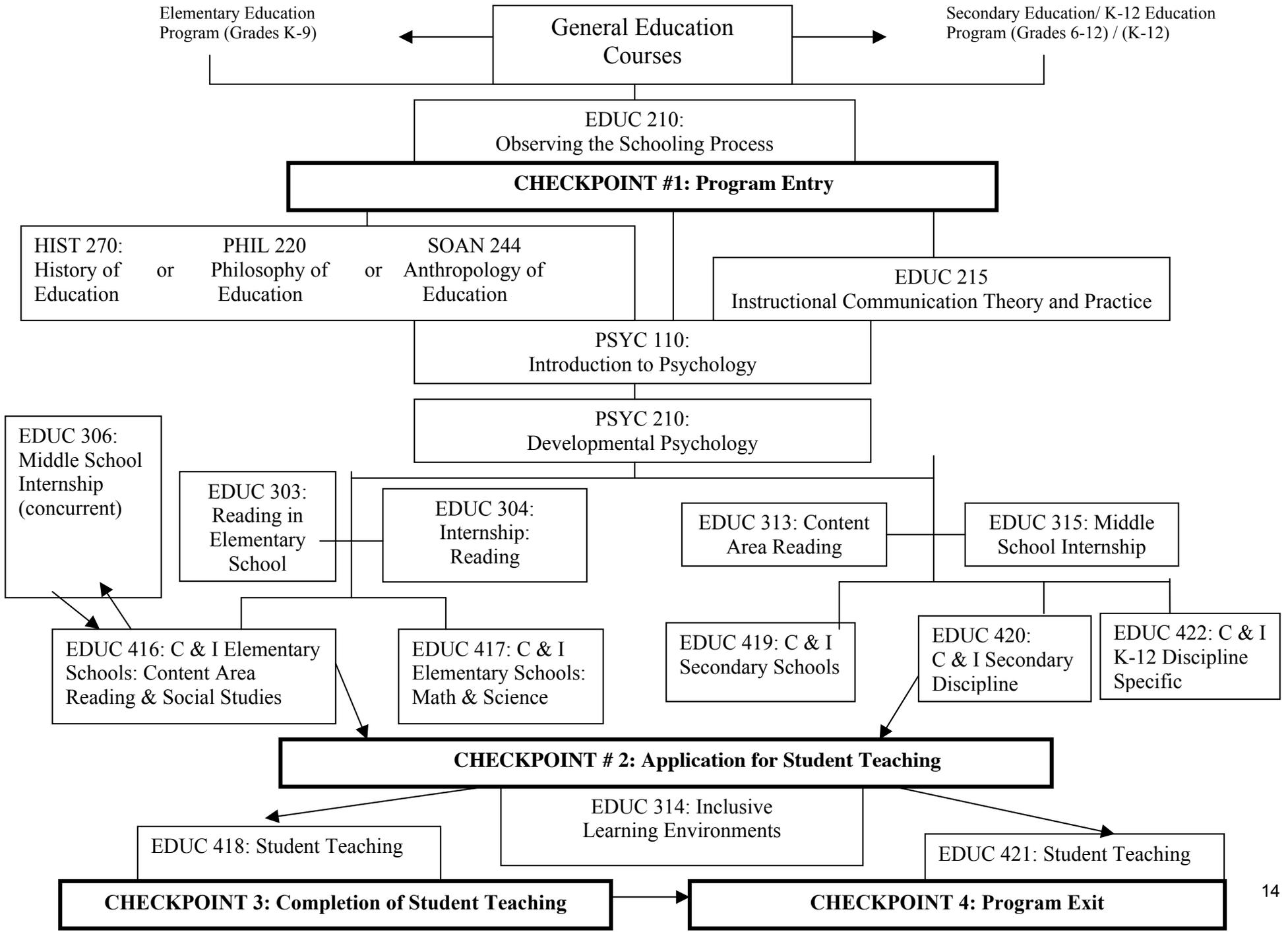
| Standard   | Course Types and Numbers  |
|--|---|
| <p><b><i>Standard 1 – Teaching Diverse Students –</i></b><br/>                     The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.</p>                                    | Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses<br><br>ED 210/ ED 215/ ED 303/ ED 304/ ED 313 / ED 314/ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 421                |
| <p><b><i>Standard 2 - Content Area and Pedagogical Knowledge</i></b><br/>                     The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</p> | Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses<br><br>ED 210/ ED 215/ ED 303/ ED 304/ ED 313/ ED314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422 |
| <p><b><i>Standard 3 - Planning for Differentiated Instruction</i></b><br/>                     The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</p>  | Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses<br><br>ED 210/ ED 215/ ED 304/ ED 313/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422        |
| <p><b><i>Standard 4 - Learning Environment</i></b><br/>                     The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</p>   | Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses<br><br>ED 210/ ED 304/ ED 313/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421                        |
| <p><b><i>Standard 5 - Instructional Delivery</i></b><br/>                     The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p>                                     | Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses<br><br>ED 210/ ED 215/ ED 304/ ED 313/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422        |

|  |   |
|--|---|
| <p><b><i>Standard 6 - Reading, Writing, and Oral Communication</i></b><br/> The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</p>   | <p>Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses</p> <p>ED 210/ ED 215/ ED 303/ ED 304/ED 313/ ED 314/ ED 315/ ED 416 / ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422</p> |
| <p><b><i>Standard 7 - Assessment</i></b><br/> The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</p> | <p>Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses</p> <p>ED 210/ ED 215/ ED 303/ ED 304/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 420/ ED 421 / ED 422</p>                |
| <p><b><i>Standard 8 - Collaborative Relationships</i></b><br/> The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.</p>  | <p>Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses</p> <p>ED 210/ ED 304/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422</p>                         |
| <p><b><i>Standard 9 - Professionalism, Leadership, and Advocacy</i></b><br/> The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>  | <p>Education Foundations Courses; Inclusive Learning Environments; Education Methods Courses; Internship and Student Teaching Courses</p> <p>ED 210/ ED 304/ ED 313/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ ED 421/ ED 422</p>                 |

# Standards, LFC Identifying Characteristics and Program Checkpoints



## Education Major Course Sequence and Program Assessment Checkpoints



## Education Courses

### **EDUC 104: Elem Math from Advanced Standpoint**

This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non- base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: MATH 104

### **EDUC 108: Learning About the Living World**

This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students will participate in lectures, discussion, student presentations and projects, and laboratory activities. Two 50-minute class hours per week plus one two-hour session for laboratory, demonstrations, or field work. Does not satisfy requirements for the Biology major. Cross-listed as: BIO 109

### **EDUC 109: Learning About the Physical World**

This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor. Cross-listed as: CHEM 109

### **EDUC 170: Intro to Music Teaching & Learning**

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 150 or permission of instructor. Cross-listed as: MUSC 170, MUSE 170

### **EDUC 210: Observing the Schooling Process**

An introduction to the teaching-learning process from elementary through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills. Not open to First-Year students.

**EDUC 212: Educational Reform in the U.S.**

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts. Cross-listed as: AMER 212, PHIL 214

**EDUC 215: Instructional CommTheory & Practice**

This course applies socio-linguistic theory to the understanding of learning in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students study communication practices in the classroom, apply theories in their analyses, and practice methods and strategies toward becoming more effective communicators through creation and/or delivery of lecture, discussion and cooperative learning simulations. (Meets GEC Cultural Diversity Requirement.)

**EDUC 220: Philosophy of Education**

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. Cross-listed as: PHIL 220

**EDUC 232: The Teaching of Writing**

Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies.

**EDUC 244: Anthropology of Education**

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change.

Cross-listed as: SOAN 244. Meets GEC Cultural Diversity Requirement

**EDUC 270: History of Educ in American Society**

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

Cross-listed as: HIST 239, AMER 270

### **EDUC 275: Teaching Music in Elementary School**

EDUC 275: Teaching Music in the Elementary School. This course introduces students to the techniques of teaching music to elementary age students. Students will become exposed to developmentally appropriate musical activities for students in kindergarten through eighth grade. Multiple approaches will be presented including Orff, Kodaly, Dalcroze, and Music Learning Theory. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 275

### **EDUC 303: Reading Methods in Elementary Schl**

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and licensure candidate status. Cross listed as: EDUC 403

### **EDUC 304: Elementary Fieldwork and Seminar**

Half-Day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 404

### **EDUC 305: Teaching in the Elementary School**

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching elementary school students. It includes philosophy, curriculum, instruction, and methods; design and development of elementary-grade lessons and programs; and observation and participation in elementary school classrooms. Prerequisites: Education 210, Education 313, Education 315, and Psychology 210

### **EDUC 306: Teaching Adolescent Students**

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 303 and 304. Cross-listed as: EDUC 506

### **EDUC 309: Immigration and Education**

Race, Language, and American Schools While immigration has become a lightning rod for political debate, there is a long history of using education as a tool toward socializing different newcomer groups into American society. This course will examine the ways in which schools have wrestled with the issues of immigration, race, and language as well as the policies and programs that serve to meet immigrant needs in schools, and the social and political implications

of immigration. There will be special attention given to Chicago's particular port-of-entry issues. (Meets GEC Cultural Diversity Requirement.)

### **EDUC 310: Equity and Social Justice in Educ**

This course intends to examine notions of 'equity' and 'social justice' in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the ways in which race, gender, and sexual orientation affect and disrupt one's experiences of schooling; and the evolution of the efforts to work against these phenomena within the field of education. The course will explore equity and social justice from a variety of perspectives and through different texts, including analytical journal articles and personal narratives. Readings and discussions will be based heavily on the local world of public education as a microcosm of these issues as they have played out nationally and internationally. Not open to first-year students. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ETHC 340.

### **EDUC 311: Advanced Fieldwork**

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

### **EDUC 312: Integrating Arts in Learning Proc**

This course focuses on the integration of the fine arts in the elementary school curriculum. Students will learn how to meaningfully incorporate the visual arts, drama, music, and dance across the natural sciences, social sciences, and humanities in K-8 classrooms to enrich the learning process.

### **EDUC 313: Reading in Content Areas**

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially English Language Learners. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and teacher licensure candidate status.

### **EDUC 314: Inclusive Learning Environments**

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 414  
Cross-listed as: EDUC 414

**EDUC 315: Middle School Fieldwork and Seminar**

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 313. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 415.  
Cross-listed as: EDUC 415

**EDUC 320: Comparative and International Educ**

This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. Not open to first year students. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: ETHC 330, SOAN 344

**EDUC 322: Education in Developing Countries**

(Education and Development in Developing Countries) This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. Not open to first year students. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: IREL 322, SOAN 343

**EDUC 363: Children's & Young Adult Literature**

EDUC 363: Creative Writing: Children's and Young Adult Literature This course is designed to give students the tools they need to write a novel for children ages 7 to 16. We will gain an understanding of the art and craft of the children's novel by reading and analyzing classic works, and by attempting our own novels and receiving feedback on our efforts. Classes will include writing exercises, peer review, feedback on students' work by the instructor, and discussions of techniques used by established authors to create successful novels. The course can accommodate those who have already begun work on a novel, as well as those who have not. (Does not meet GEC Social Sciences requirement. Meets GEC Humanities requirement.) Cross-listed as: ENGL 363

**EDUC 403: Reading in the Elementary School**

Reading Methods in the Elementary School: Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 404. Prerequisites: Education 210 and MAT licensure candidate status.

Cross-listed as: EDUC 303

**EDUC 404: Elementary Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 403. Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 304.

Cross-listed as: EDUC 304

**EDUC 411: Advanced Fieldwork**

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

**EDUC 413: Reading Methods in Content Areas**

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the English Language Learners. This course must be taken concurrently with Education 415. Prerequisites: Education 210 and MAT licensure candidate status.

Cross-listed as: EDUC 313

**EDUC 414: Inclusive Learning Environments**

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 314

Cross-listed as: EDUC 314

**EDUC 415: Middle School Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 413. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 315.  
Cross-listed as: EDUC 315

**EDUC 416: Elem & Mid Schl-Literacy & Soc Stud**

EDUC 416: Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies Seminar focusing on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite: Education 417.  
Cross-listed as: EDUC 516

**EDUC 417: Elem & Mid Schl-Math & Science**

EDUC 417: Curriculum and Instruction in the Elementary and Middle School: Math and Science Seminar focusing on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite Education 416.  
Cross-listed as: EDUC 517

**EDUC 418: Elem Student Teaching & Seminar**

EDUC 418: Elementary Student Teaching and Seminar Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 416/417 with a grade of B- or better.  
Cross-listed as: EDUC 518

**EDUC 419: Secondary Curriculum & Instruct Dsgn**

EDUC 419: Secondary Curriculum and Instructional Design This senior seminar focuses on the practical use of educational theory in the secondary classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use of data to improve instruction, integration of classroom technology, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using a Teacher Work Sample model, and analyze

unit structures and resources through a series of authentic tasks. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 420.  
Cross-listed as: EDUC 519

### **EDUC 420: Discipline-Specific Secondary Curr**

EDUC 420: Discipline-Specific Secondary Curriculum and Instructional Design This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in a high school for observation hours and consultation with a field-based faculty mentor in connection with the class. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 419.

### **EDUC 421: Secondary Stud Teaching & Seminar**

EDUC 421: Secondary Student Teaching and Seminar Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded on a Credit/D/Fail basis. Prerequisites: Education 419 and Education 420 with a grade of B- or better.  
Cross-listed as: EDUC 521

### **EDUC 422: Discipline-Specific K-12 Curriculum**

(Discipline-Specific K-12 Curriculum and Instructional Design) This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned two clinical placements: one in a high school for observation hours and consultation with a field-based faculty mentor; and one in an elementary school for a practicum teaching experience with a mentor teacher and a college supervisor. Prerequisite: entrance into teacher licensure program; EDUC 313 and 315 with grades of B- or better; co-requisite EDUC 419.  
Cross-listed as: EDUC 522

### **EDUC 450: Special Studies in Education**

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors. Can be taken for one or two credits depending on the scope of the project and with approval of Department Chair.

### **EDUC 501: Introduction to Teacher Research**

This course provides the MAT candidate with an introduction to educational research. Topics include the context of teacher research, an introduction to multiple varieties of teacher research, with an emphasis on action research, as well as grounding in quantitative and qualitative research methods. A case study of action research will be completed. Prerequisite: Second year MAT licensure candidate status.

**EDUC 502: Teacher Action Research Project**

This course provides the MAT candidate with an opportunity to conduct a teacher action research project within the context of the student teaching placement. Supervision will be provided by Education Department Faculty members as well as the cooperating teaching in the elementary or secondary placement. This course must be taken concurrently with Education 518 or 521.

Prerequisite: Education 516/517 sequence or 519/520 sequence or 522 sequence with a grade of B- or better and second year MAT licensure candidate status.

**EDUC 506: Teaching Adolescent Students**

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 403/404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 306

**EDUC 516: Elem & Mid Schl-Literacy & Soc Stud**

(Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies) This graduate seminar focuses on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 517. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 416

**EDUC 517: Elem & Mid Schl-Math & Science**

(Curriculum and Instruction in the Elementary and Middle School: Math and Science) This graduate seminar focuses on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 516. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 417

**EDUC 518: Elementary Student Teaching & Semnr**

(Elementary Student Teaching and Seminar) Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a SCR/Fail basis. This course must be taken concurrently with Education 502. Prerequisite: Education 516 and 517 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 418

**EDUC 519: Secondary Curriculum & Instruct Dsgn**

(Secondary Curriculum and Instructional Design) This graduate seminar focuses on the practical use of educational theory in the secondary classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use of data to improve instruction, integration of classroom technology, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using a Teacher Work Sample model, and analyze unit structures and resources through a series of authentic tasks. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 520 or 522. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 419

**EDUC 520: Discipline-Specific Secondary Curr**

(Discipline-Specific Secondary Curriculum and Instructional Design) This graduate seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in a high school for observation hours and consultation with a field-based faculty mentor in connection with the class. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 519. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

**EDUC 521: Secondary Student Teaching & Semnr**

Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded on a SCR/Fail basis. This course must be taken concurrently with Education 502. Prerequisite: Education 519/520 or 522 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 421

**EDUC 522: Discipline-Specific K-12 Curriculum**

(Discipline-Specific K-12 Curriculum and Instructional Design) This graduate seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned two clinical placements: one in a high school for observation hours and consultation

with a field-based faculty mentor; and one in an elementary school for a practicum teaching experience with a mentor teacher and a college supervisor. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 519. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 422

### **Postgraduate Student Teaching Option**

The department offers all licensure candidates the option of completing their student teaching requirement following graduation. While student teaching, participants in the program are required to pay only a minimal fee to cover registration and supervisory costs. To qualify for this program option, a candidate must complete, upon graduation, all requirements for both the content area major and the professional education sequence for the education major with the sole exception of student teaching. The reduced fee option is applied to the three credits for student teaching only. Permission of the education department is required for participation.

### **Master of Arts in Teaching (MAT) Program**

The Master of Arts in Teaching (MAT) Program recommends graduates for initial teaching licenses in elementary, secondary and K- 12 education. Through the MAT Program, students can obtain both a master's degree and Illinois teacher licensure simultaneously. The program is open to both current Lake Forest College students who wish to obtain teacher licensure in a five year BA/MAT program (3-2 program) or individuals who have completed a B.A. at another institution or at Lake Forest College and seek teacher licensure (post BA program). *This program is not appropriate for teachers who are already certified to teach in K-12 schools.* See [www.lakeforest.edu/mat](http://www.lakeforest.edu/mat) for details.

**Elementary Education General Education Requirements**

**Name:** \_\_\_\_\_ **Education Advisor:** \_\_\_\_\_ **Date assigned:** \_\_\_\_\_

**Content Major Advisor:** \_\_\_\_\_ **Date assigned:** \_\_\_\_\_

| Required Courses   | Course No. | Semester Completed |
|--|------------|--------------------|
| <u>BIO 108</u><br>Learning about the Living World  |            |                    |
| <u>CHEM 109</u><br>Learning about the Physical World   |            |                    |
| <u>MATH 104</u><br>Elementary Math from an<br>Advanced Standpoint  |            |                    |
| <u>MATH 150 /</u><br><u>PSYC 221/ ECON 130/</u><br><u>SOAN 310/BIO 150</u><br>(Statistics)                             |            |                    |
| <u>Literature course</u><br>(ENG 216, 217 or 218<br>recommended) **  |            |                    |
| <u>HIST 110</u><br>World Civilizations to 1650   |            |                    |
| <u>HIST 200</u><br>Foundations of the American<br>Republic   |            |                    |
| <u>PSYC 110</u><br>Introduction to Psychology  |            |                    |
| <u>PSYC 210</u><br>Developmental Psychology  |            |                    |
| <u>POLS 120</u><br>Introduction to American Politics   |            |                    |
| <u>Cultural diversity course **</u><br>(ENG 216, 217 or 218<br>recommended)  |            |                    |
| <u>EDUC 304 **</u><br>(required of elementary Education<br>majors)   |            |                    |
| <u>EDUC 416</u><br>Curriculum and Instruction in the<br>Elementary School: Content-Area<br>Literacy and Social Studies |            |                    |
| <u>EDUC 417</u><br>Curriculum and Instruction in the<br>Elementary School: Math and<br>Science                         |            |                    |
| Senior seminar in second major   |            |                    |

| Advising Meeting Date |
|-----------------------|
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |

**Note: a grade of “C” or better is required in all General Education Courses.**

**Note: Courses above meet GEC requirements for College graduation.**

**\*\* satisfies GEC Cultural Diversity requirements**

## Education Major Professional Course Sequence

| Required Courses  | Semester Completed |
|---|--------------------|
| <b><u>EDUC 210</u></b><br>Observing the Schooling Process   |                    |
| <b><u>EDUC 215</u></b><br>Instructional Communication   |                    |
| <b><u>EDUC 303</u></b><br>Elementary Reading Methods  |                    |
| <b><u>EDUC 304</u></b><br>Elementary Fieldwork & Seminar  |                    |
| <b><u>EDUC 306</u></b><br>Teaching Adolescent Students<br>(for middle school endorsement only)                          |                    |
| <b><u>EDUC 312</u></b><br>Integrating the Arts in the Learning Process  |                    |
| <b><u>EDUC 314</u></b><br>Inclusive Learning Environments   |                    |
| <b><u>EDUC 416</u></b><br>Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies |                    |
| <b><u>EDUC 417</u></b><br>Curriculum and Instruction in the Elementary School: Math and Science                         |                    |
| <b><u>EDUC 418</u></b><br>Elementary Student Teaching and Seminar   |                    |
| <b><u>HIST 239 or PHIL 220 or SOAN 244</u></b><br>Hist or Phil or Anthro of Education                                   |                    |
| <b><u>PHED 126</u></b><br>Concepts of Health Education  |                    |

| Phase  | Semester Completed / Advisor's Initials |
|--|---|
| <b>Declaration of Major</b>  |   |
| <b>Program Entry</b>   |   |
| <b>Application for Student Teaching</b>                            |   |
| <b>Completion of Program Requirements (final portfolio review)</b> |   |

## SEMESTER PLANNING SHEET

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Secondary Education General Education Requirements**

Name: \_\_\_\_\_ Education Advisor: \_\_\_\_\_ Date assigned: \_\_\_\_\_

Content Major Advisor: \_\_\_\_\_ Date assigned: \_\_\_\_\_

**Natural Sciences (2)**  
(2 different departments)

**Humanities (2)**  
(2 different departments)

**Social Sciences (3)**  
(2 different departments)

**Cultural Diversity (2)**  
(2 different departments)

**Senior Studies (3: 2 in education, one in content major)**

| Required Courses   | Course No. | Semester Completed |
|--|------------|--------------------|
| Freshman Studies (or writing course)   |            |                    |
| Any natural science course that meets GEC requirements   |            |                    |
| Any natural science course that meets GEC requirements   |            |                    |
| (recommended)<br><u>PHIL 220</u><br>Philosophy of Education <u>or</u><br><u>HIST 239</u><br>History of Education |            |                    |
|  |            |                    |
| <u>PSYC 110</u><br>Introduction to Psychology  |            |                    |
| <u>PSYC 210</u><br>Developmental Psychology  |            |                    |
|  |            |                    |
| <u>Cultural diversity course **</u>  |            |                    |
| <u>EDUC 315 **</u><br>(required of Secondary Education majors)   |            |                    |
| <u>EDUC 419</u>  |            |                    |
| <u>EDUC 420</u>  |            |                    |
| Second major senior seminar  |            |                    |

| Advising Meeting Date |
|-----------------------|
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |

Note: a grade of “C” or better is required in all General Education Courses.

Note: Courses above meet **GEC requirements for College graduation.**

\*\* satisfies GEC Cultural Diversity requirements

**Secondary Education Major  
Professional Course Sequence  
(Licensure Program Requirements)**

| <b>Required Courses</b>   | <b>Semester Completed</b> |
|---|---------------------------|
| <b><u>EDUC 210</u></b><br>Observing the Schooling Process   |                           |
| <b><u>EDUC 239 or EDUC 220 or EDUC 244</u></b><br>Hist or Phil or Anthro of Ed                          |                           |
| <b><u>EDUC 215</u></b><br>Instructional Communication   |                           |
| <b><u>EDUC 313</u></b><br>Reading in the Content Areas  |                           |
| <b><u>EDUC 315</u></b><br>Middle School Fieldwork & Seminar   |                           |
| <b><u>EDUC 314</u></b><br>Inclusive Learning Environments   |                           |
| <b><u>EDUC 419</u></b><br><b>(senior seminar)</b><br>Secondary Curriculum & Instructional Design        |                           |
| <b><u>EDUC 420</u></b><br><b>(senior seminar)</b><br>Discipline Specific Secondary Instructional Design |                           |
| <b><u>EDUC 421</u></b><br>Secondary Student Teaching  |                           |

| <b>Phase</b>   | <b>Semester Completed / Advisor's Initials</b> |
|--|--|
| <b>Declaration of Major</b>  |  |
| <b>Program Entry</b>   |  |
| <b>Application for Student Teaching</b>                            |  |
| <b>Completion of Program Requirements (final portfolio review)</b> |  |

**Secondary Education Program  
Courses Required to Meet Content Area Standards  
(Licensure Program Requirements)**

Major: \_\_\_\_\_ Major Advisor: \_\_\_\_\_ Date assigned: \_\_\_\_\_

(Please note: a full major in the content area of licensure is required.)  
(CAS = Illinois Content Area Standards)

| <b>Mathematics</b>  |                       |
|---|-----------------------|
| <b><u>Courses Required for Math Major (meets CAS)</u></b>   | <b>Sem. Completed</b> |
| <u>MATH 110</u><br>Calculus I   |                       |
| <u>MATH 111</u><br>Calculus II  |                       |
| <u>CSI 112</u><br>Computer Science 1  |                       |
| <u>MATH 210</u><br>Multivariable Calculus   |                       |
| <u>MATH 230</u><br>Abstract and Discrete Mathematics  |                       |
| <u>MATH 231</u><br>Linear Algebra   |                       |
| <u>MATH 311</u><br>Introduction to Real Analysis  |                       |
| <u>MATH 330</u><br>Modern Algebra I   |                       |
| <u>MATH 499</u><br>Senior Seminar   |                       |
| <b><u>Geometry/Stats Requirements Specific to Education Program:</u></b><br>The normal Math major requires 12 courses. For Education Licensure, a Math major must augment the above 9 courses with the following 3 courses: (Differs slightly from normal math major requirements.) |                       |
| <u>MATH 340</u><br>Geometry   |                       |
| <i>*replaces normal breadth requirement of 1 course from: Phys120, Phil265, Econ330, CSCI212 or higher</i>  |                       |
| <u>MATH 350 and MATH 351</u><br>Probability and Statistics  |                       |
| <i>*specific sequence requirement<br/>Only offered every other year. If 350/351 falls during student teaching year, may substitute 2 courses as follows:</i>  |                       |
| <u>MATH 150</u><br>Intro Prob/Stats   |                       |
| <u>MATH 300+</u><br>One 300+ Math elective  |                       |

| <b>History</b>  |                   |
|---|-------------------|
| <b><u>Courses Required for History Major (meets CAS)</u></b>                            | <b>Sem. Comp.</b> |
| <u>HIST 110</u> World Civilizations to 1650   |                   |
| <u>HIST 300</u> Theory and Methods  |                   |
| <b><u>History Sequence Required for Ed Majors</u></b>                                   |                   |
| <u>HIST 200</u> Foundations of the American Republic                                    |                   |
| <u>HIST 201</u> Modern America  |                   |
| <b><u>History Electives Required for Ed Majors</u></b>                                  |                   |
| <u>HIST 212 or 216</u> (or equivalent 300 level course) Early East/South Asian History  |                   |
| <u>HIST 213 or 217</u> (or equivalent 300 level course) Modern East/South Asian History |                   |
| <u>HIST 208</u> (or equivalent 300 level course) Early European History                 |                   |
| <u>HIST 209</u> (or equivalent 300 level course) Modern European History                |                   |
| <b><u>Other Courses Required for Full History Major</u></b>                             |                   |
| 300 Level Course (can be same as electives above)                                       |                   |
| 300 Level Course (can be same as electives above)                                       |                   |
| <u>HIST 420</u> Senior Seminar/<br>Independent Research Project/ Thesis                 |                   |
| <b><u>Broad Field Social Science Courses Required for Ed Majors</u></b>                 |                   |
| <u>POLS 110</u> Introduction to Politics  |                   |
| <u>POLS 120</u> Introduction to American Politics                                       |                   |
| <u>ECON 110</u> Principles of Economics   |                   |
| <u>SOAN 110</u> Introduction to Sociology and Anthropology                              |                   |
| <u>PSYC 110</u> Introduction to Psychology  |                   |

| <b>Biology</b>  |                       |
|---|-----------------------|
| <b><u>Courses Required for Biology Major (meets CAS)</u></b>  | <b>Sem. Completed</b> |
| <u>BIO 120</u> Organismal Biology   |                       |
| <u>BIO 130 - 139</u> (choose 1)<br>Core Biological Inquiry  |                       |
| <u>BIO 220</u> Ecology and Evolution  |                       |
| <u>BIO 221</u> Cellular and Molecular Biology   |                       |
| <b><u>Other Courses Required for Full Biology Major (2 with lab – 1 in each group)</u></b>  |                       |
| <u>Cellular and Molecular Biology</u><br>(320, 322, 324, 325, 342, 346, 352, 360,362)   |                       |
| <u>Organismal Biology</u><br>(320, 330, 340, 342, 344, 346, 360, 362, 384)  |                       |
| <u>Ecology and Evolution</u><br>(330, 344, 370, 375, 384, 389)  |                       |
| <u>BIO 494</u> Senior Seminar or Senior Thesis  |                       |
| <u>BIO 150</u> Reasoning and Statistical Inference in Biology<br><b>or</b> <u>MATH 110</u> Calculus I <b>or</b><br><u>MATH 150</u> Probability & Statistics |                       |
| <u>CHEM 115</u> Chemistry I   |                       |
| <u>CHEM 116</u> Chemistry II  |                       |
| <b><u>Broad Field Science Courses Required for Ed Majors</u></b>  |                       |
| <u>PHYS 109</u> Astronomy and Cosmology   |                       |
| <u>PHYS 110/120</u> Introductory Physics  |                       |

| <b>Chemistry</b>   |                       |
|--|-----------------------|
| <b><u>Courses Required for Chemistry Major (meets CAS)</u></b>   | <b>Sem. Completed</b> |
| <u>CHEM 115</u> Chemistry I                                      |                       |
| <u>CHEM 116</u> Chemistry II                                     |                       |
| <u>CHEM 220</u> Organic Chemistry I                              |                       |
| <u>CHEM 221</u> Organic Chemistry II                             |                       |
| <u>CHEM 320</u> Physical Chemistry I                             |                       |
| <u>CHEM 321</u> Physical Chemistry II                            |                       |
| <u>300 Level CHEM Course</u><br>(300/340/420/490)                |                       |
| <u>CHEM 410</u> Senior Seminar or Senior Thesis                  |                       |
| <b><u>Other Courses Required for Full Chemistry Major</u></b>    |                       |
| <u>PHYS 110/120</u> Introductory Physics                         |                       |
| <u>PHYS 111/121</u> Introductory Physics                         |                       |
| <u>MATH 110</u> Calculus I                                       |                       |
| <u>MATH 111</u> Calculus II                                      |                       |
| <b><u>Broad Field Science Courses Required for Ed Majors</u></b> |                       |
| <u>BIO 120</u> Organismal Biology                                |                       |
| <u>BIO 220</u> Ecology and Evolution                             |                       |
| <u>PHYS 109</u> Astronomy and Cosmology                          |                       |

| <b>English (Literature Track)</b>   |                 |
|---|-----------------|
| <b><u>Courses</u></b><br><b><u>(Required for English Major (meets CAS))</u></b>   | <b>Sem Comp</b> |
| <u>ENG 210</u> Ancient and Medieval Literature  |                 |
| <u>ENG 211</u> English Literature I: The Renaissance and Eighteenth Century   |                 |
| <u>ENG 212</u> English Literature II: The Nineteenth and Early Twentieth Centuries  |                 |
| <u>ENG 204</u> Nineteenth-Century American Literature   |                 |
| <u>ENG 205</u> Twentieth-Century American   |                 |
| <u>ENG 135</u> Introduction to Creative Writing<br>(counts as elective #1)  |                 |
| Elective Course #2<br>Any course in the English Department  |                 |
| <u>ENG 220</u> Shakespeare<br>(counts as period course #1)  |                 |
| <u>Period Course #2</u><br>Any course from the period menu  |                 |
| <u>ENG 450</u> Senior Seminar or Senior Thesis  |                 |
| <b><u>Other Courses</u></b><br><b><u>(Required for Education Major)</u></b>   |                 |
| <u>COMM 135</u> Rhetoric & Speech <b>OR</b><br><u>COMM 253</u> Argumentation and Advocacy <b>OR</b><br><u>COMM 255</u> Rhetorical Criticism |                 |

| <b>English (Writing Track)</b>  |                 |
|---|-----------------|
| <b><u>Courses</u></b><br><b><u>(Required for English Major (meets CAS))</u></b>   | <b>Sem Comp</b> |
| <u>ENG 210</u> Ancient and Medieval Literature  |                 |
| <u>ENG 211</u> English Literature I: The Renaissance and Eighteenth Century   |                 |
| <u>ENG 212</u> English Literature II: The Nineteenth and Early Twentieth Centuries  |                 |
| <u>ENG 135</u> Introduction to Creative Writing   |                 |
| <u>ENG 204</u> Nineteenth-Century American Literature   |                 |
| <u>ENG 205</u> Twentieth-Century American Literature  |                 |
| <u>ENG 220</u> Shakespeare  |                 |
| <u>Elective Course</u><br>ENG 242, 360, 361, 362, 363, 364, 365, 366, 367 or 368  |                 |
| <u>Elective Course</u><br>ENG 242, 360, 361, 362, 363, 364, 365, 366, 367 or 368  |                 |
| <u>ENG 440</u> Senior Seminar or Senior Thesis  |                 |
| <b><u>Other Courses</u></b><br><b><u>(Required for Education Major)</u></b>   |                 |
| <u>COMM 135</u> Rhetoric & Speech <b>OR</b><br><u>COMM 253</u> Argumentation and Advocacy <b>OR</b><br><u>COMM 255</u> Rhetorical Criticism |                 |

## SEMESTER PLANNING SHEET

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**K-12 Education General Education Requirements**

**Name:** \_\_\_\_\_ **Education Advisor:** \_\_\_\_\_ **Date assigned:** \_\_\_\_\_  
**Content Major Advisor:** \_\_\_\_\_ **Date assigned:** \_\_\_\_\_

**Natural Sciences (2)**  
**(2 different departments)**

| Required Courses   | Course No. | Semester Completed |
|--|------------|--------------------|
| Freshman Studies<br>(or writing course)  |            |                    |
| Any natural science course that meets GEC requirements   |            |                    |
| Any natural science course that meets GEC requirements   |            |                    |
| <u>PHIL 220</u><br>Philosophy of Education<br><b>or</b><br><u>HIST 239</u><br>History of Education |            |                    |
|  |            |                    |
| <u>PSYC 110</u><br>Introduction to Psychology  |            |                    |
| <u>PSYC 210</u><br>Developmental Psychology  |            |                    |
|  |            |                    |
| <u>Cultural diversity course **</u>  |            |                    |
| <u>EDUC 315 **</u><br>(required of Secondary Education majors)                                     |            |                    |
| <u>EDUC 419</u>  |            |                    |
| <u>EDUC 422</u>  |            |                    |
| Second major senior seminar  |            |                    |

| Advising Meeting Date |
|-----------------------|
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |

**Humanities (2)**  
**(2 different departments)**

**Social Sciences (3)**  
**(2 different departments)**

**Cultural Diversity (2)**  
**(2 different departments)**

**Senior Studies (3: 2 in education, one in content major)**

**Note: a grade of “C” or better is required in all General Education Courses.**

**Note: Courses above meet GEC requirements for College graduation.**

**\*\* satisfies GEC Cultural Diversity requirements**

**K-12 Education Major  
Professional Course Sequence  
(Licensure Program Requirements)**

| Required Courses   | Semester Completed |
|--|--------------------|
| <u>EDUC 210</u><br>Observing the Schooling Process                                       |                    |
| <u>EDUC 239</u> or <u>EDUC 220</u> or<br><u>EDUC 244</u><br>Hist or Phil or Anthro of Ed |                    |
| <u>EDUC 215</u><br>Instructional Communication   |                    |
| <u>EDUC 313</u><br>Reading in the Content Areas  |                    |
| <u>EDUC 315</u><br>Middle School Fieldwork &<br>Seminar                                  |                    |
| <u>EDUC 314</u><br>Inclusive Learning Environments                                       |                    |
| <u>EDUC 419</u><br>(senior seminar)<br>Secondary Curriculum &<br>Instructional Design    |                    |
| <u>EDUC 422</u><br>(senior seminar)<br>Discipline Specific K-12<br>Instructional Design  |                    |
| <u>EDUC 421</u><br>Secondary Student Teaching  |                    |

| Phase  | Semester Completed /<br>Advisor's<br>Initials |
|--|---|
| <b>Declaration<br/>of Major</b>  |   |
| <b>Program<br/>Entry</b>   |   |
| <b>Application<br/>for Student<br/>Teaching</b>  |   |
| <b>Completion<br/>of Program<br/>Requirements<br/>(final<br/>portfolio<br/>review)</b> |   |

**K – 12 Education Program  
Courses Required to Meet Content Area Standards  
(Licensure Program Requirements)**

**Major:** \_\_\_\_\_ **Major Advisor:** \_\_\_\_\_ **Date assigned:** \_\_\_\_\_

(Please note: a full major in the content area of licensure is required.)

(CAS = Illinois Content Area Standards)

| French   |                    |
|--|--------------------|
| <u>Courses Required for French Major (meets CAS)</u>                                     | Semester Completed |
| <u>FR 210</u> Intermediate French or <u>FR 212</u> Adv. Intermed. French                 |                    |
| <b><u>Advanced Course Options</u></b><br>(no more than 2 in translation)                 |                    |
| Grammar, Syntax & Style<br><u>FR 311</u>   |                    |
| Oral Proficiency<br><u>FR 312</u>  |                    |
| <u>Reading Literature in French</u><br>FR 300, 301, 302, 370, 460                        |                    |
| <u>French Language Cultures</u><br>FR 305, 308, 330, 333                                 |                    |
| <u>Interdisciplinary Approaches/ Expressive Forms in French</u><br>FR 333, 334, 350, 370 |                    |
| <u>Career Options</u><br>FR 320, 340   |                    |
| <u>FR 494</u> Senior Seminar or Thesis   |                    |

| Spanish  |                    |
|--|--------------------|
| <u>Courses Required for Spanish Major (meets CAS)</u>  | Semester Completed |
| <u>SP 210</u> Intermed Spanish or <u>SP 212</u> Adv. Intermed Spanish or <u>SP 313</u> Spanish for Heritage Speakers |                    |
| <b><u>Advanced Course Options</u></b><br>(no more than 2 in translation)   |                    |
| Grammar<br><u>SP 311</u>   |                    |
| Oral Proficiency<br><u>SP 312 /314</u>   |                    |
| <u>Reading Literature in Spanish</u><br>SP 300, 304, 325, 300, 335, 339, 360, 365, 370                               |                    |
| <u>Spanish Language Cultures</u><br>SP 304, 305, 306, 308, 333, 337, 345, 367, 380, 425                              |                    |
| <u>Interdisciplinary Approaches/ Expressive Forms in Spanish</u><br>SP 308, 333, 334, 336, 338, 367, 380             |                    |
| <u>Career Options</u><br>SP 320/ 321/340/390/490   |                    |
| <u>SP 480/494</u><br>Senior Seminar or Thesis  |                    |

| <b>Visual Arts</b>  |                               |
|---|-------------------------------|
| <b><u>Courses Required for<br/>Art Major<br/>(meets CAS)</u></b>  | <b>Semester<br/>Completed</b> |
| <u>ART 130:</u><br>Elements of Design<br>Pre-requisite for studio arts courses  |                               |
| <u>ARTH 110:</u><br>Introduction to the Visual Arts   |                               |
| <u>ART 131:</u><br>Drawing  |                               |
| <u>ART 480:</u><br>Senior Seminar in Studio Art   |                               |
| <b>Required Studio Courses</b>  |                               |
| Painting<br><u>ART 230 or 330</u>   |                               |
| Sculpture<br><u>ART 233 or 333</u>  |                               |
| <b>Elective Studio Courses<br/>(2 required/ 3 recommended)</b>  |                               |
| Photography<br><u>ART 232, 332, 344</u>   |                               |
| Ceramics<br><u>ART 236</u>  |                               |
| Digital Media<br><u>ART 142, 244, 253, 342, 343</u>   |                               |
| <b>Modern Art History</b><br><u>ARTH 218:</u> 20 <sup>th</sup> Century Art <i>or</i><br><u>ARTH 360:</u> Contemporary Art   |                               |
| <u>ARTH 212:</u><br>Italian Renaissance Art or<br>another Pre-20 <sup>th</sup> Century Art History<br>Course (such as <u>ARTH 202, 203,</u><br><u>204, 210, 211, 215 or 217</u> ) |                               |

| <b>MUSIC EDUCATION</b>  |                           |
|---|---------------------------|
| <b><u>Courses Required for Music Major (meets CAS)</u></b>  | <b>Semester Completed</b> |
| <b>MUSIC THEORY</b>   |                           |
| <u>MUSC 251</u>   |                           |
| <u>MUSC 252</u>   |                           |
| <u>MUSC 351 OR 352</u>  |                           |
| <b>HISTORY/CULTURE</b>  |                           |
| <u>MUSC 217</u>   |                           |
| <u>MUSC 360</u>   |                           |
| <u>MUSC 361</u>   |                           |
| <b>PERFORMANCE</b>  |                           |
| <b>Must take at least one semester of private voice instruction and three semesters on primary instrument (if voice is primary, alternate instrument must be guitar)</b>  |                           |
| <u>MUSC 111</u>   |                           |
| <u>MUSC 112</u>   |                           |
| <u>MUSC 211</u>   |                           |
| <u>MUSC 111 (alt instrument/voice)</u>  |                           |
| <b>DEPARTMENT ENSEMBLES</b>   |                           |
| <b>Must participate in an ensemble every semester, after declaring a music education, except student teaching. Must include one vocal (concert choir; men's chorus or women's chorus), one instrumental (concert band, jazz band, orchestra), and West African drumming ensemble.</b> |                           |
|   |                           |
|   |                           |
|   |                           |
| <b>MUSIC EDUCATION</b>  |                           |
| <b>Foundation of Music Teaching and Learning</b>  |                           |
| EDUC/MUSE 170   |                           |
| <b>Art of Teaching Instruments</b>  |                           |
| MUSC 271 (wind & percussion)  |                           |
| MUSC 272 (strings)  |                           |
| <b>Art of Teaching Ensembles</b>  |                           |
| MUSC 273 (instrumental)   |                           |
| MUSC 274 (vocal)  |                           |
| <b>Art of Teaching Elementary Music</b>   |                           |
| EDUC 275  |                           |
| MUSC 422  |                           |
| <b>Discipline-specific Curriculum and Instructional Methods</b>   |                           |

## SEMESTER PLANNING SHEET

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **Standing Calendar for Approval of Student Teachers**

### For Spring Student Teachers:

September (one semester before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies during student teaching.
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Licensure Officer and Education Advisory Council content area experts review portfolio

November (one semester before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Licensure Officer and Education Advisory Council experts review portfolio.
- Application approved by Licensure Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

### For Fall Student Teachers:

September (two semesters before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Licensure Officer and Education Advisory Council content area experts review portfolio

November: (two semesters before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Licensure Officer and Education Advisory Council experts review application.

April (one semester before student teaching placement)

- Application approved by Licensure Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

## **Education Department Advising and Assessment System**

Teacher candidates' progress in meeting IPTS and Content Area Standards will be monitored during advising sessions with the candidate's Education department advisor. Advisors will assist teacher candidates on an individual basis in establishing goals to meet standards that have not been met in a timely manner and advise them how to meet the expectations required at upcoming checkpoints. Candidates will be advised at the time of admission how coursework and other experiences will provide opportunities for them to meet standards in all areas. At checkpoint #1, students will be advised about possible remediation requirements to strengthen weak areas and to support program completion.

### **Advising and Assessment:**

A system of assessment embedded in our advising structure is consistent with our institutional commitment to individual mentorship and close advising. All of our students are assigned two faculty members to advise and mentor them throughout their preparation program. One advisor is a member of the Education Department and serves to guide course selection, assess progress and help individual candidates design programs of study that meet their individual needs and goals as a teacher. The second advisor is a member of the Department in the candidate's second major program of study. This advisor is aware of the content area knowledge and skill development of the candidate. These two advisors work closely together to assess each candidate so that the program of study for each of our students meets his/her individual developmental needs and capitalizes on the particular talents and interests of each student of teaching while ensuring progress on development of the Illinois Content-Area Standards.

Advisors are responsible for formative and summative assessment of candidate performance. Advisors in the content area major are responsible for determining student strengths and deficiencies in meeting the content area standards as candidates progress through their major course of study. Advisors in the Education Department are responsible for overseeing student development in the Professional Teaching Standards. Both advisors recommend candidates for entrance, continuation, and completion of programs. Both advisors oversee the developmental portfolio process. Our advising system, therefore, besides providing close and coherent mentorship throughout a candidate's program of study, also supports the regular assessment of candidates' performance.

**Education Department Advising Calendar and ISBE Standards Assessment Summary**

| <b>Meeting</b>                              | <b>Purpose</b>  | <b>Activities</b>   | <b>Materials/Forms</b>   | <b>Advisor Notes*</b>  |
|---|---|---|--|--|
| 1. Fall Freshman (Group Meeting)            | <ol style="list-style-type: none"> <li>Initial meeting with chair</li> <li>Declare major</li> </ol>   | <ol style="list-style-type: none"> <li>Discuss ISBE Test of Academic Proficiency (TAP) or ACT/SAT requirements and planning form</li> <li>Overview of program and portfolio process</li> <li>Direct candidate to collect assessment artifacts for content area portfolio process</li> </ol> | <u>Faculty:</u> <ol style="list-style-type: none"> <li>P &amp; P Handbook</li> <li>Developmental Portfolio Handbook</li> <li>Add major form</li> <li>Planning form</li> <li>TAP/ACT/SAT information</li> </ol>   | <ol style="list-style-type: none"> <li>GPA advising</li> </ol>   |
| 2. Spring Freshman (Pre-Registration Week)  | <ol style="list-style-type: none"> <li>Create four-year plan</li> <li>Review assessment artifacts for Live Text downloading</li> <li>Address deficiencies</li> </ol>  | <ol style="list-style-type: none"> <li>Create four-year plan</li> <li>Complete registration form for sophomore year</li> <li>Review collected assessment artifacts and explain standards</li> </ol>   | <u>Faculty:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>ISBE standards matrices</li> </ol> <u>Candidate:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>Assessment artifacts</li> </ol>   | <ol style="list-style-type: none"> <li>GPA advising</li> </ol>   |
| 3. Late Fall Sophomore                      | <ol style="list-style-type: none"> <li>Adjust spring schedule as needed</li> <li>Review artifacts</li> <li>Introduce portfolio format and writing of rationales</li> <li>Address deficiencies</li> <li>Prepare for admission interview (checkpoint #1)</li> </ol> | <ol style="list-style-type: none"> <li>Review assessment artifacts and standards' progress</li> <li>Add drop for spring as needed</li> <li>Prepare for admission interview (checkpoint #1)</li> </ol>   | <u>Faculty:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>ISBE standards matrices</li> <li>Add/drop slip</li> <li>Handbooks</li> </ol> <u>Candidate:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>Assessment Artifacts</li> </ol> | <ol style="list-style-type: none"> <li>GPA advising</li> <li>TAP/ACT/SAT test results</li> <li>Recommendation for admission interview</li> </ol> |
| 4. Spring Sophomore (Pre-Registration Week) | Pre-Registration for Junior Year  | Pre-Registration for Junior Year  | <u>Faculty:</u> <ol style="list-style-type: none"> <li>Planning form</li> </ol> <u>Candidate:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>Assessment Artifacts</li> </ol>  | <ol style="list-style-type: none"> <li>2.75 GPA</li> <li>Grade/ progress in ED 210</li> </ol>  |
| 5. Early Fall Junior                        | <ol style="list-style-type: none"> <li>Adjust spring schedule as needed</li> <li>Review artifacts</li> <li>Review portfolio</li> <li>Address deficiencies</li> <li>Prepare for student teaching application process</li> </ol>                                    | <ol style="list-style-type: none"> <li>Review portfolio and matrices progress</li> <li>Add/ drop for spring as needed</li> <li>Prepare for student teaching application process (checkpoint #2)</li> </ol>  | <u>Faculty:</u> <ol style="list-style-type: none"> <li>Planning form</li> <li>ISBE standards matrices</li> <li>Add/drop slip</li> <li>Handbooks</li> </ol> <u>Candidate:</u> <ol style="list-style-type: none"> <li>Planning form</li> </ol>                               | <ol style="list-style-type: none"> <li>2.75 GPA</li> </ol>   |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   |   | 2. Portfolio-in-progress   |   |
| 6. Spring Junior (Pre-Registration Week) | Pre-Registration for Senior Year  | Pre-Registration for Senior Year  | <u>Faculty:</u><br>Planning Form<br><u>Candidate:</u><br>1. Planning Form<br>2. Portfolio-in-progress  | 3. 2.75 GPA<br>4. ISBE Content Area test results      |
| 7. Early Fall Senior                     | 1. Adjust spring schedule as needed<br>2. Review artifacts<br>3. Review Portfolio and student teaching application<br>4. Address deficiencies<br>5. (Note: candidates may need to revise plans for student teaching to address unmet standards) | 1. Review portfolio and matrices progress<br>2. Add/ drop for spring as needed<br>3. Review student teaching application<br>4. Review registration for Assessment of Professional Teaching test | <u>Faculty:</u><br>1. Planning Form<br>2. ISBE standards matrices<br>3. Add/drop slip<br>4. Handbooks<br><u>Candidate:</u><br>1. Planning form<br>2. Portfolio-in-progress of completed standards<br>3. Student Teaching application | 1. 2.75 GPA<br>2. Recommendation for student teaching |

\* Indicate date of meeting and sufficient progress or deficiencies in need of remediation.

## **Principles for Student Teaching Placements**

The College will make placements

1. only in the discipline for which teacher candidates are receiving licensure.
2. if possible, in a school whose demographic composition is different from that of the school in which the candidate completed his or her fieldwork practicum
3. only at schools with appropriate geographic proximity to Lake Forest College, and with whom we have partnership agreements.
4. during the academic fall or spring semester at Lake Forest College; placements outside of the regular session academic year are not available (e.g., May or summer session placements are not available)
5. only if the candidate has declared his or her intention to student teach by the third week of the semester prior to the intended placement
6. only if the candidate has successfully completed all of the coursework required in the teacher licensure program at Lake Forest College; placements will not be made for teacher candidates who have only completed or partially completed programs in other institutions.
7. only if the candidate follows through with directives of the faculty regarding the placement process in the time frame provided (e.g., late resumes or lack of follow-through with schools or cooperating teachers will jeopardize the placement process).
8. for returning candidates only after a successful re-admission process.
9. only if the candidate agrees to release transcript for review by school administrators.
10. only at upper grade levels for elementary candidates (grades (3-5) as the internship experience is always in lower grade levels (1-2).

Teacher candidates

1. must adhere to the Professional Code of Conduct for Lake Forest College teachers.
2. may not act as substitute teachers for their teacher or for another teacher in lieu of a paid substitute.
3. may not function as instructional aids, exam proctors outside of their classrooms, lunchroom aides, coaches, or serve in any other capacity unrelated to their specific responsibilities as student teachers with the students to whom they are assigned. Activities for which the student teacher is held responsible include those for which the classroom teacher is held responsible, such as study hall or hall monitoring, for example.
4. may not be compensated for student teaching or for any other paid position in the school district.
5. are expected to attend all meetings, in-service sessions, and parent conferences that are required for the classroom teacher provided that the teacher or administration has not expressly prohibited teacher candidates from attending these meetings.

6. must complete a specific minimum total teach period to the satisfaction of the College Supervisor. Candidates may be required to extend placements when deemed necessary by the College Supervisor.
7. may request a specific school and teacher but may not initiate the placement process himself or herself.
8. may not shorten the length of student teaching to take a paid teaching position without permission of student teaching supervisor, cooperating teacher, and Chair of the Department.
9. take vacations only according to the school district calendar.

**Termination of Student Teaching or Internships:**

Decisions about termination of a placement will be made by the Department Chair in consultation with the coordinator of clinical experiences, the student's departmental advisor and the student's fieldwork supervisor.

Termination of a placement means that the student will need to reapply for student teaching or, in the case of the internship, enroll in the course in a subsequent semester.

Placements in student teaching or internship experiences can be terminated at any point for any of the following reasons:

1. Attendance:  
Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness in an internship or student teaching experience.
2. Professional judgment:  
Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.
3. Progress:  
Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher.
4. Preparation:  
Not being prepared to teach when expected.
5. Dress or appearance:  
Choosing not to meet the standards of professional attire in a school setting.
6. Subject matter knowledge  
Demonstrates deficiencies in subject area.

## **Admission of Transfer Students**

The institution has established and implemented procedures for assessing the candidate's abilities acquired prior to admission to the program and for planning the candidate's program in light of that assessment. A candidate evidencing appropriate or required knowledge, skills, and attitudes may qualify for advanced placement or credit by successfully completing appropriate examinations or other assessment procedures as presented by a recognized institution.

Lake Forest College maintains progressive policies on credit transfer. Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least a 2.5/4.0 (a higher GPA may be required by some departments). Applicants must be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given. If an applicant has been dismissed from a college of university more than once, he or she is not eligible for admission at Lake Forest College.

Graduates of accredited junior colleges and recipients of the Associate of Arts (A.A.) degree in an applicable field (who have earned grades of C or better in all courses counting toward that degree), if admitted to Lake Forest College, will be granted full junior standing.

When a transfer student is admitted to the College, the maximum number of credits accepted is sixteen Lake Forest credits (up to 60 semester hours or 90 quarter). All of the courses in an applicable field, up to the aforementioned limit, taken and passed with a grade of C or better toward fulfillment of the Bachelor of Arts degree at the former institution, or the A.A. degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College. No courses with D grades will be accepted in transfer. No courses with C grades or lower will be accepted for licensure.

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations set by the College Entrance Examination Board may apply for college credit for this work. Grades of "4" or "5" on the examination entitle students to credit. Certain academic departments may give credit for an examination grade of "3."

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of Faculty are required. Where appropriate the instructor may make requirements in addition to the examination. For credit to be awarded, a grade of C or better must be earned on the examination but the student's transcript will show only a credit. This process has proven especially useful for continuing education students.

Special examination for course waiver will not be allowed for courses that are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and will not normally be allowed for a course in which the student was previously enrolled or which the student audited.

If a transfer student has begun a licensure program elsewhere within the last five years, education courses and field experiences are evaluated by the Chair of the Education Department and course equivalencies are determined. Generally, courses completed in the liberal arts will be counted toward the general education requirements, and the chairperson of the transfer student's academic major department makes a determination regarding how many courses will be counted toward the academic major; the Chair of the Education Department determines whether any teacher education courses will count toward the professional education major at Lake Forest. The Department requires substantial written proof of the quality and quantity of previous experiences before even considering the waiver of pre-student teaching

clinical field experience completed in other settings or at other institutions of higher education. A form recording the course equivalencies is filled out in duplicate; one copy is for the student and one is kept in the student's departmental file. An individually tailored program is then worked out by student and advisor according to the program and major requirements.

If a transfer student has taken education courses more than five years ago, an evaluation is made by the Chair of the Education Department to determine whether the student has kept abreast of current educational trends, curricula, methods and materials, etc. through media and actual experiences. Based on this evaluation, course work and field experiences are evaluated for equivalencies where appropriate and a personalized program is designed to meet the needs of the individual while making certain that the student meets the rigorous standards of the Department and the State.

### **Transfer of Credit**

An official transcript from the issuing institution must be made available to the Registrar's Office before any academic work done elsewhere may be accepted for Lake Forest College credit.

The College is most likely to recognize a course taken at another accredited institution if Lake Forest offers a comparable course. Also, courses at other accredited institutions which are in the liberal arts tradition, but do not have comparable counterparts at Lake Forest, may be granted credit. LFC students are required to receive prior approval from the College before taking course work at other colleges. No more than sixteen transfer credits can be counted toward Lake Forest College degree requirements. No courses with D grades may be transferred to Lake Forest College. In addition, transfer credit courses will not be averaged into the GPA. Plus and minus grades (with the exception of A+) earned at another institution beginning with the fall of 1990 will be recorded on the LFC transcript. The Registrar evaluates transcripts for LFC course credit. The Department Chairperson evaluates any transfer credit that may apply toward the major requirements. Students may appeal decisions to the Academic Appeals Board.

Course credit past the sixteen-credit transfer limit may be added to the transcript for licensure only. These courses may not be used for graduation credit. Transfer courses taken for licensure only must be approved by the Chairperson of the Education Department prior to enrollment.

The Licensure Officer evaluates transfer courses for licensure. All courses for licensure must earn a "C" or above.

### **Readmission and Appeals Policies for the Teacher Education Program**

The following situations indicate that a student has exited from the teacher education program:

1. Voluntary withdrawal from courses (including fieldwork and student teaching) required for licensure at the 300- or 400 -level in the Education Department (for reasons outside of medical situations or other documented family emergency)
2. Voluntary withdrawal from the education major (for reasons outside of medical situations or other documented family emergency)
3. Earning a grade less than a B- in EDUC 215, EDUC 303, EDUC 304, EDUC 313, EDUC 315, EDUC 416, EDUC 417, EDUC 419, EDUC 420 or EDUC 422.
4. Termination of a fieldwork or student teaching placement due to poor performance: Conditions for termination can be found on page 47 of this handbook and in fieldwork and student teaching handbooks. A teacher candidate in categories (1) and (2) is considered to have exited from the

teacher education program. He or she must reapply to the program following the procedure outlined below in the Readmission Policy.

A candidate who wishes to appeal a grade should follow the College's grade appeal policy found in the Lake Forest College Student Handbook. A candidate who wishes to appeal the termination of a fieldwork or student teaching placement should follow the Education Department Appeal Process outlined below. Candidates who have been terminated from the program may receive a W rather than a WF for fieldwork or student teaching at the discretion of the instructor (per College policy) but may not be readmitted to the program.

### Re-admission Policy

Teacher candidates who have exited from student teaching normally cannot re-enter the program prior to two semesters following the time of withdrawal; they must apply for re-entry no later than four weeks after the start of the semester prior to the semester they wish to re-enter. Teacher candidates who have exited from a fieldwork placement may apply for readmission during the following semester (i.e., for a placement the following spring). The requirements for re-admission for students in categories (1) and (2) above are as follows. The student must

1. have evidence from the Dean of Students that he or she has adhered to the College's Ethics Policies (to be solicited by the Education Department)
2. show evidence of the Identifying Characteristics of a Lake Forest College Educated Teacher in a self-reflective essay that addresses the candidate's capacities in each of the five core values in the Identifying Characteristics: pre-professional dispositions, resourcefulness, responsiveness, teacher efficacy, and reflection
3. have maintained proficiency in relevant content areas and/or major
4. submit a letter for re-application to the program indicating the reasons for desiring re-admission.
5. be interviewed and recommended for re-admission by a subcommittee of the Education Advisory council, appointed by the Department Chair, with recommendations for particular requirements, as needed

Specific additional requirements for admission

### Undergraduate

Students who have not yet graduated from Lake Forest College also must provide a letter of support from the advisor in their second major (e.g., history, math, psychology, etc.).

### Post-Graduate

Graduates are required to provide recommendations from professionals with whom they have worked or volunteered successfully in the interim indicating potential for success in the teacher education program.

### Appeal Process

Teacher licensure candidates have the same rights and responsibilities as do all Lake Forest College students. Procedures for grade appeals can be found in the College Student Handbook. There are, however, specific processes in the teacher education program when decisions and evaluations may be cause for student grievances and are handled by the Education Advisory Council. These include the following:

1. admission or readmission to the teacher education program or student teaching
2. termination from the program due to poor performance
3. recommendation for state licensure

Students who wish to appeal decisions in any of these teacher education matters should first confer with the Chair of the Education Department. Appeals must be made in writing to the Education Advisory Council, through the chairperson of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue remains unresolved, the student may take his or her grievance to the Dean of Faculty, and, finally, to the President of the College.